



APT 2021

19th Academic Practice and Technology Conference (APT2021)
Co-hosted online by the London School of Economics & Political Science,
Imperial College London and University College London.
Friday 2nd July 2021

Abstracts

Title of Abstract:	Learning from Each Other in Disruptive Times through Design Thinking
Presenters (lead & co-presenters)	Bo Kelestyn Rebecca Freeman Johannes Pittgens, Luke Netherclift
Institution	University of Warwick
Format	Workshop
Abstract	In this session we will reflect on and share our learnings from applying design thinking methodologies and mindset to co-creation at the University of Warwick. This new to HE way of thinking and co-creating innovation brings staff and students together to tackle challenges in disruptive and imaginative ways. Our unique methodology called the Warwick Secret Challenge has allowed us to develop a number of previously invisible insights, engage the student body in an authentic dialogue, and even collaborate with the wider University ecosystem during the pandemic. Having nurtured and refined the Secret Challenge over the last four years, we will reveal what we learnt during this time and how we adapted the methodology during the disruptive times of the pandemic. We will engage the audience in a design thinking experience with a hope to open up a wider national dialogue on applying design thinking in order to create better student and staff experience.
Keywords	Design thinking, student engagement, student voice, co-creation



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Title of Abstract:	Finding your tribe - how cross-institutional collaboration fosters creative connections to boost learning and teaching in a pandemic
Presenters (lead & co-presenters)	Anna Hunter Chrissi Nerantzi, Neil Withnell, Emma Gillaspay, Alex Spiers, Rachelle O'Brien, Nathalie Tasler
Institution	University of Central Lancashire
Format	Workshop
Abstract	<p>The #creativeHE community was developed with the purpose of drawing people together to support and develop creative learning, teaching and research practices in HE (Nerantzi et al, 2016). From the beginning, the community had an online presence and space for ongoing discussions that attracted a wide range of practitioners and students; but until 2020, community events were largely held in face-to-face settings, hosted by partners based in Universities in the North of England. In response to the pandemic, the community shifted all activities online, and as a result has grown exponentially to include colleagues from all over the world in our regular online events co-organised by our distributed and international team. This workshop will explore the ways in which the #creativeHE community has used digitally inclusive approaches to sustain and grow the community remotely. Members of the team will share the cross-institutional and collaborative nature of the community, how we work together, and the impact this has on engagement, growth and practice. The team will engage delegates in activities to reflect on their own practice and consider opportunities to open-up and adopt cross-institutional approaches to finding their tribes.</p>
Keywords	Creativity, community, playful learning, academic identity, digital communities of practice



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Title of Abstract:	Putting Inclusivity at the heart of learning design
Presenters (lead & co-presenters)	Darren Gash
Institution	University of the Arts London
Format	Workshop withdrawn – replaced with self-paced activity
Abstract	<p>UAL's response to the COVID crisis demonstrated a capacity to quickly move to online. This largely mirrored face-to-face teaching by focusing on synchronous online delivery. In response UAL developed a toolkit to help course teams adopt a more 'inclusive blended learning' approach, underpinned by an asynchronous online 'core' accessible to students regardless of location, time zone, device, and quality of internet connection.</p> <p>This self-paced activity invites participants to explore and feedback on UAL's inclusive blended learning design toolkit, which puts inclusivity at the heart of learning design. The activity is designed to take about ½ hour or so to complete, and will be active until Friday 16th July</p> <p>What to do:</p> <ol style="list-style-type: none">1. watch this 5-minute video 'inclusive blended learning design - a brief introduction' and learn about the principles underpinning inclusive blended learning design2. download UAL's inclusive blended learning design tool kit, look at the selection of example designs and consider how you might adapt them to your own context3. post your questions, comments, and reflections about inclusive blended learning design and the toolkit to this Padlet board. <p>We will respond to your posts during the active period up until Friday 16th July via Padlet comments. Participants are also encouraged to comment on each other's posts.</p>

Description

UAL's response to the COVID crisis demonstrated a capacity to quickly move to online teaching. This largely mirrored face-to-face teaching by focusing on synchronous online delivery, resulting in challenges for some students in terms of inclusivity. As Bali and Meier (2014) document in their article 'An Affinity for Asynchronous Learning', synchronous online learning is inherently biased against certain time zones, families, busy people and so on.

In response, the Digital Learning team in collaboration with colleagues from across the UAL colleges developed a simple toolkit to support course teams in making the transition to a more inclusive blended learning approach, underpinned by an asynchronous online 'core' accessible to students regardless of location, time zone, device, and quality of internet connection.

As well as offering flexibility in how students access course materials, engage with teaching and demonstrate their learning, a key component of inclusive blended learning design is continuous formative assessment, which is fundamental to student learning and particularly beneficial for students with low levels of achievement (Sabri & Warner, 2019). To this end the digital tools, spaces and platforms that support inclusive blended learning design are how the results and feedback from student activities are captured and shared for review.

This self-paced activity invites participants to explore and feedback on UAL's inclusive blended learning design toolkit, which puts inclusivity at the heart of learning design. The activity is designed to take about ½ hour or so to complete, and will be active until Friday 16th July

What to do:

1. watch this 5-minute video '[inclusive blended learning design - a brief introduction](#)' and learn about the principles underpinning inclusive blended learning design
2. download UAL's [inclusive blended learning design tool kit](#), look at the selection of example designs and consider how you might adapt them to your own context
3. post your questions, comments, and reflections about inclusive blended learning design and the toolkit to this [Padlet board](#).

We will respond to your posts during the active period up until Friday 16th July via Padlet comments. Participants are also encouraged to comment on each other's posts.

References

Bali M, Meier B (2014). An Infinity for Asynchronous Learning (web article): <https://hybridpedagogy.org/affinity-asynchronous-learning/> last accessed 14th May 2021

Sabri D, Warner C (2019) UAL: Blueprint Formative Assessment Initiative Phase 2 Integrating Critical and Inclusive Feedback (web presentation – login required):

<https://artslondon.sharepoint.com/sites/CanvasContent/Documents/Academic%20Development%20and%20Services/ADF/Blueprint%20Workshop%20Slides.pdf> last accessed 22nd May 2021

Keywords

Inclusive, blended, learning design, synchronous, asynchronous, continuous formative assessment



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Title of Abstract:	IDEAS (Inspiration for Digital Engagement Activities)
Presenters (lead & co-presenters)	Silvia Colaiacono Leo Havemann, Abbi Shaw, Sam Ahern, Simon Walker, Clive Young, Tim Neumann
Institution	UCL
Format	Workshop
Abstract	<p>This session introduces IDEA (Inspirations for digital engagement activities), a set of resources and activities to support student engagement in digital teaching settings, developed collaboratively by UCL Arena and Digital Education.</p> <p>The resources are equally student and staff facing, flexible, and grouped by pedagogical aim (such as assessment literacy, collaboration, reflection and revision etc.). Each of them includes a rationale and instructions for use. We also have patterns for Gateway Assessments to help prepare students for summative submissions. These “lesson plan” patterns are available in the Learning Designer to facilitate implementation and transfer to subject domains. All resources are available on a dedicated blog, where we invite staff to contribute, share examples and experiences.</p> <p>The session will be interactive and model the use of the activities. Participants will be involved and invited to provide feedback on how they might use the resources.</p>
Keywords	engagement, feedback, student experience



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Title of Abstract:	Care, community and curriculum: a case study of an academic professional development programme
Presenters (lead & co-presenters)	Dr Muireann O’Keeffe Dr Roisin Donnelly, Dr Claire McAvinia Seamus Harrington, Marese Kelly,
Institution	Technological University Dublin
Format	Case study
Abstract	<p>In 2021, the disruption to teaching and learning (T%26L) brought about by the Pandemic continues. Anecdotally, it seems some disciplines thrived in online learning environments, while others such as practical subjects have suffered. As academic developers, providing a professional development programme on T%26L, we endeavoured to model best practice in online T%26L so that participants could successfully teach online.</p> <p>Initial evaluation data reported that modelling of online T%26L through our academic development programme supported online teaching practices and helped foster and sustain online learning communities. As we continue to teach online, questions have been raised about the future of T%26L in a post-pandemic and post digital higher education environment. This exploratory case study examines how the pivot to online teaching on our Postgraduate Certificate in University Learning and Teaching, impacted on teaching practices of academic staff. Also, we explore what online practices might remain in place in a post-pandemic university. This exploration is timely, at the end of the second academic teaching year effected by the Pandemic, and will help academic developers investigate the future development needs of teaching staff at our technological university.</p>
Keywords	Academic development, early career academics, disciplines, disruption academic practice, online learning

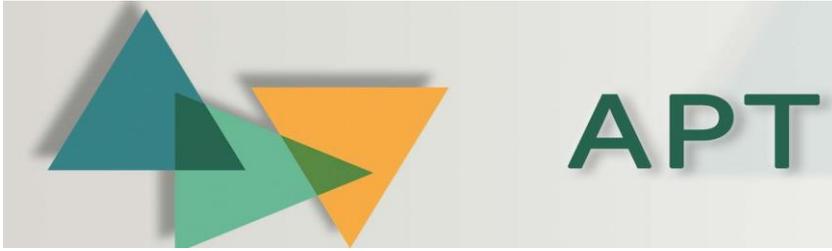


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Title of Abstract:	Using Mixed Reality for Remote Medical Education
Presenters (lead & co-presenters)	Thomas Hurkxkens Dr Argita Zalli
Institution	Imperial College London
Format	Case study
Abstract	<p>Imperial College London has been using innovative mixed reality technology to allow students access to clinical practice even when learning remotely. This solution fits the broader innovation agenda of the College where staff, students and researchers collaborate to explore the strength of virtual and augmented reality (mixed reality) for education. We will share the results of this pilot and embed it in the broader EdTech agenda in higher education. Currently, Imperial and Michigan University are collaborating to expand these virtual ward rounds globally.</p> <p>The study: Heterogeneous access to clinical learning opportunities and inconsistency in teaching is a common source of dissatisfaction amongst medical students. This was exacerbated during the COVID-19 pandemic with limited exposure to patients for clinical teaching. We conducted a proof-of-concept study at a London teaching hospital using mixed reality (MR) technology (HoloLens2™) to deliver a remote access teaching ward round. Students unanimously agreed that using this technology was enjoyable and provided learning opportunities that were otherwise inaccessible. This is now integrated across the curriculum and will include remote access to specialist clinics and surgery.</p>
Keywords	Mixed Reality, Hololens2, Medical Education Remote Education, Ward Rounds, Skills and Practice



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Title of Abstract:	The UCL Introductory Programme - joining a community of disruptive thinking
Presenters (lead & co-presenters)	Steve Rowett Viki Burnage
Institution	UCL
Format	Case study
Abstract	Belonging, as defined by Goodenow (1993), is “a student’s sense of being accepted, valued included and encouraged by others (teachers and peers) in the academic classroom setting and of feeling oneself to be an important part of the life and activity of the class”. It is also a key factor in the choices that students make when applying to university (Winter and Chapleo, 2017). The Introductory Programme is an online activity for students entering UCL's community that invites them to explore the past, present and future of UCL through its people and places. Themes of creativity and controversy, discrimination and difference, passion and progress run through twelve rich interactive stories of disruptive thinking. It’s the start of a journey that aims to give a shared sense of the institution’s values, community and achievements. This session will talk about the development of the Introductory Programme, show a demonstration and present findings from student evaluations that have been conducted.
Keywords	Belonging, community, research, interdisciplinarity



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Title of Abstract:	Engaging work-based business learners in online spaces through the development of digital residency
Presenters (lead & co-presenters)	Michelle Barr Dr Lucy Hatt
Institution	Newcastle University
Format	Case study
Abstract	<p>The idea of designing virtual learning environments that enhance engagement in online spaces is not new, especially for online or blended learning programmes. The pandemic, however, has shone the spotlight on online engagement for many more teaching professionals as they have had to transition their teaching online. Working from home, has meant that many more of us now have first-hand experience of engaging online. Before the Covid19 lockdowns, most of us could only manage being in two places at the same time at best: the physical space, and the mental space. However, online learning requires us to inhabit a third space – the digital space. For our learners to engage fully in online learning, we need to support and encourage every student to establish what has been termed, “digital residency” (White & Le Cornu, 2011).</p> <p>In this case study we will share and critically reflect on our experience of applying the digital residency framework to the design and development of online spaces for our learners. We will present some of the learning activities and resources we have created that support a continuum of engagement across synchronous and non-synchronous online spaces. We will highlight how our Canvas Community Spaces support and encourage every student to establish digital residency, ensuring our learners can engage fully in online learning.</p>
Keywords	Digital Residency, Community of Practice, Student Engagement, Online Spaces, building community, belonging



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Title of Abstract:	Student engagement with online learning in a Psychology undergraduate programme: Reflections and next steps
Presenters (lead & co-presenters)	Dr Pauldy Otermans Dr Sofia Barbosa Boucas
Institution	Brunel University London
Format	Case study
Abstract	This case study will discuss the teaching provision offered to the Psychology Undergraduate degree at Brunel University London in 2020/21, provide our reflections on student engagement, communication with students and student expectations, and our steps for 2021/22. In 2020/21 blended learning was used to provide pre- and post-session activities and tasks that would be interspersed with didactic teaching. This hybrid/blended approach included the use of didactic materials, other complementary asynchronous content, and interactive synchronous sessions (online and on campus). During the session we will explore in detail the outcome of our teaching approach, what worked well, what did not work well, what needs improving, what needs to be discarded, and based on these reflections we will touch on our insights on how to address teaching and learning from 2021/22 onward.
Keywords	Online learning Student experience Asynchronous delivery Synchronous delivery Student engagement Communication with students Student expectations



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Title of Abstract:	Reflections on a successful 'online pivot': learning for the future.
Presenters (lead & co-presenters)	Doug Specht Peter Hartley; Peter Chatterton; Gunter Saunders
Institution	University of Westminster
Format	Case study
Abstract	<p>The summer of 2020 saw institutions across the UK, and indeed the world, forced into rapid transition to online learning in the face of the COVID-19 pandemic. This case study examines how we planned and implemented a strategy to support a school within a large post-92 university in this transition. The strategy was successful against a number of measures from both university and sector comparisons, e.g. the school maintained high student satisfaction rates in both theoretical and applied subject areas. With specific attention to academic identity and efficacy, we examine the approaches that were taken to help academics climb over the digital hurdle towards good online teaching, suggesting that a three-pronged approach is needed to overcome these barriers and create the belief in digital that is needed for a successful online transition, and for continued growth. This session will explain these three factors and invite discussion on their implications for future development: a collective 'all in it together' approach; placing curriculum rather than technology at the heart of the work; and ensuring solid institutional support that does not rely on early adopters. These are brought together in a framework of principles for future working.</p>
Keywords	Online transition Academic identity Academic efficacy Synchronous and asynchronous teaching

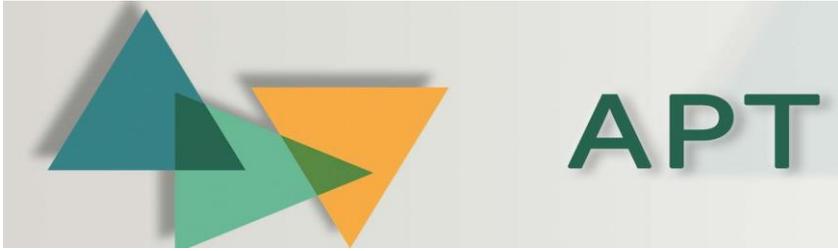


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Title of Abstract:	Change for good: Taking rapidly evolved education technology advice forward
Presenters (lead & co-presenters)	Tim Neumann
Institution	UCL Knowledge Lab
Format	Field report
Abstract	This field report outlines how advice on pivoting teaching to online was handled at University College London (UCL) with a focus on key roles in the area of pedagogic and technological advice. Following an analysis of the overall support structure for teaching with technology, the report provides a portrait of advice roles at four different levels in the organisational structure, based on four group interviews with 14 staff. This provides insight into a new cascading model of support, which was rapidly deployed in the as a response to the constraints of the pandemic. As part of the organisational learning process, the field report will draw out elements that are considered successful and applicable for the future provision of high quality teaching with a significantly higher level of embedded technology use. The findings are presented in a way to work as analytical tools or reflection points for decision makers and education technology support staff.
Keywords	Education Technology Support; Advice; Staff Development; Leadership; Organisational Change; Technology Adoption; COVID-19



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Title of Abstract:	Should we see students' cameras when we teach online
Presenters (lead & co-presenters)	Catherine Bazela Pete Mella and Rob Spark
Institution	University of Sheffield
Format	Field report
Abstract	This session will reflect on a new webinar "Should we see students when we teach online?" run at the University of Sheffield in January 2021. The webinar used the titular question as a catalyst for discussion around accessibility, inclusivity, and the psychological barriers to learning online, which came about as a result of the Covid-19 pandemic. We will discuss the idea of why the webinar was developed, and why we chose to run it as an online discussion rather than taking a stance on the use of webcams. We will also talk about the research that we found in the area, which at this point is largely anecdotal, the reception of the ideas from those attending, and our reflections on the session as a whole.
Keywords	Student experience, webcam use, accessibility, inclusivity



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Title of Abstract:	The Use of Blogs in Developing L2 Writing Skills
Presenters (lead & co-presenters)	Maria Sibiryakova Leo Havemann
Institution	UCL, SSEES
Format	Case study
Abstract	<p>The presentation focuses on the use of blogs for developing second language (L2) writing skills for a linguistically diverse cohort of students at SSEES, UCL. The ZPD theory by L. Vygotsky was used to apply an individualised approach to developing L2 writing skills. To assess the outcomes of students' learning principles of Dynamic and Ipsative assessment were applied. Blogging was used as a pedagogical tool to a) increase students' motivation and confidence b) to engage students in systematic writing, and c) to improve their language proficiency. The session will include discussion of the preliminary findings of focus groups which explored students' perception and experience on how the assessment in this module differed from writing a traditional essay.</p>
Keywords	L2 writing, blogging, reflection, peer-review, Russian, open education



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Title of Abstract:	Digital assessment – an Alexander Pope or Star Trek moment?
Presenters (lead & co-presenters)	Simon Walker Grayson Jones, Joanne Moles, Steve Rowett
Institution	UCL
Format	Research paper or work in progress
Abstract	Digital assessment is seen as one of the ‘final frontiers’ in Higher Education- its borderlands throw up new innovations, disruptions, benefits and challenges. UCL’s pivot to online teaching in April 20/21 created the conditions for adopting a cross-university ‘digital first’ approach to assessment. This short panel discussion will touch upon the core activities undertaken for the successful procurement and implementation of a modern, dedicated digital assessment platform that was rolled out for all 18,000 centrally managed exams in April 2021. It will explore some of the immediate and potential benefits and challenges, including the resourcing and training aspects required to ensure success at scale, and consider some cultural and policy developments required for a shift to a modern approach to assessment.
Keywords	Digital assessment; alternative assessment; exams; summative assessment; formative assessment;



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Title of Abstract:	ABC Learning Design and the challenges of online
Presenters (lead & co-presenters)	Clive Young Nataša Perović
Institution	UCL
Format	Research paper or work in progress
Abstract	<p>ABC learning design is ‘sprint’ method now widely used to help busy university and college teachers review and redesign their courses for blended modes.</p> <p>Originally run as face-to-face workshops, in only 90 minutes teaching teams work together to create a visual ‘storyboard’ of activities representing the student journey. Assessment methods, programme-level themes and institutional policies can all be integrated easily. International ABC user groups have emerged over the last five years to share ideas, translations and localisations.</p> <p>The 2020 Covid crisis impacted on ABC in two ways; one positive, one negative. As even traditionally minded universities were forced to ‘pivot’ rapidly to online learning provision, the advantages of digital modes and the need for structured learning design became ever more evident. Paradoxically, the customary ABC on-campus workshops could not be run. The community responded swiftly by experimenting with online approaches.</p> <p>Clive Young and Nataša Perović, the UCL originators of ABC, have now created and trialled their own online version based on Google Jamboard and UCL’s Learning Designer tool.</p> <p>In this session Clive and Nataša will show how this works, compare on-campus and online versions, and discuss how in the longer term ABC may be integrated into university-level educational design processes.</p>
Keywords	Learning design, Innovative practice, Module and programme design.



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Title of Abstract:	Using the disruption of the pandemic to enhance online assessment design.
Presenters (lead & co-presenters)	Gwyneth Hughes Linda Amrane-Cooper Alan Tait
Institution	UCL, Institute of Education UoL, OU
Format	Research paper or work in progress
Abstract	<p>The University of London’s response to the 2020 COVID-19 pandemic was to move 110,000 exams taken in centres worldwide online. There has been an extensive evaluation of student, staff and management experiences. This paper explores the impact of the rapid pivot to online exams on programme directors’ accounts of the consequent examination re-design such as open book exams and reducing reliance on rote learning. The extra time for online exams that was offered for accessing the system and uploading answers also enabled students to correct errors and make use of external sources. There was clear evidence that some staff were shifting from viewing exams as mainly a measurement of knowledge to seeing the potential of assessment for learning. There were however concerns about academic integrity and workload.</p> <p>The rapid pivot to online exams, although challenging organisationally, has made visible some limitations of exams and online exam technologies and has encouraged assessors to reflect on using more formative assessment for supporting learning. With further relaxing of institutional constraints on assessment design, and with appropriate assessment support, this could enable designers to take increasing more innovative approaches to assessment in the future.</p>
Keywords	assessment for learning, online exams, assessment design



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Title of Abstract:	Covid-19 Medical Education: Team-Based E-learning
Presenters (lead & co-presenters)	Will Austin Dr Hatim Abdulhussein
Institution	Brunel University/ Hull York Medical School
Format	Research paper or work in progress
Abstract	How can students be encouraged to engage with a neglected part of medical education in a pandemic? In the wake of the Covid-19 pandemic virtual learning has come to the forefront of academic teaching pedagogies. Whilst the rising popularity of Team-Based Learning (TBL) to deliver medical education and the deemed superiority of TBL over problem-based learning, means a fusion of the two must be explored. This presentation will discuss the implementation of using a team-based e-learning pedagogy to deliver teaching of active conversations to postgraduate Physicians Associates students. The TBL e-learning session was evaluated with student feedback, of which the session was found to be both useful and efficient in delivering a previously uncomfortable and subsequently neglected part of medical education.
Keywords	Postgraduate, Medical Education, Team-Based Learning Covid-19, Virtual Learning



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Title of Abstract:	Innovations in teaching: responding to COVID-19 and developing a sustainable online, collaborative, cross-institutional approach to deliver Team-Based Learning using appropriate digital tools and platforms.
Presenters (lead & co-presenters)	Ms Shafeena Anas Dr Adam Cocks, Dr Pascale Kippelen, Ms Anastasia Christoforou, Dr Markus Laine, Dr Salla Jokela and Dr Jonathon Taylor and Professor Louise Mansfield
Institution	Brunel University London & Tampere University
Format	Research paper or work in progress
Abstract	<p>Team-Based Learning (TBL) is an innovative learning and teaching strategy deemed to facilitate active and collaborative learning. For this project, academic colleagues from Brunel University London (BUL) teamed up with colleagues from Tampere University (Finland) to deliver, for the first time, online TBL to their first-year undergraduate students. The aims were threefold: i) to implement and evaluate online TBL in first year UG Research Methods modules in two distinct higher education institutions; ii) to evaluate a number of technological tools, including a purpose-built, commercially available TBL software (i.e. LAMS International), to deliver online TBL; iii) share best teaching practice for the delivery of the sessions online (which became a necessity due to COVID-19).</p> <p>Progress to date: four online TBL sessions were delivered at BUL and two were delivered at Tampere.</p> <p>Evaluation of the new pedagogical strategy (incl. staff and student surveys and student focus group) is currently under way.</p>
Keywords	Team-Based Learning; inter-institutional collaboration; online, digital technologies



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Title of Abstract:	The use of chatbot technology for improving connectedness and learning support among international students during the COVID-19 Pandemic
Presenters (lead & co-presenters)	Dr. Sylvie Studente Dr. Stephen Ellis, Dr. Filia Garivaldis
Institution	Regent’s University London
Format	Research paper or work in progress
Abstract	<p>Feelings of “social isolation” are reported to be a key cause of low engagement for international students. Feelings of disconnectedness and isolation have been exacerbated by global lockdowns as a consequence of the COVID-19 pandemic. We advocate the use of chatbot technology during these challenging times, to provide students with connectedness and a sense of belonging which are essential to effective learning.</p> <p>We report upon two studies introducing chatbot technology to develop learning communities at a London University, with a largely international student base. The first study focussed upon easing the transition for first year students and increasing study engagement. The chatbot was used by both Programme Directors and Students. Findings indicate the chatbot enabled students to obtain support and connect to their programme leader.</p> <p>The second study focussed upon creating learning communities with students and module leaders. We report upon how the chatbot was implemented during lockdown to help students feel more connected, and how the bot was incorporated within teaching and learning activities during online modes of delivery.</p>
Keywords	Chatbot, learning community, learner identity, isolation, student engagement, technology, blended learning, international students , social inclusion



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Title of Abstract:	The Dream Team: Designing fairer group assessments
Presenters (lead & co-presenters)	Dr Jim Turner Jack Ennis, Will Moindrot, Dr Tünde Varga-Atkins
Institution	Liverpool John Moores University, Newcastle University and University of Liverpool
Format	Research paper or work in progress
Abstract	<p>Group work has become a key element of a degree programme design and has the potential to improve student engagement, performance, marks, and retention, however, this potential is lost if the assessment design is not seen as fair (Gibbs, 2009, Meijer et al., 2020). Technology offers some answers but is this a ‘sticking plaster’ over the complexities of teaching practice, assessment design, and student perception. Three UK institutions (Universities of Liverpool, Newcastle, and Liverpool John Moores) independently instigated the same digital peer evaluation of group work platform (Buddycheck) to address such challenges. In this session, we present our cross-institutional research idea of jointly investigating the pedagogical opportunities and implications of assessed groupwork incorporating a peer evaluation process. Building on White et al’s (2005) survey study, we will report our early findings from a mixed-methods research study that elicits students’ perceptions of fairness. Our additional aim is to gather and discuss possible pedagogical approaches based on literature review and staff survey data. To finish we would like to seek feedback from the audience about our research idea and their perceptions and practices on designing and implementing group assessment, and our shared hopes to create the ‘dream team’ assessment.</p>
Keywords	Peer evaluation, peer-moderated marking, collaborative group work, fairness, assessment, Buddycheck



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Title of Abstract:	Relational Pedagogy in virtual learning environments: A study of online approaches to the development of Communities of enquiry Higher Education
Presenters (lead & co-presenters)	Stephen Powell Orlagh McCabe
Institution	Manchester Metropolitan University
Format	Research paper or work in progress
Abstract	<p>Relational Pedagogy in virtual learning environments: A study of online approaches to the development of Learner Communities in Higher Education</p> <p>Orlagh McCabe and Stephen Powell Manchester Metropolitan University</p> <p>In many teaching situations there are various benefits to including practice that promotes relational pedagogy. Although referring specifically to children’s learning (Hedges and Cooper, 2018: P4) refer to practices of ‘reciprocity, joint involvement, intuition, wisdom and trust’ as offering a space for learning that connects with collective participants interests. These practices can in turn be successfully applied to HE learning contexts in order to emphasise meaning rather than knowledge construction.</p> <p>Curriculum designed to embed a relational approach would therefore encourage practice that incorporates interaction between learner and teacher and the promotion of relationships between individuals, encouraging a peer approach to learning whilst facilitating pedagogic practice that not only creates but also sustains learner communities. This is not always natural phenomenon and requires a tacit approach from teachers in offering an open yet respectful and supportive relationship with their learners (Jensen, Skibsted & Christensen, 2015).</p>
Keywords	Relational Pedagogy, Online learning Communities, Soft Systems Methodology



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Abstracts

Title of Abstract:	Tutors' and students' approach to a pedagogic shift to Active Blended Learning (ABL)
Presenters (lead & co-presenters)	Virginia Teixeira Antunes Rob Howe
Institution	University of Northampton
Format	Research paper or work in progress
Abstract	<p>A research study was conducted at a Higher Education Institution to evaluate a pedagogic shift to Active Blended Learning (ABL) as institutional approach to learning and teaching.</p> <p>The study focused initially on barriers and enablers to engagement with ABL. It explored how this pedagogic shift was perceived and understood by tutors and how their beliefs influenced engagement with the pedagogic approach in teaching practice. Tutors' beliefs and teaching practice were grouped in four main categories: 'Active Innovators' who believe change is positive and apply it to their academic practice; 'Lagging Innovators' who hold positive beliefs but fail to fully implement it; 'Sceptical but obliging' who hold negative beliefs but whose practices are consistent with the new approach; and 'Sceptical and resistant' who hold negative beliefs and actively resist implementing it in their practice.</p> <p>The final stage of the study focused on the student experience and found barriers and enablers perceived by students linked to their learning experiences, their social experiences and the support provision in the institution within an ABL context.</p> <p>This presentation will discuss how these findings may be of value for other HE institutions engaging in organisational shifts and transformative approaches to pedagogy.</p>
Keywords	Active blended learning, student engagement, institutional change, innovative pedagogy, digital transformation



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Abstracts

Title of Abstract:	The Use of WhatsApp® in Medical Education: Building a new community during a pandemic
Presenters (lead & co-presenters)	Dr Charlotte Patterson Dr Victoria Shivji; Indran Balakrishnan, Professor Alison Rodger
Institution	Royal Free London NHS Foundation Trust; University College London
Format	Field report
Abstract	<p>Background: We used the instant messaging service WhatsApp® to co-ordinate a semi-virtual 2-week hospital placement for 4th year medical students. The purpose of the WhatsApp® group was to ensure students felt part of a community of practice during a challenging and disruptive time for medical education, as well as to communicate logistics in clinical placements such as last-minute venue changes.</p> <p>Methods: All Students were emailed a short survey after the placement to ascertain how useful they found the WhatsApp® group.</p> <p>Results: With a 72% (55/76) response rate, 100% (55/55) of the students felt all placements should use WhatsApp® in this way. Students identified a sense of belonging to a team through the use of WhatsApp®. They also found it useful to locate bedside teaching sessions, troubleshoot information technology (ICT) issues and receive notification of late-running sessions</p> <p>Discussion and Conclusion: The last academic year has posed significant challenges for medical education, with many medical schools running semi-virtual clinical attachments for students. Sense of belonging and feeling part of communities of practice is essential for learning to take place. We conclude that use of WhatsApp® in medical education creates a sense of belonging and community amongst students, enhancing their educational experience.</p>
Keywords	WhatsApp®, Communities of Practice, Maslow, Technology in Medical Education



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Title of Abstract:	An Inclusive Approach to Exams as a Response to the Pandemic
Presenters (lead & co-presenters)	Dr Jennifer George
Institution	Goldsmiths, University of London
Format	Case study
Abstract	In March 2020, within the space of a week, England went into lockdown and Universities had to switch to online delivery of teaching, learning and assessment activities. Exams that traditionally took place in invigilated examination halls were cancelled and staff were left to assess students online. I was the Exams Office and Chair of the Board of Examiners for the year and resolving this for our department was my responsibility. This paper discusses the process of setting up inclusive digital exams in the computing department, implementation, challenges and the feedback from both staff and students. This approach was adopted by 13 members of staff and the exams were taken by over a thousand students. The paper closes with how we intend to carry over the lessons learnt from this experience.
Keywords	Inclusion, Accessibility, Inclusive Assessment, Pandemic, Moodle



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Abstracts

Title of Abstract:	Evening Report: Student-Faculty Shared Learning for Clinical Reasoning
Presenters (lead & co-presenters)	Dr Adam Boggon Matthew McCann
Institution	Royal Free Hospital & University College London
Format	Case study
Abstract	<p>Collaboration between faculty and students in preparing and delivering teaching activities may yield novel opportunities for learning across a wide range of disciplines.</p> <p>Evening Report is a weekly case-based interactive lecture delivered online and in person for clinical medical students at University College London. Students present cases encountered during their placements in the form of a diagnostic puzzle: engaging learners to think in a structured, rigorous fashion through their approach to the problems faced by the patients they encounter. We focus on clinical reasoning: the analysis of anamnesis, physical examination findings and investigation results to reach an accurate diagnosis. Faculty and student co-presenters interleave relevant discussion of basic science, anatomy, physiology, pharmacology, pathology and clinical anecdote. Each session has a theme and cases are presented covering the breadth of medicine and surgery. Content is aligned to the UCL curriculum.</p> <p>Evening Report has been delivered 15 times and has proved a popular adjunct to the clinical programme at the Royal Free Hospital. Close working between students and hospital faculty provide students with a gentle introduction to what the experience of 'standing on the other side of the podium' feels like, in addition to the knowledge they and their peers gain from the lectures. We have built a small, engaged community of practice within the hospital during a time of extraordinary disruption to education.</p>
Keywords	Medical Education; Clinical Reasoning; Shared Learning; Communities of Practice



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Title of Abstract:	Finding common ground in a degree apprenticeship: the challenges of work-integrated learning for Gen Y and Gen Z
Presenters (lead & co-presenters)	Dr Paula Nottingham
Institution	Middlesex University
Format	Research paper or work in progress
Abstract	One of the challenges facing higher education today is to develop work-based and work-integrated learning that is sustainable with newer generations of learners. This session explores an innovative degree apprenticeship that includes a specialist collaborative partner and employers using the concepts of Gen Y and Gen Z. The case study for the BSc (Hons) Professional Practice in Business to Business Sales Degree Apprenticeship responds to the need to enhance existing resources and provide flexible and sustainable delivery strategies for learning within the workplace (Author, 2021). Findings from the research suggest that with younger professionals, the use of digital technology is an active part of the engagement in university learning and establishing job roles. Gen Y and Gen Z apprentices in this study mirrored a review of literature that indicated that this demographic showed positive attitudes towards technology as well as aspirations for work-life balance. The case study has led to significant insights about the common ground that exists between generations and how to think about the online provision currently in use while considering ways to develop new hybrid strategies for learners based on an increasingly digitised post-Covid workplace.
Keywords	Degree apprenticeship, Generation Y, Generation Z, work-integrated learning



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Abstracts

Title of Abstract:	Hybrid Teaching: Fight or Flight?
Presenters (lead & co-presenters)	James Rutherford Dominic Pates, Ivan Sikora
Institution	City, University of London
Format	Case Study
Abstract	Hybrid teaching is a pedagogic and technical approach to simultaneous teaching to students that are either on campus or online. Although it has been in practice for some time within higher education, notably with the Hyflex model originating from the US, significant uptake in such hybrid approaches have largely only happened in reaction to the COVID-19 pandemic. While some hybrid learning spaces were hastily implemented for tactical reasons, many would have been technically complicated for teaching staff, developed without adequate time for pedagogic planning, and with major implications for the student experience. While hybrid modes of teaching can have significant challenges for academic delivery, student inclusion, course delivery and timetabling, they can also offer up new opportunities for higher education. This case study shares an approach being taken to develop inclusive synchronous learning environments, draws on some lessons learned from pre-pandemic experiments with hybrid teaching, and invites participants to contribute their perspectives on this emerging practice via a new podcast initiative.
Keywords	hybrid teaching, mixed-mode, dual-delivery, blended synchronous learning, learning spaces, online education, learning design



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Title of Abstract:	“All the world’s a stage” – the Open Broadcaster Software (OBS) as enabling technology to overcome restrictions in online teaching
Presenters (lead & co-presenters)	Gerhard Kristandl
Institution	University of Greenwich
Format	Case study
Abstract	The Open Broadcaster Software (OBS) Studio is a free software that enables tutors to overcome the typical restrictions of video conferencing software like MS Teams or Zoom. These restrictions come in terms of what can be shown in a live online teaching or recording session, and how. A case study about a student role-play exercise in an Accounting Information Systems course will demonstrate these technological (and consequently pedagogical) restrictions, caused by the pandemic-induced move to online teaching. This put a dampener on otherwise engaging teaching and student activities hitherto run in the classroom. The goal of this presentation is to demonstrate how OBS Studio was employed to overcome technical and pedagogical restrictions set by typical video conferencing software in this situation. In doing so, this presentation will be run in a PechaKucha format, followed by a brief demonstration of the flexibility offered by using OBS Studio as enabling technology.
Keywords	Online teaching, online role-play, OBS, Open Broadcaster Software Studio, MS Teams, Zoom, Panopto, overcoming technological restrictions



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Title of Abstract:	Engineering Minecraft: hands-on & collaborative learning in a virtual lab
Presenters (lead & co-presenters)	Dr Rebecca Yerworth
Institution	UCL
Format	Case study
Abstract	<p>The global pandemic necessitated an interdisciplinary lab project for ~250 undergraduate students to be moved online. Minecraft, Education Edition [1] was chosen due to its potential to create an immersive and 3-dimensional environment for collaborative experiential learning. Whilst there are numerous reports of Minecraft successfully being used for education, this has mostly been with younger students [2]. To enable degree level engineering aspects to be explored, creative use of existing game features were combined with bespoke code, the framework of which would be applicable to other curriculum topics. Although commercial modelling software would have created more detailed and accurate results it would have taken disproportionately long to learn and created a minimal sense of 'presence'. Presence is an important aspect of the Flow Theory of learning [4], and Minecraft is well suited to providing this. As for the visualisations, simplistic visuals are sometimes as good or better [3] than complex ones. The experience for some students was marred by issues with connecting to the servers and bugs in the bespoke code. However, overall, staff observations, formal and informal student feedback, and the quality of the submitted work all confirmed the appropriateness and potential of using Minecraft in this way.</p>
Keywords	Minecraft, Virtual lab, Collaborative learning



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Title of Abstract:	Breaking the Silence in Online Spaces: How Socialization Strategies Using Digital Technology Inspired a Community Outreach Project on Anti-Racism
Presenters (lead & co-presenters)	Simone Adams Barbora Orlicka Antonia Pohlmann
Institution	University of Graz, Austria
Format	Field report
Abstract	Online engagement of students has always been a challenge for teachers, exacerbated during the past year of “pandemic teaching”, with factors such as the digital divide, “Zoom fatigue”, and overall lack of (mental) well-being influencing whether students want to or are even able to participate in virtual classroom spaces. Building a strong online learning community for diverse learners with different needs is therefore all the more important. This field report describes and analyzes the pedagogical course design and practical strategies to foster online socialization in an undergraduate American Studies seminar that led to a voluntary student community outreach project on anti-racism. The “Breaking Silence” project was designed by the students, with the instructor acting as a consultant and mentor, and resulted in a virtual kick-off event via ZOOM, a 2-week social media challenge, and engagement far beyond the (online) classroom. Through autoethnographic reflections and analysis of scaffolded synchronous and asynchronous online classroom activities, the authors of this paper will demonstrate how the focus on “access and motivation” and “online socialization” in online activities (Salmon 2011) as well as a Universal Design for Learning approach, and allowing a sense of classroom vulnerability leads to stronger social presence and more student engagement.
Keywords	student engagement, online socialization, community outreach, diversity & inclusion, digital technology, vulnerability, instructional design,



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Title of Abstract:	How UCL Economics Walk went virtual
Presenters (lead & co-presenters)	Ramin Nassehi
Institution	University College London
Format	Research paper or work in progress
Abstract	<p>UCL Economics Walk is a walking tour of Bloomsbury, where the tour leader (i.e. lecturer) takes the audience through different locations in this area that have an economic story to tell. The project's aim is to explain complex economic ideas in an accessible way to students and/or members of the public and encourage critical discussion on those ideas. I have offered this tour in person for thirteen times and twice virtually. In terms of pedagogy, this tour follows a dialogical approach in a sense that the tour leader starts a conversation about each location with, and among, the audience. In this presentation, I will talk about the challenges I faced to create a virtual version of this tour on Zoom, particularly the different mediums (Google Map, interactive online polls, music, short snippets from movies, Green Screen presentation) I used to encourage peer dialogue and create a sense of collective intellectual journey. You can watch the teaser of the virtual tour here:</p> <p>https://www.youtube.com/watch?v=46yS6UUuRN8</p> <p>This tour takes a place-based approach to teaching economics that can be easily adapted to different campuses, towns or cities in face-to-face or virtual settings. For instance, this method can be used to discuss a shop, a building or an advertisement in campus/town that has an economic story to tell. Generally, the tour aims to teach economics by encouraging a (digital) collective dialogue around certain locations (i.e. case studies).</p>
Keywords	Public Engagement, Virtual community building, Virtual campus tours, Demystifying economics, Place-based method of teaching economics.



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Title of Abstract:	Mobius – an innovative online maths resource for widening participation through individualised learning pathways
Presenters (lead & co-presenters)	Shaheen Charlwood Judith Brown
Institution	University of Warwick
Format	Research paper or work in progress
Abstract	<p>Mobius (Maths Online Bridge for Individualised Undergraduate Support) is an innovative online maths tool created within the moodle VLE platform to provide students with a customised study pathway. Different pathways are structured depending on learners’ responses to hinge questions, that are carefully designed around a key subset of core concepts, to assess learners’ capabilities and direct them to a choice of suitable next steps thus enabling learners to bridge gaps in their knowledge and gain confidence in independent study skills.</p> <p>We will show how we’ve used moodle to transform the threshold concept as proposed by Meyer & Land (2003) from being universal to being more specific, temporal and at an individual level. Mobius provides a personalised learning experience where students are directed to support, depth, examples, enrichment and extension activities tailored to their individual requirements and when they need it. In addition we will provide a preliminary evaluation based on feedback from current learners.</p> <p>The technology used in Mobius incorporates the moodle lesson tool and allows for easy transferability so that other disciplines are able to use a template to create their own supportive pathways through relevant content.</p>
Keywords	Individualised learning, threshold concept, widening participation, online learning, maths



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Title of Abstract:	Digital Transformation- a rapid approach to transforming curriculum delivery
Presenters (lead & co-presenters)	Adele Cushing Zad Santospirito
Institution	Birkbeck, University of London
Format	Case study
Abstract	<p>In March 2020, a long-term strategy to increasingly integrate digital education across the curriculum at Birkbeck, University of London became a lot shorter! Like most Universities, when the pandemic hit we moved into 'emergency online teaching' mode. However, we also took the opportunity to plan for an approach to consistently transform our modules using proven design methodology (i.e. Diana Laurillard's Conversational Framework) into a more flexible format, also meeting key legislative requirements (e.g accessibility). We supported lecturers with an online scaffold from which they could confidently design/review/adjust online content to support students during a stressful period of learning. Supported by an in-house developed module design and timetabling system called Swiftfoot, our development was innovative, evolutionary and rapid. A collegiate approach of early decisions, leadership, change management, communication, new roles in support, training and systems development/implementation provided the desired consistent design and delivery. The transformation has subsequently been well received and widely praised by students. It has also provided staff with enhanced technical knowledge to develop online learning resources. Our case study will inform you of the tools and theory we adopted in this process.</p>
Keywords	Transformation, Learning Design, Accessibility, System Integration, Moodle



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Title of Abstract:	Reflecting on a student's view of interactions and communications before, during and after lockdown
Presenters (lead & co-presenters)	Eileen Bracken Eileen Bracken
Institution	University of Limerick
Format	Case study
Abstract	An undergraduate student addresses her own particular context, in which core abilities were purposefully nurtured during students' early engagements in problem-based learning, and which were subjected to changes in practice occasioned by Covid, She seeks to identify and present a reflective view of the features of such course provision that may usefully be carried forward from the lockdown experience, to the post-Covid period. This projection is based on her records and reflective reviews in the period influenced by the pandemic. It is further informed by reference to the publication in the year before Covid struck of summarised evidence-based student claims for development. The author critically identifies and explores the ways in which she and her classmates have been developing their practice and particularly their communications using technology. She explores the developments that she hopes will be sustained when the 'new normal' emerges.
Keywords	core abilities; technology-based communication; reflective reviews; problem-based learning; group work



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Title of Abstract:	Supporting student progress and self regulation using personalised analytics
Presenters (lead & co-presenters)	Andy Smidt Danny Liu
Institution	The University of Sydney
Format	Case study
Abstract	One of the biggest challenges that instructors face, even before COVID but exacerbated by it, is being able to judge how students are tracking and helping them feel connected. In these disruptive times in higher education where online/hybrid teaching is the new normal, providing personal remote support for students and building engagement are troublesome. In this session, we describe an innovative practice that brings together relevant data from the VLE and students themselves to make remote learning more connected and personalised. From tailored feedback messages to building student capacity for goal-setting and self-regulation, this approach not only helps students manage their own expectations but helps teachers build personal connections to engage students. We present a case study of a freely-available learning analytics platform and, most importantly, the personalised pedagogies that integrate data with online/hybrid learning and teaching to improve the staff and student experience in an allied health course.
Keywords	Self regulation; personalised learning; feedback; student support; learning analytics.



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Title of Abstract:	Evolving Perceptions of Content Capture
Presenters (lead & co-presenters)	Shaun Searle Dr Stephen Webb, Dr Harriet Dunbar-Morris
Institution	University of Portsmouth
Format	Case study
Abstract	<p>In the academic year prior to the pandemic, the University of Portsmouth undertook an institution-wide consultation exercise to gather staff and student perceptions on content capture. In broad terms, the consultation showed that students were in favour of capturing as much content as possible; academic staff expressed more ambivalent attitudes to the use of content capture technology. The institution's pandemic response, which directed a "blended and connected" approach to teaching and learning, called for the rapid procurement, implementation, and roll-out of a content capture system. In this case study we examine in qualitative terms how perceptions of this technology have evolved during a period of unprecedented disruption, and present quantitative data on the changing use of the technology. We also discuss the challenges involved on building on success and influencing future teaching practice at our institution.</p>
Keywords	Content capture; lecture capture; blended and connected learning; technology enhanced learning



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Title of Abstract:	Teaching the teachers to teach online: The experiences of clinical educators delivering a 'Micro-teach' via Zoom
Presenters (lead & co-presenters)	Dr Lucy Spowart Dr Tristan Price Mohammed Ibrar Perwaiz
Institution	The University of Plymouth
Format	Case study
Abstract	<p>Drawing on data collected via semi-structured online interviews (n=10) with clinical educators (doctors, nurses, dentists, psychiatrists etc.) enrolled on the Postgraduate Certificate in Clinical Education we explore the importance of interactive teaching in the online environment. We specifically focus on students' experiences of delivering a 'microteach'. A 'micro-teach' is a mini teaching episode (15 minutes), designed to assess the learners' practical teaching skills and understanding of underpinning pedagogical principles. It is a core component of the course, and one that has traditionally been delivered in the classroom. Great emphasis is placed upon the students' ability to engage a small group of learners that is appropriately pitched and inclusive.</p> <p>Planning for the assessed microteach was well underway in 2020 when lockdown was announced. This impacted the cohort in a number of ways, not least the disruption to their work schedules as key workers. Here we discuss the opportunities and barriers experienced by both students and staff in the move to online delivery.</p>
Keywords	Interactive learning; online teaching; teacher expertise; student engagement



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Title of Abstract:	Learning to Walk Again: An Educator's Journey Teaching in Virtual Reality
Presenters (lead & co-presenters)	Melanie Garson
Institution	UCL (Department of Political Science)
Format	Case study
Abstract	<p>As Covid-19 propelled a new reimagining of teaching space that allure of virtual reality platforms is compelling. A new world, where you can change a room layout and your clothes at the click of the button. For interactive simulation-based courses it can offer the advantage of freedom of movement at will rather than the awkward fumbling with breakout rooms. However, whilst the novelty of being able to break out a dance move at the touch of a button might offer an attractive alternative for students after endless Zoom seminars, how does it measure up as a learning experience?</p> <p>In this presentation I share the preliminary results of a pilot project, 29 TaVIRstock Square, a virtual department space hosted on the VirBELA platform used as part of teaching for a simulation-based negotiation course and student social networking activities. Participants on the negotiation course had the option of participating in surveys evaluating the use of the platform both as a learning and social tool whilst on the platform, and the effect of the experience on their subsequent skills development. I also share some best practices and challenges for lecturers designing and delivering teaching in the virtual world.</p>
Keywords	Virtual Reality; Online Simulations; Virtual Networking



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Title of Abstract:	Conclusions from the HWOnline-PGTOOnline project: When good practices in online education prepare you for “emergency learning”
Presenters (lead & co-presenters)	Mari-Cruz Garcia Vallejo
Institution	Heriot-Watt University
Format	Case study
Abstract	<p>The HWOnline/PGTOOnline project was aimed at enhancing the delivery of the portfolio of online postgraduate programmes at the School of Energy, Geoscience, Infrastructure and Society (EGIS) of Heriot-Watt University. The project introduced the pedagogical model of learning communities as well as the use of multimedia materials (audio and video) to avoid the feeling of isolation and to keep students motivated. The analysis of the results of the EGIS student survey for the 13 academic courses that were redeveloped during the project, from the academic year 2017-2018 to the academic year 2019-2020, shows that students preferred the pedagogical approach of learning communities, instead of the previous self-study model, to keep them motivated. Although the low response rate for the student survey (less than 23% for distance learning students) does not allow to draw significant conclusions yet, , the 13 courses redeveloped as part of the HW Online project gathered higher positive feedback for both the qualitative and quantitative questions included in the survey. Live webinars, interactions with other peer students as well as with the tutor through discussion boards and group activities, and the use of multimedia content, were the most valued enhancements from student feedback.</p>
Keywords	Good practice, online education, enhancing student experience, learning communities, multimedia, online interaction



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Title of Abstract:	Therapists on Twitter: A case study of facilitating #TraineeTalk, an innovative international social media learning community for student counsellors and psychotherapists.
Presenters (lead & co-presenters)	Dr Peter Blundell Caz Binstead
Institution	Liverpool John Moores University & #TherapistsConnect
Format	Case study
Abstract	In this case study, we will discuss a social media project for student counsellors and psychotherapists on Twitter, called #TraineeTalk. We are a group of qualified and experienced UK counsellors and psychotherapists and educators; our project aim was to build connections between students of counselling and psychotherapy, in any part of the world, and at all educational levels. In addition, for the last twelve months we have facilitated a weekly Twitter discussion group, which is open to any counselling and psychotherapy student in the world. This case study will describe our experiences as well as the students who took part in this project, including a critical examination of both the challenges and benefits to students. We argue that social media can be used to develop innovative and international professional learning communities, which can foster student engagement whilst also deepening students' sense of professional identity and belonging.
Keywords	professional learning community, therapist pedagogy, informal learning, social media



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Title of Abstract:	Developing an online community for a distance learning course in law
Presenters (lead & co-presenters)	Sara Thornes Rebecca Oglethorpe
Institution	Leeds Beckett University
Format	Case study
Abstract	<p>In this case study we discuss the development of an online course community for a postgraduate distance learning course in Law. The course has a diverse student body - in terms of age, geographic location, personal and professional circumstances, prior experience of the subject and length of time out of formal education. These differences, combined with multiple intakes and varied study pathways led to students feeling isolated. They found it hard to connect with others and became reliant on interactions with module instructors to feel 'seen'.</p> <p>In 2018/19, student feedback expressed dissatisfaction and anxiety at the lack of opportunity for interaction with others. One student commented: "I would request that you don't forget us distance learners ... you are without a window into our efforts and activities."</p> <p>There was a clear need to address these concerns and as a result in September 2019 we introduced a new course community using the Microsoft Teams platform.</p> <p>We will discuss the highlights and challenges of developing the community; share feedback received from students and staff through both formal and informal channels; and describe the importance to us of providing a safe space to establish both student and instructor social presence.</p>
Keywords	online community, distance learning, social presence, instructor presence, student engagement

Title of Abstract:	Collaborative Online Mapping to Promote a Sense of Belonging
Presenters (lead & co-presenters)	Nick Bowskill Melody Harrogate David Hall Lucy Hutchinson
Institution	University of Derby
Format	Case study
Abstract	<p>Collaborative mapping is a shared digital technology supporting geo-tagging or crowdsourcing activities. Users can annotate a shared online digital map with markers, text, video and images. Users can also view the inputs of others on the same map. Common applications are for disaster mapping, story-telling, and geographical or environmental projects. They are seldom used in formal courses in teacher education. They are rarely used with affective outcomes in mind.</p> <p>Participant numbers in an online module at University of Derby Online Learning (UDOL) recently doubled over a year from January 2020 to January 2021. This presented a specific challenge to promote inclusion and engagement for a highly distributed multicultural group most of whom were busy teachers. Within a range of other added activities, we explored the addition of collaborative online maps to help participants visualise the group to themselves and generate a sense of belonging. This presentation presents empirical research involving semi-structured interviews with 10 teacher-participants. Early findings include greater group-awareness, diversity as a group-asset, and transfer of learning arising from first-hand experience of togetherness. We outline an agenda for further research and development of practice using online mapping technology.</p>
Keywords	collaborative, mapping, learning, teaching, globalised, identity, decolonizing, curriculum, workshop, experiential, professional, development, University, Derby,