



# APT 2021

19<sup>th</sup> 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 2<sup>nd</sup> July 2021

<b>Session Start Time</b>	13:10
<b>Breakout Room</b>	1
<b>Title of Abstract:</b>	Change for good: Taking rapidly evolved education technology advice forward
<b>Presenters (lead &amp; co-presenters)</b>	Tim Neumann
<b>Institution</b>	UCL Knowledge Lab
<b>Format</b>	Field report
<b>Abstract</b>	<p>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.</p>
<b>Session Description</b>	<p>he Coronavirus pandemic forced teaching institutions to adjust their teaching approaches and practices rapidly, resulting in one of the most substantial organisational change projects in history, with extreme pressures on time and other resources. This presentation is a field report of how advice on pivoting teaching to online was handled at University College London (UCL), focusing on key roles that drove the change management process through the propagation of information and advice, including rapid policy changes, good practice, skills and understanding. The goal is to articulate nuanced insights into the</p>

practice of pedagogic and technological advice on online and blended teaching and learning in a high-pressure environment, with a view to identify learnings from an extreme situation that can inform future practices around change management and learning technology use and support.

The overall approach to this field report is to view the pivot to online learning as a non-traditional change management process with a focus on advice, broadly in the context of staff development. The 'non-traditional' characteristic is caused by the extreme pressure imposed by shortages of time and restrictions on available or possible methods due to lockdown policy requirements and resulting pragmatic consequences. As noted by Wilson & Stacey (2004), most literature on staff development in this area revolves around "diffusion of innovations" perspectives based on Rogers' (2003) influential framework. The urgency and scale of the pandemic situation, however, did not leave much room for targeted approaches for different staff characteristics such as technology attitudes from "innovators" to "laggards". Instead, a combination of rapid mass dissemination and information collection based on a cascading model was deployed, resulting in more consistent practice than a diffusion model would have been able to achieve.

After these fundamental considerations, the field report will present an analysis of the UCL's learning technology advisory support context based on a local modification of Garrison & Kanuka's (2004) list of organisational and leadership issues relating to the use of Internet and communications technology in Higher Education. A pre-pandemic analysis using the same methodology (Gramp, Neumann et al 2018) provides an opportunity to track changes and identify new measures and approaches.

The key part of the field report is based on four short group interviews with a total of 14 staff in education technology advisory and advisory-related roles at four different levels: Two roles operated at organisation-wide level with a respective focus on teaching practice and on digital technology. The remaining two roles operated as support and leadership on faculty level from professional staff, and on departmental level from academic peers. The group interviews provided characteristic insights into the nature of advice on education technology and digital teaching at the four different levels, thus shaping an overview of how the cascading model worked pragmatically. Key points are then extracted and interpreted to design institutional guidance for future practice.

The field report concludes with an outlook on the upcoming academic year, which represents another change: A change which is not dominated by full online teaching, but which is still driven by a high uncertainty and the associated need for flexibility, as well as a vastly higher level of education technology use, potentially on an ongoing basis, because infrastructure continues to be available and positive

practices that improve the learning experience evolved during the pandemic. An analysis of the rapid cascading model is therefore warranted, as elements of it will continue to be effective and relevant, and the presentation ends with recommendations of which elements should be maintained on the way towards a future of teaching and learning with technology that is likely more stable than the current situation, but that is also constantly evolving.



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<b>Session Start Time</b>	13:10
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<b>Title of Abstract:</b>	Should we see students' cameras when we teach online
<b>Presenters (lead &amp; co-presenters)</b>	Catherine Bazela Pete Mella and Rob Spark
<b>Institution</b>	University of Sheffield
<b>Format</b>	Field report
<b>Abstract</b>	<p>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.</p>
<b>Session Description</b>	<p>This session will reflect on a webinar run at The University of Sheffield which posed the question, "Should we see students when we teach online?" as a catalyst for discussion on the elements of inclusivity, accessibility, and managing expectations of both staff and students as to what is expected in the virtual classroom.</p> <p>The webinar "Should we see students when we teach online?" was developed in response to reflection on sector wide discussions about use of webcams during the Covid-19 pandemic. We would then use this discussion as a catalyst to open the discussion around accessibility and psychological barriers to online learning. We made clear to our attendees that the session was not aimed at any comment or feedback</p>

we had received at the University, but was to raise awareness in order to provide our students with a good online experience and be responsive to the developments in the wider HE sector. The aim of the session was to encourage those leading their own session to think about the predicament of their students, and how students experience online learning using the technologies available with the institution. Attendees consisted of academics, learning technologists or members of professional services who would be delivering online sessions to students. Our online webinar was hosted on Blackboard Collaborate as this the institutionally supported software for learning and teaching activities.

Research surrounding webcam use in the pandemic is starting to come through the publishing channels, however, most remains anecdotal from student wires or opinion pieces online. Prior to the pandemic, literature looked at the pedagogical value such as encouraging understanding when learning languages, encouraging interaction in the classroom and developing further engagement. However, these papers tend to focus on students who were expecting to learn online. Students enrolled during the 2019/20 signed up to courses either expecting 100% based classroom session, or a mixture of face-to-face and online in the 2020/21 session. These students are facing a new way of learning and had no option but to participate (Trout, 2020).

Whilst researching the area, it appeared that most of the research concerning the use of webcams is from either language learning, or a distance learning perspective. The session was designed to be a place where attendees, who had a teaching responsibility, could discuss the issues surrounding webcam use. With no definitive answer available, we looked further into the issues, faced by both staff and students when using webcams in online teaching and learning, in order to manage expectations of what is required in online learning.

Reports from Jisc (Killen & Langer-Crame [Jisc] 2020) and Ofcom (2020) highlighted technical issues faced with the move to online learning/work, and issues faced by students in terms of hardware. Also, the choice of software can also affect the decision to share cameras. Non-technical elements were also explored, including homelife, mental health (using anecdotal evidence available), inclusivity, and safeguarding. In particular, the mental health aspects as reported by students (Zoom cameras...2020), and the different aspects of presenting themselves online versus the classroom (Reed 2020).

We plan to present the session by explaining why the webinar was developed, and the themes we explored during the webinar. We will provide our attendees a summary of the technical elements which can create barriers to online learning, then provide a chance for our attendees to interact by thinking about and discussing the non-technical barriers to online learning. We will use attendees' responses to talk about the interaction which occurred in the webinar. We will look at feedback gathered, questions raised by our participants, and our

reflections. We will also look at how we plan to update the webinar for future iterations.



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<b>Session Start Time</b>	13:10
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<b>Title of Abstract:</b>	The Use of WhatsApp® in Medical Education: Building a new community during a pandemic
<b>Presenters (lead &amp; co-presenters)</b>	Dr Charlotte Patterson Dr Victoria Shivji; Indran Balakrishnan, Professor Alison Rodger
<b>Institution</b>	Royal Free London NHS Foundation Trust; University College London
<b>Format</b>	Field report
<b>Abstract</b>	<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>

## Session Description

The SARS-CoV-2 pandemic has caused significant disruption to medical education, with many universities suspending clinical placements for healthcare students and limiting clinical contact throughout the pandemic that to-date has now lasted 14 months and is likely to continue causing disruption for years to come. This is having a devastating impact future training of healthcare professionals. It requires those of us involved in their education to adapt and rapidly develop innovative and sustainable methods of ensuring can still receive adequate training, pass exams and most importantly, to go on to provide safe and effective care for patients in the future.

In 1943, Maslow published 'a theory of human motivation' (Maslow, 1943). He describes how basic human needs must be met for learning to take place. These include 'Physiological', 'Safety', 'Love', 'Esteem', and 'Self-actualisation'. Since this, his work has been heavily revised, critiqued and analysed. I argue that Maslow's theory of human motivation is more relevant in a pandemic than ever before. Many of us feel less safe than we did last year– are we going to catch SARS-CoV-2? How will it affect us? (Feroz, 2020), (Knowles, 2021). It is imperative the students feel safe when learning in a hospital, in particular when that hospital is filled with patients who are highly infectious with a potentially life-threatening disease. How will they learn if they don't feel safe? If students are worrying about the efficacy of their personal protective equipment (PPE), they are unlikely to be able to focus on their history-taking skills. Maslow's 'safety' – a key factor in human motivation is removed. In addition to this, their sense of belonging (Maslow's 'love') will be reduced, with medical teams busier than normal and less able to give their time to medical students needing to learn. It will undoubtedly be far harder for the students to achieve 'self-actualization'. Their physiological needs may also not be met – hospitals in the UK adopted the use of PPE consisting of a minimum of a fluid resistant surgical mask (FFSM), gloves and a gown when having contact with any patient. It is far more challenging to learn when wearing uncomfortable PPE and may create a barrier to learning in students' minds, for example reluctance to go and see patients due to not wanting to wear PPE.

The use of WhatsApp® allows students to fulfil many of Maslow's human motivation criteria to be met, and this is supported by the results of our survey where 100% of the students identified that all rotations should use a WhatsApp® group. Students reported feeling that WhatsApp provided a safe space to ask questions, such as ensuring they were wearing correct PPE. This allowed fulfilment of Maslow's 'safety'. They felt 'Love' ie. a sense of belonging, as many students identified feeling part of a community through the use of WhatsApp® . In addition to this, their social needs were met through constantly being in touch with the team and other students. The results of our survey are also supported by Lave and Wegners (Lave, 1991) work on

communities of practice, whereby effective clinical learning takes place in a ward-based setting when students feel part of a team.

The SARS-CoV-2 pandemic has forced us to embrace technology in learning at an accelerated pace, and will no doubt change the way we work and teach forever. One of the biggest challenges faced by medical educators was facilitating teaching whilst adopting social distancing in keeping with hospital, medical school and government guidance during the pandemic. Most UK Medical schools advised that face-to-face teaching should be held in groups of a maximum of two students at a time, or suspended in person teaching all together. As a result, virtual teaching platforms including Microsoft Teams, Blackboard Collaborate and Zoom were utilized to deliver medical education. Using the instant messaging services such as WhatsApp® allowed students to rapidly communicate any technology issues, as well as still having a sense of belonging despite being socially distanced. It is also a further example of using technology effectively in medical education, and several papers have previously described its utility (Coleman 2020).

In conclusion, the use of WhatsApp® in our hospital has allowed us to effectively use technology to ensure students felt part of a community during the SARS-CoV-2 pandemic and the results of a small survey sent out to our students support that all students agree that this enhanced their learning experience, and that all placements should be using WhatsApp®.