



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

Session Start Time	13:10
Breakout Room	3
Title of Abstract:	Care, community and curriculum: a case study of an academic professional development programme
Presenters (lead & co-presenters)	Muireann O'Keefe Dr Roisin Donnelly, Dr Claire McAvinia Seamus Harrington, Marese Kelly,
Institution	Technological University Dublin
Format	Case study
Abstract	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
Session Description	<p>In March 2020, teaching and learning (T&L) in higher education pivoted online and in 2021 the disruption to traditional forms of teaching, learning and assessment continues. Anecdotally, some disciplines thrived in online modes of teaching, while others such as practical subjects have suffered.</p> <p>As academic developers providing professional development for teaching and learning, we pivoted our academic development programmes online efficiently and with insight into best practice in online teaching and learning. Programme evaluation data (June 2020) reported that modelling of online teaching and learning through our programmes helped lecturers teach online, facilitate community building among their students and assisted informed change in assessment practices to suit the online context.</p> <p>As we continue to work online during this pandemic, questions have been raised about the future of teaching and learning in higher education in a post-pandemic higher education environment.</p> <p>This exploratory case study examines how the pivot to online teaching on our Postgraduate(PG) Certificate in University Learning and Teaching has impacted on teaching practices of academic staff across the</p>

disciplines undertaking the programme. Secondly, we wish to explore what T%26L practices might remain in place in a post pandemic university. Thirdly, we want to explore if online learning is suitable and viable for the PG Certificate which values community, professional relationships and shared practice. Lastly, this disruptive change to online teaching necessitates the investigation of the future teaching development needs for lecturers teaching in online and blended spaces. Also, as an emerging technological university, through our experiences and research we propose some recommendations for the university to consider at a strategic level in support of the development of teaching and learning practice in a post digital higher education environment.

Methodology

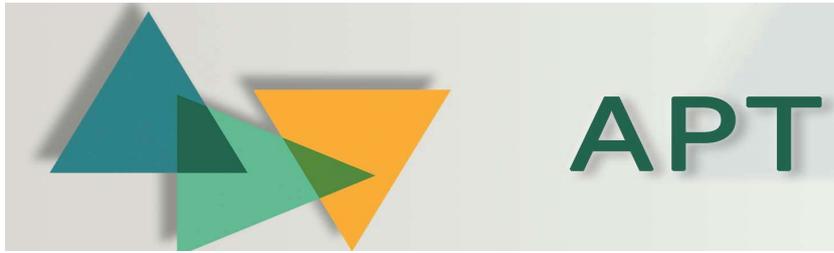
The design of this case study is underpinned by Brookfieldâ€™s (1995) model and analyses the study aims through Brookfieldâ€™s four lenses. Firstly, through our reflections in our multifaceted roles as academic developers, teachers, and programme co-ordinators. Secondly, we sought perspectives of participants of our programme, through a focus group, to understand how online T%26L practices worked for them and what practices they consider implementing in the future. Thirdly, we contemplated the informed opinions of our global network of colleagues in communities such as %23GastaGoesGlobal and by comparison to national level conversation and considerations on the future of higher education in a post-pandemic and post digital world (Curtin, 2021). Data arising from these three lenses were reviewed thematically (Braun %26 Clarke, 2006) highlighting common themes arising from the data.

Next, we plan to review appropriate literature to consider how other experience, advice and models might inform future practice and direction at our technological university.

Initial data analysis indicates that during the Pandemic, a time of emergency teaching (Nordmann et al., 2020), that a value of pedagogy of care (Bali, 2020), was central to the learning environment. As programme designers we placed care before curriculum, fostering and sustaining a community of learners was a cornerstone of the online learning experience. In addition, student centred pedagogical strategies modelled on the PG Cert gave participants confidence to design similar activities with their students and also gave them the opportunity to experiment new pedagogical approaches with peers as part of the PG Cert programme. Participants reported developing strong technical capacity in use of eLearning tools for teaching but also indicated that more was needed on how to best scaffold community and active learning online. From a programme perspective, a programme team approach, which enabled collaborative planning and support for online teaching has

been important. Data also revealed that PG Cert can be continued as a blended or fully online programme requiring further evaluation.

This exploration is timely at the end of the second academic teaching year effected by the Pandemic where our study emphasises the need for community-building online with care and equity. Going forward, we can plan for the future needs of our teaching staff in a technological university that has a strong focus in its strategic vision on people, planet and partnership and to make future strategic plans in a post digital and post pandemic university. Notably, our case study of the PG Certificate in University Learning and Teaching, will be of interest to academic development staff in other universities and offer insight into how academic development programmes might be shaped and imagined in a post-pandemic world.



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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	<p>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.</p>
Session Description	<p>Online learning has been either grounded or taxiing on the higher educational runway for many years. The COVID-19 pandemic, however, accelerated a massive shift towards online learning, enabling it to fully take flight. While it has proved a profoundly challenging experience on many levels, it has arguably also represented a unique opportunity to</p>

reconsider post-compulsory education, particularly for redesigning delivery of the curriculum around active learning practices. Post-lockdown opening up of society may well result in a fight to return to the conventions of 'business as usual' university teaching and learning. How can the positive aspects of technologically-enhanced teaching and learning practices be kept in flight when campus populations are able to mingle together once again?

Following a handful of pre-pandemic experiments into hybrid teaching, City, University of London (City) has begun an institution-wide collaborative project called 'Inclusive Synchronous Learning Activities' (ISLA) to explore the potential that hybridised forms of teaching can offer. This session takes a look at the case study of the ISLA pilot project to develop two learning spaces at the Aldersgate site in the City of London as a proof of concept. The project team at the University will research the impact of these pilot spaces to inform future facilities and designs. The session will outline the pedagogic-informed approach which includes the design of guidance and support material for teaching staff to engage with before attempting this delivery model.

Hybrid approaches to synchronous teaching require the intensive use of digital technologies, and need to be both appropriately designed and well pedagogically supported in order to be considered successful or effective. In this session, we will describe the formation of the ISLA specification, where academic staff simultaneously present to their class in-person and online, via Zoom, with a camera feed for the online audience and microphones to pick up in-class speech for the remote learners. The lectern PC has Zoom installed and also includes two LCD monitors - one to be used as a confidence monitor and the other to display Zoom in gallery view. New wall-mounted LCD screens have been fitted in the spaces for the in-class students to be able to see their fellow online students as well as a view of the presentation wall. A key development for the effective functioning of this hybrid approach is the addition of ceiling-tile microphones, which allow the voices of anyone in the room to be picked up within a five metre radius and, crucially, audible to those online. Those online can communicate with the class on campus via chat, or by using their own webcams and microphones. The strategic intent is to embed an inclusive and equitable approach to the design and integration of technology that is backed up by informed pedagogical practice. The presenters will also share an excerpt from a new guidance video recorded in one of these spaces, that has been produced as part of a package of training and support for academic staff at the Business School.



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Title of Abstract:	Collaborative Online Mapping to Promote a Sense of Belonging.
Presenters (lead & co-presenters)	Nicholas 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>
Session Description	

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