

APT 2022

20th Academic Practice and Technology Conference (APT2022)
Friday 1st July 2022
Institute of Education, UCL, 20 Bedford Way, Room W3.01
Co-hosted by the London School of Economics & Political Science,
Imperial College London and University College London.

Abstracts Parallel Sessions 2

Title of Abstract:	Collaborative learning design brings an unexpected bonus for teachers
Presenters (lead & co-presenters)	Dr Clive Young Nataša Perović
Institution	UCL
Format	Research paper or work in progress
Abstract	<p>ABC Learning Design (ABC LD) is UCL's rapid-development curriculum design approach, now used widely across the sector. It encourages the socialisation of learning design. Teaching teams collaborate to create a visual 'storyboard' of the student journey, representing the type and sequence of learning activities required to meet module or programme learning outcomes. The method is known to be engaging and productive, but a recent international evaluation with more than a thousand ABC participants uncovered deeper reasons for its popularity. The main element is the opportunity to discuss the student journey in a non-judgmental, collegiate atmosphere. Most respondents found ABC LD had an immediate impact on course redesign despite it being a short intervention requiring little preparation. But such 'redesign' of the course in terms of changes may not be the only desirable outcome. The scrutiny and justification of the current course is itself appreciated, and seems to raise teacher confidence, an unexpected and pleasing outcome. Teachers can be quite self-critical of their own methods but often find, when discussing with colleagues, that the underlying rationale is robust enough to require only minor adjustments. Thus even if few changes are made, the design outcome can feel productive and satisfying to participants.</p>
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Title of Abstract:	'Distanced not distant' – what we learned from supporting staff to develop flexible learning and teaching during COVID 19.
Presenters (lead & co-presenters)	Rachel Challen Rachel Bancroft, Rosemary Pearce
Institution	Nottingham Trent University
Format	Case study
Abstract	<p>This presentation will explore how a School of Arts and Humanities developed remote support for colleagues as part of a strategic response to the pandemic using a tripartite approach:</p> <ol style="list-style-type: none">1) Provided staff development to support colleagues as they moved from transferring teaching online to transforming their practice to fit the online environment.2) Nurtured a community of practice through our mentoring approach, encouraging staff to share positive discoveries with each other, and helping to establish a new way of working appropriate for the new normal.3) Developed staff digital confidence, keeping this at the forefront of our approach, which was key to helping ensure continuity of students' learning experience. <p>With the growth of flexible learning in the changed HE landscape, this presentation will reflect on the lessons we learned with a focus on the importance of digital confidence.</p>
References	<p>Alemdag, E. and Erdem, M., 2017. Designing an e-mentoring program for novice teachers in Turkey and investigating online interactions and program outcomes. <i>Mentoring & Tutoring: Partnership in Learning</i>, 25 (2), 123-150.</p> <p>Bancroft, R., Pearce, R., Challen, R., Jeckells, D. and Kenney, J. (2021) 'Locating opportunities for building digital confidence in staff', <i>Journal</i></p>

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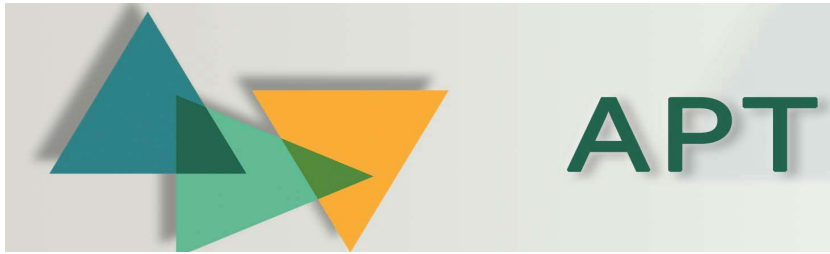
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Title of Abstract:	Organizational conditions and dynamics of digital teaching
Presenters (lead & co-presenters)	Len Ole Schäfer Bronwen Deacon, Melissa Laufer
Institution	FernUniversität in Hagen, Research Cluster D ² L ² "„Digitalization, Diversity and Lifelong Learning. Consequences for Higher Education“
Format	Case study
Abstract	In the session, we will present the main findings of a case study of 8 European universities with a total of 68 interviews with academics (e.g. study program level, faculty level and top level). The aim of the study is to identify organizational conditions that promote and/or hinder the implementation of digital teaching at universities. The methodological part follows a qualitative research setting with qualitative interviews. The main results were that the organizational dimension can be broken down into leadership, digitalization experience and digitalization strategy, infrastructure and resources, networks, interaction of students and teachers. The interviewees reported that a curiosity-driven and talent oriented leadership style and an inspiring environment are crucial to foster digital teaching. Digitalization experience and digitalization strategies are key to the understanding of digital change at universities. Infrastructure and resources were an integral part of the organization in order to support digital teaching via didactic and competence centers. These centers bring together technical and human support structures. Internal and external networks as a central topic motivated the individuals with flat hierarchies and horizontal communication channels to implement digital teaching ideas. With regard to interaction of students and teachers the black tile problem arose and mental health issues came up.

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Laufer, M., Deacon, B., & Schäfer, L. O. (in press). The Power of Informal Networks. How middle management, central leadership and trust can impact innovation at the university.



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Title of Abstract:	Rethinking assessment and feedback in a digital age
Presenters (lead & co-presenters)	Sarah Knight
Institution	Jisc
Format	Workshop
Abstract	<p>This workshop will discuss the outcomes from a recent Jisc review and survey of the UK higher education assessment and feedback landscape and how a principle informed approach can drive effective practice supported by the use of technology.</p> <p>Through consultation with higher education organisations, and a review of the current literature, a new set of principles for assessment and feedback have been developed. The principles offer an actionable way to improve learning teaching and assessment and can be applied to any aspect of learning design underpinned by the effective application of technology. This workshop will offer participants the opportunity of reviewing the principles and how they might support their practice within their organisations.</p>
References	<p>Jisc (2022) Principles of good assessment and feedback available from https://www.jisc.ac.uk/guides/principles-of-good-assessment-and-feedback</p> <p>Jisc (2022) Assessment and feedback higher education landscape review: survey outcomes available from https://www.jisc.ac.uk/reports/assessment-and-feedback-higher-education-landscape-review-survey-outcomes</p>



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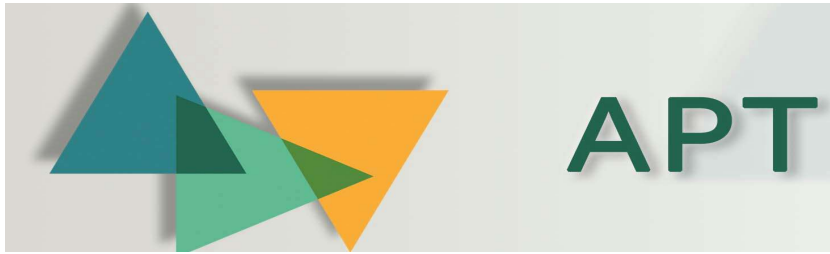
Abstracts Parallel Sessions 2

Title of Abstract:	The Conceptual Framework of Designing a Mobile-supported Continuous Professional Development Programme for Primary School Teachers in Sindh, Pakistan
Presenters (lead & co-presenters)	Ali Gohar Qazi Dr Fredrick Japhet Mtenzi
Institution	UCL Institute of Education, London & The Aga Khan University - Institute for Educational Development, Karachi
Format	Research paper or work in progress
Abstract	This study explores learning design frameworks and strategies in an effort to inform the development of a mobile-supported continuous professional development (CPD) programme that offers mathematics primary school teachers the possibility to access CPD opportunities - 24/7 – anywhere-anytime using mobile technology. In particular, this study presents and describes a contextually relevant, theory-led, and evidence-informed conceptual framework for a mobile-based learning environment, supporting various pedagogical/andragogic approaches and instructional design, afforded by mobile technology. For instance, the mobile-supported CPD is underpinned and supported by robust, principled theoretical frameworks, such as - Integrative Learning Design Framework (ILDF), RASE model, Eclectic Pedagogical model, and Keller’s ARCS model, so as to enact best practices whilst catering several structural factors and design requirements for meaningful learning experiences for teachers. This new and substantially different paradigm of mobile-supported CPD is expected to not only responds to increasingly changing and challenging times – since teachers are working from their homes - their professional development growth does not need to be put on hold - but will also solve the problems of current CPD provision in Pakistan. This new paradigm will provide teachers with tools, strategies, and opportunities to interact, explore, and engage in real-time, collaborative, content-focused, coherent, active, and sustained PD activities, resulting in improving teaching

practice and efficacious approach to ongoing CPD provision in developing countries contexts.

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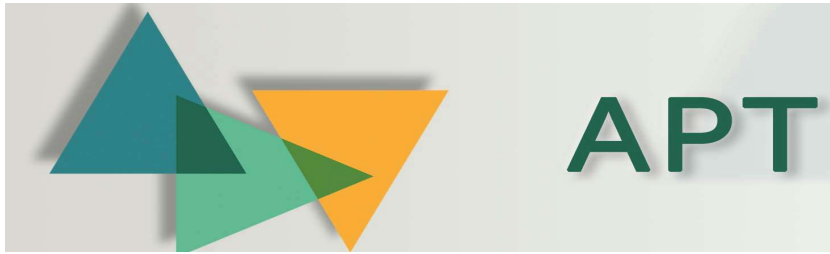
Title of Abstract:	A perfect storm - constructing the digital assessment ship to ride the academic integrity wave
Presenters (lead & co-presenters)	Simon Walker
Institution	UCL
Format	Hackathon
Abstract	<p>A perfect storm is brewing for the world of academic integrity. The conventions can be confusing for many students who struggle to understand what is dishonest but the penalties for violations can be life changing. Our assessment regimes don't help as we erroneously assume some assessments are more cheat-proof than others. The storm is brewing because a new technology is threatening to change everything: digital assessment. The digital assessment ship has arrived, and it's set to change the game. With machines now able to write infinitely variable assessments, our rules working practices and assessment methods need to be clarified,</p> <p>In fact, it might even mean the beginning of a new era in which testing becomes less important and more flexible. This mini-hackathon will explore how we might shift our perceptions and design new assessments to test the skills, knowledge and attributes in the 4th industrial age.</p> <p>(this summary was partly written using the Text-curie 001 AI engine with the instruction"</p> <p>"Write a summary for a title of a hackathon "A perfect storm - constructing the digital assessment ship to ride the academic integrity wave" Include the idea that writing can be done by machines so we should be assessment university students differently"</p>
References	Marsden, H., J. Carroll, and J. T. Neill. 2005. "Who Cheats at University? a Self-Report Study of Dishonest Academic Behaviours in a Sample of

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Title of Abstract:	Understanding university students' technology acceptance of the in-class quiz (JazzQuiz): a case study in China
Presenters (lead & co-presenters)	Na Li Yue Li; Erick Purwanto
Institution	Xi'an Jiaotong-Liverpool University
Format	Research paper or work in progress
Abstract	<p>The COVID-19 pandemic has accelerated the educational transition from traditional low-tech lecturing to high-tech hybrid learning that mixes online and onsite education. Literature has shown rich scientific evidence that understanding students' technology acceptance is the premise for university decision-makers to make practical strategies and drive effective student-centred digital transformation for inclusive and sustainable future education. Our research examines factors that might influence student intentions toward using the Moodle-based in-class quiz activity (JazzQuiz) to facilitate online formative assessment in Computer Science and English Language classes with over 1400 undergraduate students at a Sino-British international university in China. These students are diverse in nationalities, gender, age, major, and learning experiences. The Unified Theory of Acceptance and Use of Technology (UTAUT) model was adapted as the core theoretical framework for this study. Quantitative data was collected from the self-reported online questionnaire with a random sampling strategy on a volunteer basis, while the interview questions were developed based on the quantitative data analysis results to explore the in-depth mechanism. The preliminary findings from the quantitative analysis contribute to further development with the qualitative data analysis. This study contributes to the literature by providing empirical evidence from a Chinese context during the pandemic disruption.</p>
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