

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 3 13:30 – 14:20

Title of Abstract:	Exam Packages: A Case Study
Presenters (lead & co-presenters)	Gloria Visintini David Perkins de Oliveira
Institution	University of Bristol
Format	Case study
Abstract	<p>The purpose of this presentation is to introduce and discuss our exam packages. This is an online solution designed and implemented during the pandemic to deliver exams at the University of Bristol. Online packages for assessing language acquisition were developed by the Faculty of Arts in collaboration with the central Digital Education Office and the Exams Office. They are accessible via our Virtual Learning Environment, namely Blackboard, and have allowed us to effectively replace our on-campus exams.</p> <p>Each package includes:</p> <ul style="list-style-type: none">• exam paper(s) and additional materials where used (e.g. audio and/or video files);• guidelines on how to access the exam paper, academic integrity, who to contact for technical issues, and how to prepare and submit the exam; and• a submission point. <p>Students are given at least one week to familiarise themselves with the package and practice submitting. They are only given access to the contents of the exam paper at the start of the exam. The packages replicate the on-campus experience as students only have a limited amount of time to complete their exam – which pedagogically has meant we have been able to keep our assessment formats albeit with some changes to task design to allow for the unsupervised format of the online exams. The online exams assess most language skills, such as grammar, writing, and reading and listening comprehension.</p>

While in-depth student feedback on the usage of such packages needs to be collected at the end of this academic year, initial findings from students are that they find the online format less stressful and appreciate the flexibility of taking the exam from their preferred location and environment. As for staff feedback, it has been very positive, despite previous concerns about possible inflation of marks and maintaining academic integrity. The experience of being able to assess language skills online in this way is helping to break down the traditional opposition in our institution to offering hybrid or distance-learning programmes for language-learning due to an assumption that language assessment needed to be carried out in person.

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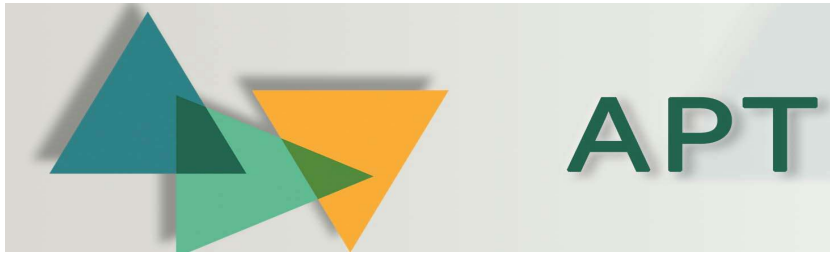


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Title of Abstract:	Tackling the Online Student Engagement Dilemma through Virtual 3D Spaces
Presenters (lead & co-presenters)	Paul Tuck Olivia Yiqun Sun, Na Li
Institution	Xi'an Jiaotong - Liverpool University
Format	Field report
Abstract	The pivot to online learning and remote teaching has created challenges for student engagement and connectivity. Creating an enjoyable and authentic online learning environment can help promote student interaction, increase motivation and enhance the feeling of proximity. In this session, we will introduce how 3D spaces and technologies have been designed and used to create broader opportunities for students to participate and learn. Specifically, using H5P, Mozilla Hubs, and simulation games to construct engaging online experiences through an academic poster conference, a virtual language lab, and a 3D computer assembly workshop. In this interactive session, participants will have an opportunity to experience and interact with these virtual environments and learn how they have been used in real cases to engage students in a transnational English-medium university in China.
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Title of Abstract:	Hybrid/ hyflex inclusivity tensions: affordances, barriers, experiences and opportunities of simultaneous in-person and online teaching.
Presenters (lead & co-presenters)	Martin Compton Alex Standen, Ben Watson
Institution	UCL
Format	Round table
Abstract	In this round table discussion, we will continue an ongoing exploration and evaluation of experiences and potentials of hybrid (aka hyflex) teaching (that is, simultaneous in-person and online teaching). With a focus on inclusivity in this session, we will specifically interrogate hybrid/hyflex teaching against accessibility and EDI discourses. Using prompt materials from a UCL symposium in June (quotes, collated ideas, discussion summaries), we will ask: How has hybrid/hyflex teaching fostered inclusion? Have hybrid/hyflex teaching practices simultaneously fostered exclusion? What do belonging and community look like in the hybrid/hyflex environment? What future does it have and what still needs to be done?
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mountain of implementation challenges for synchronous online and face-to-face seminars during a pandemic. *Learning Environments Research*, 1-15.

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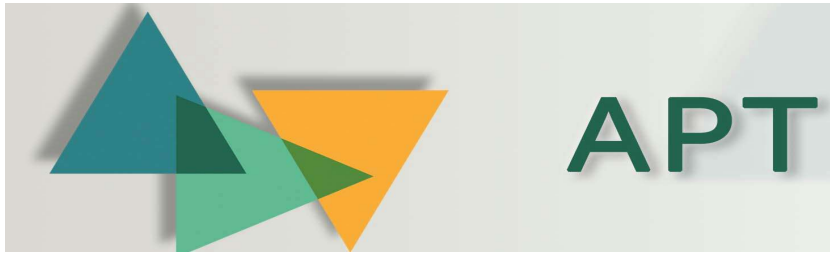


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Title of Abstract:	Transitionism: Towards a New Utopia?
Presenters (lead & co-presenters)	Dominic Pates Julian Bream
Institution	City, University of London
Format	Hackathon
Abstract	<p>Our present can, at times, feel overwhelming and only headed in the wrong direction. Our future, however, remains unwritten - it will shape us or be shaped by us.</p> <p>Transitionism is a belief in the possibility of something better. It provides hope and a counter to the despair of an ever darkening present. Converging across three domains - the digital revolution, the climate crisis, inequity and social justice - transitionism provides a direction of travel for alternative futures.</p> <p>This session introduces and explains the notion of transitionism and asks delegates to consider how it might be applied within academic practice in higher education. Via paired and small group discussions, delegates will be encouraged to reflect on their own agency in effecting positive change in their institutions and within our sectors. The session will result in the generation of sets of ideas for making the digital transformation of our institutions net positive events and for making the future of higher education greener and more just than it is today.</p>
References	<p>Bayne, S., Evans, P., Ewins, R., Knox, J., Lamb, J., Macleod, H. (2020). The Manifesto for Teaching Online. The MIT Press, Cambridge.</p> <p>Figueres, C., Rivett-Carnac, T. (2020). The Future We Choose: Surviving the Climate Crisis. Manilla Press, London.</p> <p>Santos, B. (2020). Negationism, Gattopardism and Transitionism. Other News. https://www.other-news.info/negationism-gattopardism-and-transitionism/ (Retrieved May 11, 2022)</p>

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Title of Abstract:	Artificial Intelligence Systems in Higher Education: Opportunities and Challenges
Presenters (lead & co-presenters)	Nurun Nahar Aftab Hussain, Victoria Lomas, Kyle Yarwood, Maria Niaz Rehman
Institution	University of Bolton
Format	Case study
Abstract	Emerging evidence suggests that the use of Artificial intelligence (AI) systems could offer, effective support for online learning and teaching, including personalising learning for students; support with assignment preparation and automating instructors' routine tasks. Instead instructors can dedicate their saved time to higher-value work (Seo et al., 2021). This research paper will present results from a qualitative pilot study where two AI systems -FirstPass and AskADA have been integrated into curriculum delivery on an undergraduate 3rd year module to understand and evaluate their effectiveness for teaching and learning and assignment support. Findings indicate that emerging AI systems could indeed shape the future of teaching and learning in Higher Education, only if utilised to compliment tutor mediated support.
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