



Experiences in Digital Learning 2022-23

Webinar Series Booklet

This booklet discusses a series of four free webinars held between September 2022 and June 2023 and organised jointly by the Centre for Online and Distance Education (CODE) at the University of London, and the University of London Institute in Paris (ULIP). CODE was formerly known as the Centre for Distance Education and changed its name in 2022 in response to the rapid, pandemic-driven 'Shift online'.

This was the third webinar series organised by CODE and ULIP under the strapline of Experiences in Digital Learning: the first series, held during the academic year 2020-21, was also co-organised by Goldsmith's, University of London. The overall aim of the series is to enable practitioners of open and digital education worldwide to discuss and learn from each other about innovations in digital education during and after the pandemic period. As in previous series, these webinars were well attended, and each was followed by a lively discussion. A fourth series is being planned for the next academic year and is due to start in October 2023.

A blog report of each of the webinars in the 2022-23 series is available separately.

Executive Summary

On 5 May 2023, the World Health Organisation finally declared that acute COVID-19 was no longer 'a public health emergency of international concern'. This third series of webinars, therefore, has coincided with the official end of the pandemic. Over the last two years, even as the pandemic ebbed and students gradually returned to campus, it has become abundantly clear that there will be no return to the 'old normal' of 2019. Today's students are – or at least should be – exposed to a wide range of digital technologies whether they are taught at a distance, face-to-face or mixed mode. It is therefore timely that this webinar series took the broad overall theme of blended learning. Within that theme, however, the webinars covered a wide range of topics. The first returned to the technical theme of the first series, with talks on using virtual and extended reality in teaching; the topics of the other three were, respectively, students, scholarship and sustainability.

As last year, this series was ably led by Linda Amrane-Cooper, the director of CODE, and Tim Gore OBE, the CEO of the University of London Institute in Paris. It featured nine speakers and two further chairs from four countries; three of





headsets and fast, reliable internet connections. Students (through 'students as partners') and teaching staff (when introduced to the scholarship of educa



Speakers and Chairs

Linda Amrane-Cooper, Centre for Online and Distance Education, UK (CODE) (Chair; April)

Peter Felten, Elon University, North Carolina, USA (1 June)

Tim Gore OBE, University of London Institute in Paris (Chair; September)

Jess Humphreys, University of Warwick, UK (1 June)

Eileen Kennedy, London Knowledge Lab, UCL, UK (22 June)

Thierry Koscielniak, Conservatoire National des Arts et Métiers (Le Cnam), Paris (16 June)

Webinars & Events

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September 2: Extended reality and the future of education

'[Currently] students only access content if they are wearing headsets, which are quite heavy, bulky and expensive, and they are using reliable, high bandwidth connections. . . simple, lower-cost solutions are necessary' - Claire Smith

'Likely further developments include the incorporation of haptics, to provide the sense of touch, and 'augmented reality' simulations in which a virtual scene overlays the real one' - Claire Smith

'Using videos in simulation raises questions of privacy, and the staff involved will need to become *au fait* with GDPR rights to prevent developments being derailed by legal and ethical problems' - Claire Smith

'Many of the new tools are still too unfamiliar for many staff to be comfortable with' - Thierry Koscielniak

'Some of the problem-solving extended reality scenarios we have developed, such as those involving radioactivity, would be too dangerous for students to try out in 'real life'' - Thierry Koscielniak

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April 2023: Supporting student choice and students as partners in a blended environment

'It can be harder to learn basic skills such as problem-solving and critical thinking if all your teaching is online' - Eddie Plaskitt

'Language students are already expected to use AI tools constructively in their work, to critique automatic translations and to draft presentations' - Eddie Plaskitt

'The concept of 'student community' can take many forms: it can be formal or



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Some Useful Links

Virtual Reality in Medicine and Surgery (VRiMS): <https://www.vrims.net/>

Immersive Learning Lab (in French): <https://i2l.fr/>

Uptale (immersive VR editor for the web): <https://www.uptale.io/en/>

ChatGPT: <https://openai.com/chatgpt>

(Vincent Tinto, 1994,

University of Chicago Press, USA):

<https://press.uchicago.edu/ucp/books/book/chicago/L/bo3630345.html>

ELESIG (Association for Learning Technology (UK) special interest group on evaluating students' experiences): <https://www.alt.ac.uk/groups/special-interest-groups/elesig>

(Arundhati Roy, *Financial Times* 3 April 2020, free to read):

<https://www.ft.com/content/10d8f5e8-74eb-11ea-95fe-fcd274e920ca>

(Peter Felten *et al.*, 2023, Johns Hopkins University Press, free to read):

<https://muse.jhu.edu/book/111986>

On Task (AI tool for automatic document generation): <https://www.ontask.io/>

People and Planet's sustainability league table for UK universities:

<https://peopleandplanet.org/university-league>

briefing for COP26:

https://uucn.ac.uk/uucn_briefings/mainstreaming-climate-change-education-in-uk-higher-education-institutions/

Course Resource Appraisal Modeller (London Knowledge Lab):

<http://web.lkldev.ioe.ac.uk/cram/index.html>