# RIDE Conference 14 and 15 March 2024
Keynotes

DAY 1

Neoliberalism, Collegiality, and Authenticity: A discursive keynote about GAI

Donna Lanclos, Lawrie Phipps and Richard Watermeyer

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Donna Lanclos is an anthropologist who has been working with libraries and higher education as her field site since 2009. Her first fieldwork was in the late 1990s in Northern Ireland, which prepared her well for dealing with the fragmented and fractious landscape of universities, libraries, and conflicting and confounding identities, practices, and priorities therein. She writes, thinks, and speaks about the nature of information, digital and physical places, and higher education generally. Her work is relevant not just to libraries or universities, but to conversations about how we as a society make sure that people have opportunities to learn how to think critically, to practice those skills, and to find their voices. She regularly presents workshops and talks on issues of digital practices and institutional change, and blogs about her work at www.donnalanclos.com.
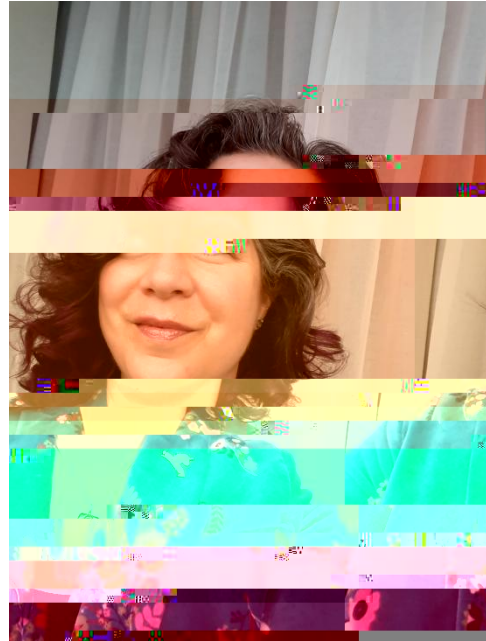
Lawrie Phipps is the Senior Research Lead at Jisc, his portfolio includes research into institutional digital practices, digital leadership, and issues impacting on digital experiences in education and digital transformation. His previous research has included the use of fieldwork in teaching, disability and inclusion, the impact of social media in teaching, and "next generation" learning technologies. He is a qualified executive coach and has worked with a range of individuals and teams to support change initiatives in universities over more than 25 years. Currently he is developing an online Professional MSc in Climate Science at Virgina Tech, and is a professor of digital education and leadership at Keele university. His previous roles have included learning technologist, telecommunications engineer, careworker, smelter, and greenkeeper. Lawrie also served in the Royal Navy.

Richard Watermeyer is a sociologist, professor of higher education, and co-director of the Centre for Higher Education Transformations (CHET) at the University of Bristol, UK. His research is predominantly concerned with critical analyses of change and disruption in higher education affecting the organisation and governance of universities and science; academic identity and research praxis; and the public role and contribution of universities and scientists. His recent books include *Competitive Accountability in Academic Life: The Struggle for Social Impact and Public Legitimacy* (Cheltenham: Edward Elgar, 2019); *The Impact Agenda: Controversies, Consequences and Challenges* (Bristol: Policy, 2020); and *The Handbook of Academic Freedom* (Cheltenham, Edward Elgar, 2022). He is currently writing two new books respectively on the challenge of generative AI to academia as a prestige society and on the efficacy of academic policyhall   r n ´   m   n
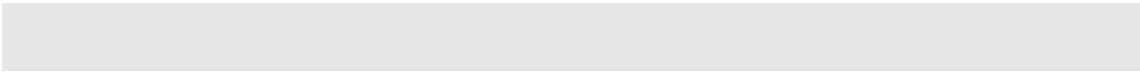
and administration. In doing so, I intend to offer practical, replicable insights on hoN
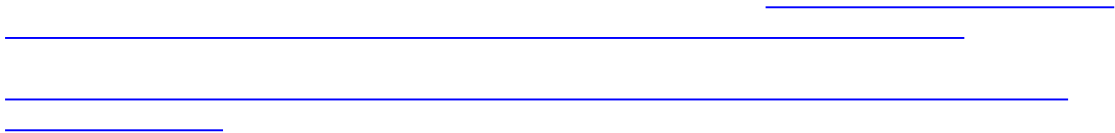
Professor Helen King NTF PFHEA SFSEDA

Helen's career in educational development spans nearly three decades and has included leading roles in UK-wide learning and teaching enhancement projects and organisations, as an independent consultant collaborating with colleagues in the UK, USA and Australia, and institutional roles (currently Director of Learning Innovation & Skills at Bath Spa University, UK). She is also currently the Co-Chair of the Staff & Education Development Association (SEDA). Through SEDA and national funding initiatives she has had the pleasure and privilege to consider David Baume a colleague and mentor for many years. Helen has broad 511.3 <004C>5 <0051TJ /T1_0 1 T2

thematic peer groups in the European Universities Association and is a Senior Fellow of SEDA mentoring and assessing Senior Fellow applications in addition to co-chairing the Conference and Events Committee. Her research interests include the professionalisation of the academic in higher education and and the role of students as partners. She is a chartered member of the CIPD.

Dr J Simon Rofe is Reader / Associate Professor of International Politics at the University of Leeds where he is responsible as subject lead for the Curriculum Redefined project; and Deputy Director of the Centre for Online and Distance Education at the University of London.

Simon previously headed the Knowledge Exchange and Enterprise portfolio (2020-22) and was Academic Head of Digital Learning (2016-2020) at SOAS University of London, where he devised and implemented an institutional Online Learning Strategy 2018, and led in the strategic response to Covid 19 2020-21.

He has designed, developed and delivered under the aegis of the IR Model, numerous online learning programmes at a variety of HEIs, NGOs and ther organisations; he led reviews of digital learning at a number of institutions, developed MOOCs in the first wave of their deployment, and has been at the forefront of digital learning for over a decade.

He is widely published in the Scholarship of Learning and Teaching.
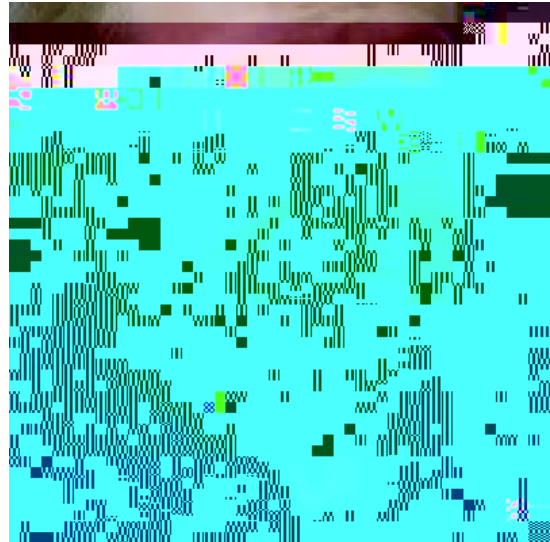
Eileen Kennedy is Principal Research Fellow at UCL Knowledge Lab, where she leads the MA in Education and Technology. Eileen researches learning design for online and blended higher education and professional development, including caring approaches to online pedagogy. Eileen explores ways to realise the transformative potential of scaling up digital learning with the Centre for Global Higher Education (CGHE) and PROCOL Lebanon. This research focuses on co-designed massive open online collaborations – or CoMOOCs – to support professionals to build community knowledge together to tackle global challenges. Eileen is the co-author of *Online Learning Futures* (Bloomsbury).
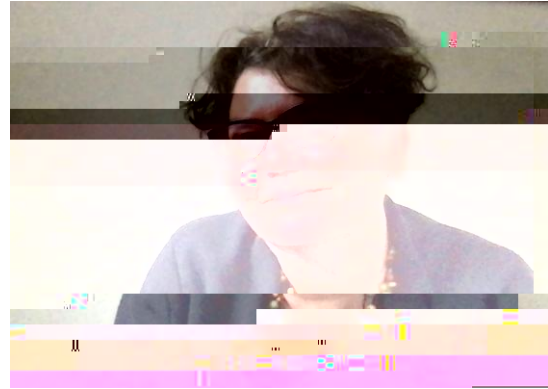
Diana Laurillard is Professor of Learning with Digital Technology at UCL Knowledge Lab, University College London. Formerly: Head, e-Learning Strategy Unit, Department for Education and Skills; Pro-Vi−rni Techiploe