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# Research in Distance Education (RIDE) conference 2021

# Learning through disruption

from the LSE and an MSc in Media Psychology from Utrecht U

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to meet criteria for a mental health problem. In this context, the sector is being urged to consider a whole university approach, recognising that everyone across the university community needs to play a role in improving student mental

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Education Academy, Fellow of the Staff and Educational Development Association, Certified Member of ALT, and Certified Management and Business Educator.

Her research interests include social media for learning and digital identity, and the use of technology to enhance learning and teaching; and she has published and presented this work nationally and internationally as an invited keynote speaker.

She writes a blog called Social Media for Learning and can be found on Twitter as @ suebecks. In 2015 she was shortlisted by Jisc as one of the Top 5 c        c

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It takes time and trust to build up a community, many students did not engage with the space-preferring to contact individual advisers. So, the future focus should be on engaging students wherever they are and develop a strong presence and voice through podcasting and blogging to build up a relationship of trust and communication at the beginning of the academic year, as part of the induction process.

As a languages graduate with a Master's degree in in Science, Technology and Society, Elisabetta worked for many years, in the further education sector, as a course director and then in the Quality de a

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The adoption of online learning by Higher Education institutions in Latin America has not necessarily been accompanied by a systematic account of the competences that learners and educators require d to succeed in digital learning environments. To create such a framework and, at the same time, to provide a means for fostering the development of digital skills among faculty and students, a joint

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## INVITED TALK

Jonathan Baldwin, JISC, UK

Over 7 months in 2020, Jisc facilitated a major piece of work to understand responses to the pandemic in both the short and long term. Steered by a Group of 14 Vice Chancellors and reaching over 1,000 participants, the project outlined a series of challenges and made a number of recommendations. Crucial was the student voice which will be explored and discussed here.

As the UK executive lead for Jisc's Higher Education Division, Jon leads higher education (HE) member engagement with the accoeb

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### Thursday 1th June: Redesigning Assessment

### KEYNOTE

Linda Amrane-Cooper, Stylianos Hatzipanagos and Alan Tait, Centre for Distance Education, London, UK

*Moving Assessment Online at Scale*

After the onset of coronavirus, most universities across the Globe moved operations to online spaces. The rapid transition to online assessment paper, fixed time examination, has demanded changes in approaches to facilitated evolution and revolution in assessment approaches related with positive and negative

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Linda is head of the University of London's (Uož                    d

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also in the senior leadership team as Director of Strategic Projects and leads the UoL PG Learning and Teaching in HE programme at UoL.

Amardeep works in the Surveys and Student Voice team in University of London Worldwide. His work involves working on student surveys, including on design and analysis, and he is the Assistant Secretary to the Student Voice Group. Amardeep has been involved in various projects such as the evaluation to online assessment during Covid-19 and the Student Experience Survey, which is UoLW's primary student voice mechanism used to measure student satisfaction. Amardeep also played a central role in the recruitment of student fellows for the Centre for Distance Education (CDE), who are given the opportunity to gain transferrable skills through collaborating with CDE Fellows on current projects.

## PARALLEL SESSION C: Assessment Innovation in a Time of Disruption

Elisabeth Hill, Goldsmiths, University of London, UK

*Disrupting the assessment of performance in the creative disciplines: lessons from Covid*

Abstract

Elisabeth joined Goldsmiths in 2003 as a Lecturer in the Department of Psychology. After being promoted to Senior Lecturer, then Reader and Head of Research she was appointed as Head of Department for Psychology. She then joined Goldsmiths' Senior Management Team as Pro-Warden for Learning, Teaching & Enhancement in January of 2015. She was promoted to Deputy Warden of the College in 2017, expanding her remit across the professional and academic services across Goldsmiths.

In her role as PWLTE, she is responsible for the development, delivery and evaluation of learning and teaching strategies, as well as optimising student experience, achievement and employability. This involves areas such as curriculum design, assessment and feedback, learning resources, academic support, and embedding employability within the curriculum. She works closely with colleagues across academic and professional services departments, including the Graduate School, Teaching and Learning Innovation Centre (TaLIC), and Goldsmiths Students Union (GSU).

Prior to her time at Goldsmiths, she was a Research Fellow within the Institute of Cognitive Neuroscience at University College London, and a Research Associate at the University of Cambridge. Professor Hill's research concerns the importance of motor development and its impact across the

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lifespan. In particular, her work focuses on the causes and impacts of motor and cognitive difficulties in neurodevelopmental disorders, particularly DCD (Developmental Co-ordination Disorder) and ASD (Autism Spectrum Disorder).

Gwyneth Hughes, University College London, UK and Alan Tait, Centre for Distance Education, London, UK

*Has the pandemic triggered a radical rethink of assessment?*

Abstract

Gwyneth is Reader in Higher Education at the UCL Institute of Education, where she leads and teachers on Masters programmes in higher education and supervises doctoral students. As a CDE fellow, she is part of the development team for the online Postgraduate Certificate in Learning and Teaching for University of London.

Her teaching has included facilitating and designing several online modules at UCL and previously at the University of East London, Thames Valley University and the University of Surrey where she held e-learning leadership and development roles. At UCL she led a three-year JISC funded research project: Assessment Careers: learning pathways through assessment. This work has enabled her to become a Senior Fellow of the Higher Education Academy.

Alan is Emeritus Professor of Distance Education and Development at the Open University UK and has a long record of practice and publication. From 2013-2015 he was Director of International Development and Teacher Education, and before that was Pro-Vice Chancellor (Academic) at the Open University UK 2007-2012, and from 2004-2007 Dean of the Faculty of Education and Language Studies. He was Editor of the *European Journal of Distance and E Learning* (EURODL) 2005-2013, was from 1989-1998 Editor of Open Learning, was President of the European Distance and E-Learning Network (EDEN) from 2007-2010, and Cbs

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*Preparing for the new normal:*

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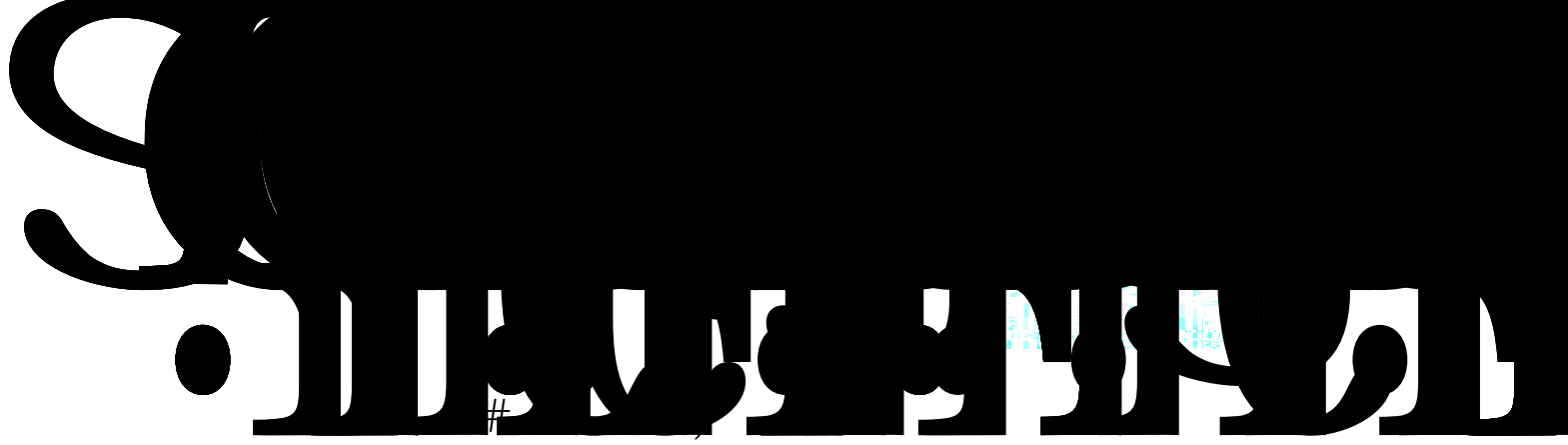
enhanced learning, learning technologies and distance education, and deep knowledge of the strategy, implementation, pedagogy and practice of online teaching and learning. Prior to joining the University of London, he was Director of Digital Learning at Cass Business School. Previously, he was Director of the Learning Institute at Queen Mary, University of London, and he has also worked with various online learning firms in the private sector.

Twitter - @sjbrenton

LinkedIn -

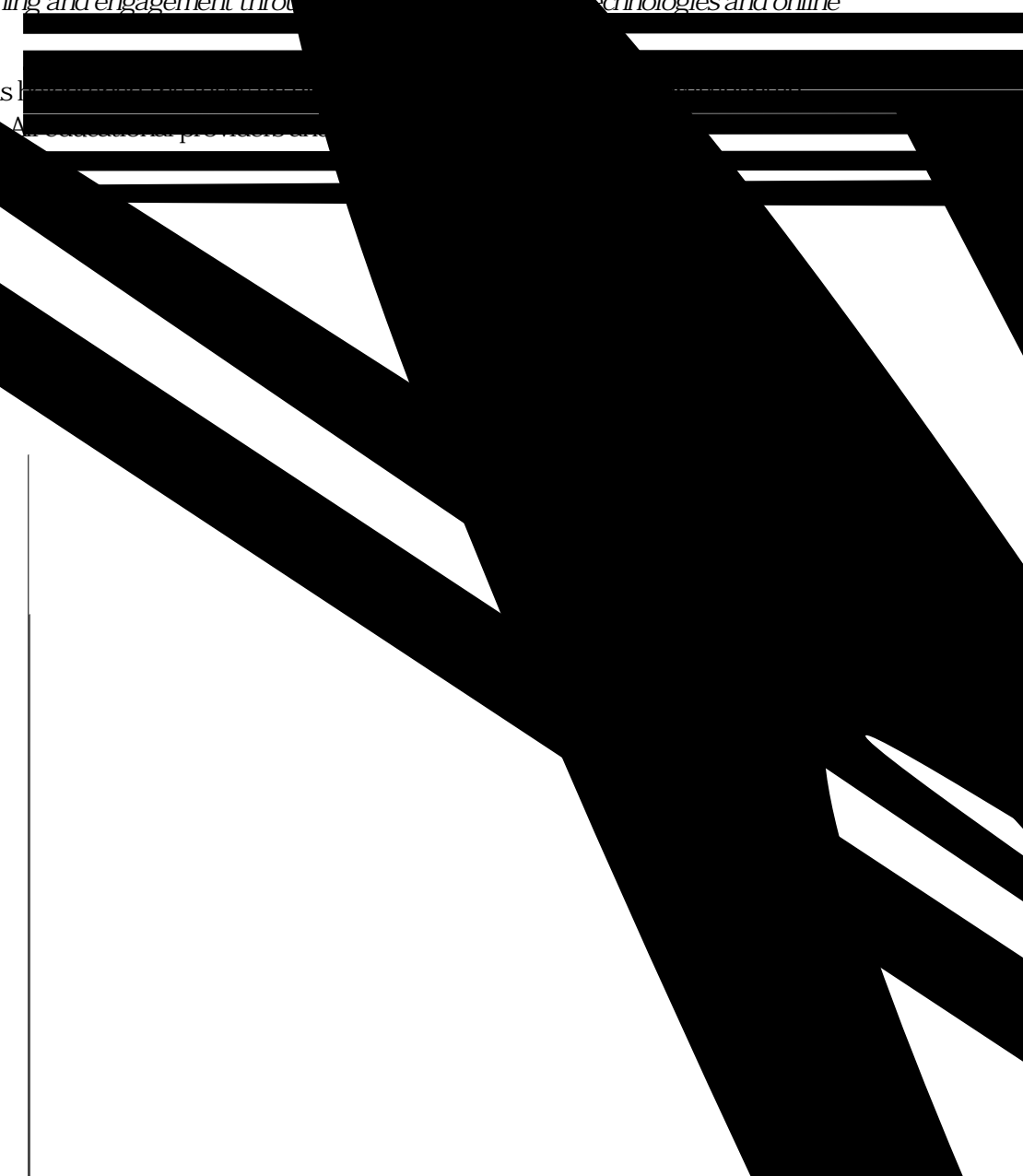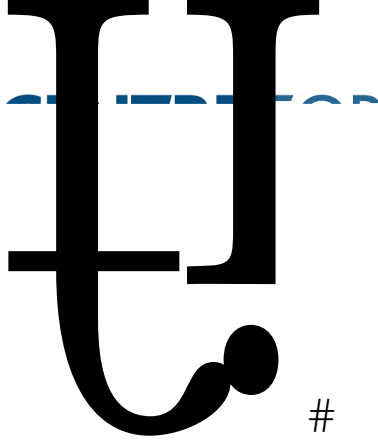# Research in Distance Education (RIDE) conference 2021

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**Friday 1 ᵗʰ June: Rethinking Teaching and Learning**

**KEYNOTE**

Neil Morris, University of Leeds, UK

*Enhancing student learning and engagement through technologies and online learning*

The global pandemic has levels around the globe. All educational providers

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Eileen Kennedy, University College London, UK

*The matter with interaction: supporting a pedagogy of care for online teaching and learning*

During the Covid-19 pandemic, survey responses and interviews with university teachers showed that the major source of complaints about the limitations of technology gravitated around one thing: interaction with students. Teachers were trying to enact a pedagogy of care by finding signs that they were meeting students' needs online in the same ways they did in face-to-face teaching. However, technology mediated communication made this much more difficult online, resulting in an increase ie

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Oscar Mwaanga, University of London, UK

*The Conversational Model as a framework for rethinking teaching, learning and decolonisation*

University teachers and course conveners who are interested in decolonising the HE curriculum are searching for efficacious frameworks to guide them in the rethinkin

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Linked In: https://bit.ly/3v56m3H

PARALLEL SESSION B: Innovation through Disruption

Stephanie Marshall, Queen Mary's University of London

This session will present the lessons – both short and long term – which have been learned from the experience of movi Th

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The COVID-19 pandemic-induced rush to remote instruction occurred as Thomas Jefferson University was in the process of transitioning learning management systems (LMS). Adoption of the retiring system varied widely across campus locations. The LMS transition team developed an approach to faculty development that focused on reducing anxiety and resistance to educational technology integration while delivering a digitally-enhanced, learner-centred experience. This approach drew upon research and expertise in online learning pedagogy. Use patterns and feedback from faculty, staff and students indicate the increased adoption of the LMS and many of the digitally-enhanced learner-centred experiences will persiss

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Sarah Sherman and Julian Bream, Bloomsbury Learning Exchange
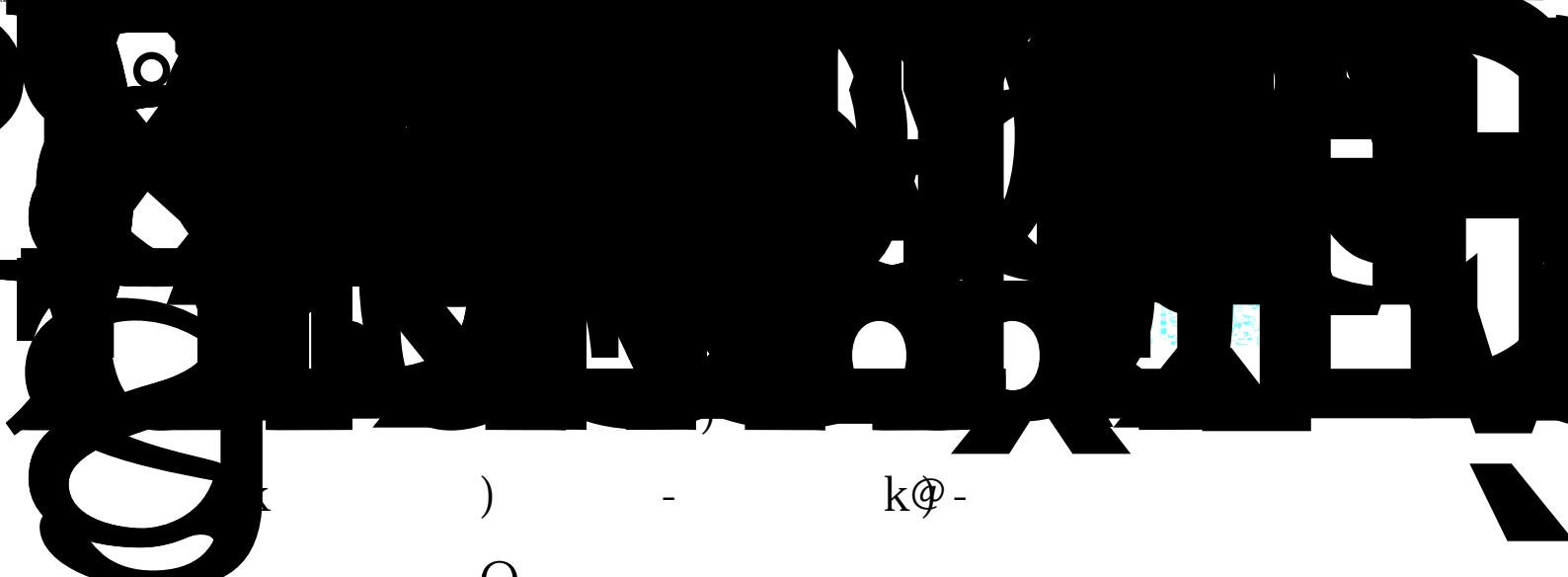
*Informal approaches of helping peers to support wellbeing and development in lockdown (and beyond)*

Within this new space lie generative opportunities for creating different ways to support organizations and society through the phases of reconfiguration and regeneration that are still emerging. The disruptors have themselves been disrupted.

The Bloomsbury Learning Exchange (BLE), a cross-institutional centre in digital education, had to quickly modify its way of working to ensure staff in its six member institutions continued to be supported and developed. We became increasingly aware of a range of responses to lockdown working including feelings of loneliness and isolation, and with increased workloads competing with family pressures. We responded to our colleagues' challenges and experiences by meeting in informal, online social spaces and interacting with them intentionally to promote wellbeing.

This session therefore examines how working within the confines of (technology-mediated communication (including Zoom and Teams) has impacted staff within the wider context of adapting to working at home. And

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