Adventures in Synchronous Online Teaching

5 November 2020, 2.00 – 3.00 GMT

Our panel will provide a short input, reflecting on their experiences in digital learning, and we will then have an opportunity for discussion.

- Adventures in Synchronous Online Teaching
  Mark d'Inverno and Matthew Yee-King
- Learning Together Apart
  Simon Rofe
- Teaching technical skills through Virtual Reality
  Thierry Koscielniak

Session 1

Adventures in Synchronous Online Teaching
Mark d'Inverno and Matthew Yee-King
Goldsmiths, University of London

Mark d'Inverno and Matthew Yee-King – close collaborators in research and teaching for the best part of two decades - discuss their experiences in trying to make online Synchronous teaching fun and engaging on the online BSc in Computing.

A problem suddenly made more challenging by having to do it from home during lockdown.

We try to address some of these kinds of questions:

1. How can you develop a sense of liveness and presence in the digital world?
2. How can you engage students meaningfully so that they feel they are part of a social learning experience?
3. What technologies can you use at home to support develop a sense of a "learning adventure" for student?

What at least some of the students say about us

- *"It is absolutely fantastic to take a math course from Mark d'Inverno, a pioneer"*

- *"Wow the way he teaches is brilliant!"*

- *"This is awesome and very much understandable, this lecture is fantastic!"*

- *"Like many others, I'm thoroughly enjoying Prof. d'Inverno' lecture: very clear, insightful and engaging! "*

- *I cannot wait to attend more live lectures like this in the following weeks.*

- *This is a great lecture and I appreciate the time and effort that is being put into it, I'm happy I joined this degree, to experience this brilliant prof at work, masterful, truly masterful!*
- *I have not heard a more calming voice.*

- *You make mathematics sound so artistic, this lecture is amazing.*

- *I love this prof, his sense of humour and witty nature is endearing*

Session 2

Learning Together Apart
Simon Rofe
SOAS, University of London

Simon will share his experiences of working synchronously with discussion forums via a Virtual Learning Environment VLE, which will in turn play to the opportunities for assessment in Online Learning Communities (OLCs) Dr J Simon Rofe is an widely experienced scholar in the realm of Online and Distance learning. He has pioneered the appropriate use of OCLs as a means of meeting student learning outcomes and enhancing the student experience.

Session 3

Teaching technical skills through Virtual Reality
Thierry Koscielniak
Conservatoire National des Arts et Métiers in Paris

The GESTE'VR project, funded by le Cnam and grant recipient from Ile-de-France Region: "2020 Trophies for Digital Innovation in Higher Education".
Partners are : MIMBUS, France Immersive Learning / Immersive Learning Lab, HP Education France, Microsoft Education France.
Objectives of GESTE'VR:
- To create training modules in virtual and augmented reality, to develop skills in technical gestures, putting the learner in a learning situation in practical work and on the job.
- To propose a unique virtual learning environment in which several training activities can take place. The use of a Cloud platform for monitoring and controlling the acquisition of skills will allow the training to be individualized and naturally integrated into existing training.

- To experiment with new forms of distance pedagogy through a collective use of the modules produced: the learner performs technical gestures in a virtual room where the trainer and other learners are also present and can observe and interact at a distance.
- To mutualize and disseminate the methodology for creating the modules and the associated pedagogical activities to higher education institutions in the Ile-de-France region.
Here is an exemple of a VR training module : https://youtu.be/8Q3w1FoueiM

Chair

Dr Linda Amrane-Cooper
University of London Centre for Distance Education
Linda's academic and professional career has spanned Higher Education, teaching, and Museum Education. Linda is head of our Centre for Distance Education and Director of Strategic Projects.

In addition, building on her 20 years' experience of supporting high quality learning and teaching in Higher Education experience, Linda also leads our PG Learning and Teaching in HE programme. Prior to joining the University of London, Linda was Dean and Head of Glasgow Caledonian University's London campus and Dean of the Royal Docks Business School at the University of East London. She moved into the Business discipline after a long career in Education and Social Science, where roles included Associate Dean of Education and International Lead, and Head of Initial Teacher Training. She has benefited from the opportunity to work across the UK HE sector in a wide range of Universities and teach at all levels, both face to face and online. Linda has taken an active role supporting the professional development of HE staff as an education developer, mentor and coach.

Speakers

Professor Mark d'Inverno
Goldsmiths, University of London
Mark has spent the last 20 years undertaking cutting-edge research at the frontiers of AI, creativity and learning – asking how they relate to each other and how the different academic disciplines can provide us with insights into the role we want AI to play in both learning and creative practice. Mark's PhD from UCL investigated the concepts of agency and autonomy in artificial systems, and since then he has published around peer-reviewed 200 articles and several authored and edited books, and led or co-led a range of UK and EU funded research projects. Mark is an academic at Goldsmiths, University of London (and formerly the Pro-Warden International and before that Pro-Warden Research) and was the Scientific Coordinator for the large EU-funded research project PRAISE (Performance and Analysis Inspiring Social Education), and, in partnership with Matthew Yee-King and in collaboration with the University of London Worldwide, was key in developing the relationship with Coursera which led to the first online BSc in Computer Science which now has several thousand students. Mark is a critically acclaimed jazz pianist (National Press, TV and Radio) and for nearly 40 years has led a variety of successful bands in music. He tries to bring performative elements to the way he teachers synchronously online and offline.

Thierry Koscielniak
Conservatoire National des Arts et Métiers in Paris
Thierry Koscielniak, Ph.D. is Chief Digital Officer at the Conservatoire National des Arts et Métiers in Paris (Le Cnam). Le Cnam is the only public Higher Education institution dedicated to lifelong learning in France and is therefore deeply involved in distance online courses. The Cnam National Digital Office @LeCnamDN1 is in charge of the implementation of courses digitalization and MOOC production. As an expert in EdTech in Higher Education, Thierry keeps a technological watch and carries out research on digital learning and currently on the pedagogical uses of virtual reality and augmented reality. On behalf of Le Cnam, he is the founder of the France Immersive Learning skills centre and vice-president of 3FOD, the French forum for digital learning stakeholders. Thierry Koscielniak is involved in associations of IT professionals for Higher Education: in France he is a member of the Board of CSIESR (@CSIESR). In Europe he is Board Officer of EUNIS (@EUNIS_IT), and was chairman of the #EUNIS18 congress organizing committee. Worldwide he is a member of Karuta Open Source Portfolio Governing Board.

Dr Simon Rofe
School of Oriental and African Studies
Simon is Reader in Diplomatic and International Studies in the Centre for International Studies and Diplomacy. Alongside his research in Diplomacy and global history, with a particular focus upon on the US Embassy in London, and the diplomacy of sport, he has a strong interest in pedagogic matters particularly related to online learning and development of tutors.

Simon has held a number of strategic leadership positions in higher education institutions including being Academic Head of Online Learning at SOAS University of London, as well as being Programme Director for MA Global Diplomacy, and instructor on SOAS's for first MOOC with Universtiy of London Coursera's Understanding Research Methods MOOC. He has chaired BISA's Learning and Teaching Working group for 10 years and co-chairs Universtiy of London MOOC Review Committee while serving on Learning, Teaching, and Assessment Strategy since 2013.

Dr Matthew Yee-King
Goldsmiths, University of London
Matthew Yee-King (DPhil, MSc, BSc) is an academic in the department of computing at Goldsmiths, University of London. He is the programme director for the BSc Computer Science online degree, which launched in 2019 on the Coursera platform, where it was the first undergraduate degree available. Previously, his first online course about creative computing attracted 97,000 students in 2013. As a researcher working on the €3m PRAISE research project working with Professor Mark d'Inverno, he managed the development and trialling of innovative education technology, including media annotation and AI-based tutor systems. He has also carried out research into signal processing and creative applications of machine learning, including a series of commissioned musical AI systems that have performed alongside human musicians on BBC national radio and at venues such as the Wellcome Collection. He has worked as an electronic musician, releasing solo and collaborative recordings on Warp, Rephlex and Accidental records and touring internationally in Europe, Japan and even Venezuela.