UNIVERSITY OF LONDON
CENTRE FOR ONLINE & DISTANCE EDUCATION

Activity Report 2021–2022

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CDE becomes CODE – Centre for Online and Distance Education

We are delighted to announce that the Centre for Distance Education has now become the **Centre for Online and Distance Education (CODE)**.

Developing CODE as a Centre for Excellence, in line with the University of London (UoL) Strategy, we have taken the opportunity to expand the CODE Fellowship. Rising from 22 Fellows in summer 2021, we now have 42 CODE Fellows.

Fellows have joined us from Australia, Malaysia and Europe, and from across the UK. Several University of London academics have also joined the Centre.

Dr Simon Rofe, who was leading the MSc Global Diplomacy programme at SOAS and UoL, joined Dr Linda Amrane-Cooper as Deputy Director of CODE during 2022–2023. Simon has now taken up a post as Reader/ Associate Professor in International Politics and Curriculum Redefined lead in POLIS at the University of Leeds but remains our Deputy Director.

Our Malaysian Fellow, Dr Maylyn Tan, comes from the Singapore Institute of Management and helps us to cement the work CODE does with our Recognised Teaching Centres. New Fellows from the University of London Member Institutions and from across the HE sectors bring expertise and experience. Read more about our **Fellows** on page 4 and in Appendix 2.

Website rebuild

The **CODE website** was rebuilt during 2022 to reflect the name change and other CODE developments and continues as a vibrant communication platform for reaching out to CODE stakeholders. During the year to date we have published 11 blogs and 16 news items on the platform and showcased a range of CODE events including conferences, workshops and webinars. Visit the **CODE website** to see the rebuild.

CODE reached **1,000 Twitter followers** during the **RIDE conference** in June 2022.

Our Twitter account **@CODE-UoL** now has a total of **1,045 followers** (199 new followers in the past year).

We also have **271** people following our **LinkedIn page** (122 new followers in the past year).

About CODE

The University of London's Centre for Online and Distance Education (CODE) supports the development of expertise and innovation in online and distance education through innovation, research, evaluation, training, capacity building, and strategy and policy development.

CODE supports a community of practice, promotes collaboration and knowledge-sharing and provides a focus for the development of high-quality pedagogy and research in online and distance learning. Working closely with the UoL Federation Member Institutions, our activity, outputs and projects have impact locally, nationally and internationally.

Our aim is to work collaboratively to enhance the student experience and improve student achievement through the development of high-quality online and distance education.

There are currently **42 CODE Fellows** drawn from across the globe. Our Fellows are thought leaders in the practice, research, leadership and pedagogy of online and distance education. The Centre for Online and Distance Education is led by Dr Linda Amrane-Cooper and supported by a core team of CODE Fellows.

A full list of the CODE Fellows is provided at Appendix 2.

The work of the Centre is managed through our working groups:

- Research and scholarship
- Networking and communication
- Conferences and events
- Consultancy and training
- CODE projects

We have recently launched a series of special interest groups, to allow for more focused Centre activity. Special interest groups for 2022/23 are:

- Online assessment
- Student engagement
- Instructional design
- Inclusion
- Decolonisation
- Climate change
- Learning analytics

Affiliation of the CODE Fellows

Number of Fellows	**42**
Fellows in Member Institutions (including BLE)	**21**
Fellows in University of London	**4**
List of Member Institutions with one or more Fellows	
Birkbeck, University of London	1
Bloomsbury Learning Environment	1
Queen Mary, University of London	1
Royal Holloway, University of London	1
St George's, University of London	1
City, University of London	2
King's College London	2
London School of Hygiene & Tropical Medicine	2
SOAS, University of London	1
Royal Veterinary College, University of London	3
UCL	6
UK based Fellows	**39**
Non-UK based Fellows	**3**
Non-Member Institutions	
Maastricht University (Netherlands)	
Singapore Institute of Management (Singapore)	
University of New England (Australia)	
Open University (UK)	
University for the Creative Arts (UK)	
University of Leeds (UK)	
Nottingham Trent University (UK)	
Independent consultants	**9**

CODE leads innovation, learning and research

CODE supports innovation, evaluation and research through funded projects and annual Teaching and Research Awards. CODE also sponsors our annual Roger Mills Prize for Innovation in Learning and Teaching and our CODE Learning Gain Awards.

CODE Projects 2022–2023

As in previous years, a call for project proposals went out to a wide range of stakeholders, projects were shortlisted, and CODE Fellows are now working on the following projects:

CODE Projects 2022–2023	CODE Fellows Team
Horizon scanning	
Navigating the future	Jon Gregson (SOAS), Norbert Pachler (UCL), Samantha Ahern (UCL), Stephen Brown (CODE)
Digital educator 2	Jonathan San Diego (KCL), Jon Gregson (SOAS), Christine Thuranira-McKeever (RVC)
Innovation in learning and teaching	
Resetting the discussion forum	Gwyneth Hughes (UCL), Christina Howell-Richardson (CODE), Matt Phillpott (CODE), Donna Smith (OU UK), Neil Mosley (CODE), Anita Skinner (LSHTM)
The use and impact of role play in clinical psychology teaching (UoL)	Luke Woodham (SGUL)
A practical guide to projects and dissertations (Part 2)	Matt Phillpott (CODE), Clare Sansom (Birkbeck), Stephen Brown (CODE)
Embedding better support and guidance for programme development teams for drafting programme and module learning outcomes (UoL)	Elizabeth Burns (UoL), David Baume (CODE)
Is a PhD right for me? (BLE)	Sarah Sherman (BLE), Ashley Cox (UoL/SOAS), Nichola Gretton (NTU), Oscar Mwaanga (UoL)
A student-facing course for engagement in mixed-mode (hybrid) education (QMUL)	Julie Voce (City), Leo Haverman (UCL), Leonard Houx (Cambridge Education Group), Jonathan San Diego (KCL)

CODE Projects 2022–2023	CODE Fellows Team
Innovation and quality assurance in assessment	
Longitudinal study: evaluation of online timed assessments at UoL	Linda Amrane-Cooper (UoL), Stylianos Hatzipanagos (CODE), Alan Tait (CODE)
Managing academic integrity in online assessment	Stylianos Hatzipanagos (CODE), Alan Tait (CODE), Steven Warburton (University of New England, Australia), Michele Milner (RVC)
Understanding the threat and possible mitigation in relation to AI written essays (UoLW)	Jonathan San Diego (KCL), Philip Powell (University for the Creative Arts), Daksha Patel (LSHTM)
Guide on writing effective MCQs (UoLW)	Anita Skinner (LSHTM), Clare Sansom (Birkbeck)
Disciplinary innovation and development	
Knowledge Diplomacy – joint project with University of London in Paris	Simon Rofe (Leeds), Stuart MacDonald (CODE), Linda Amrane-Cooper (UoL)
A distance education model for a research-led 'introduction to digital humanities' (SAS)	Christina Howell-Richardson (CODE)
Climate change	Gwyneth Hughes (UCL), Pete Cannell (CODE), Daksha Patel (LSHTM)
CODE Organisational developments	
CODE workflow (UoLW)	David Baume (CODE), Stuart MacDonald (CODE)
CODE Student Fellows (UoLW)	Linda Amrane-Cooper (UoL), Jonathan San Diego (KCL), Ashley Cox (SOAS/UoL)

CODE Student Fellows

During autumn 2022, we expect to allocate up to 20 CODE Student Fellowships to work with CODE Fellows across the projects. University of London distance learning students are given the opportunity to gain transferable skills through collaborating with CODE Fellows on projects funded by the Centre.

Project Showcase: Evaluation of online timed assessments summer 2022 – a longitudinal study

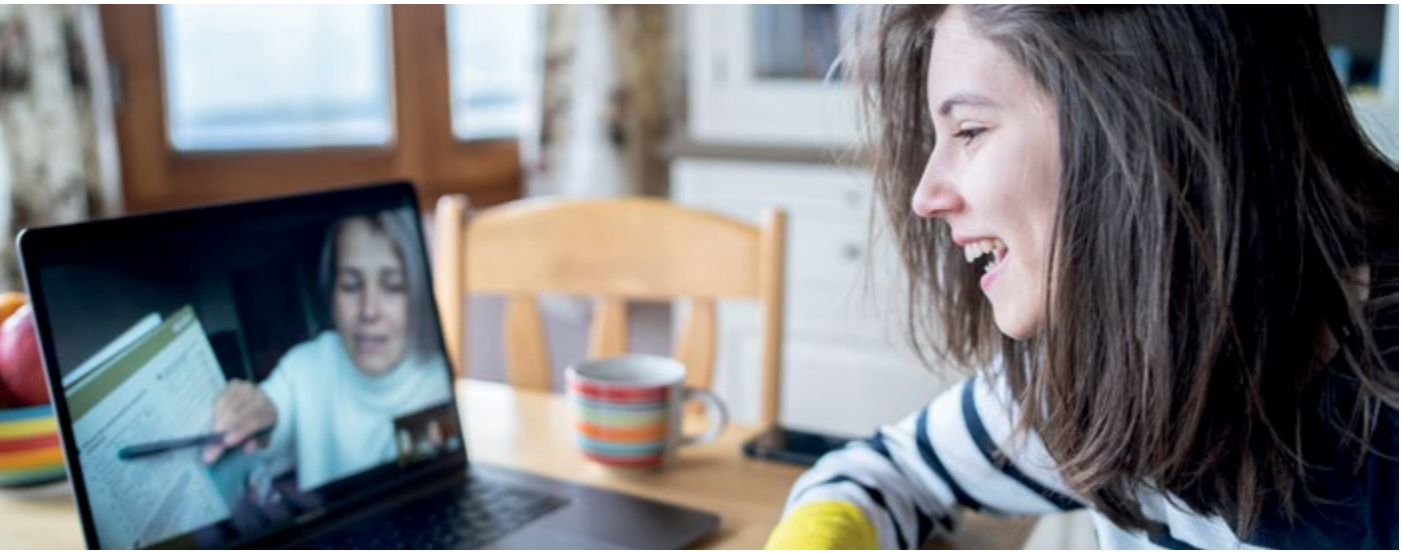
Building on our previous two years of evaluation, the joint CODE and UoL team continue with our evaluation of the large scale online timed assessments that take place for our distance learning students in May and June 2022.

Gathering evidence, feedback and insight into the experience and developing practice of online assessment through engagement with key stakeholders including students, programme teams, examiners and operational teams we feed into developments for subsequent years and support capacity building and development of approaches to effective assessment and assessment integrity. Our findings are reported through UoL governance committees and feed into strategic and operational planning at UoL.

Teaching and research awards granted by CODE

Following a competitive process, open to the University of London and the Member Institutions, we are delighted to announce the following teams have been awarded £5,200 each for their teaching and research projects:

Team	Member Institution	Research project
Roslyn Taplin	SOAS	Action research supporting change in graduate skills via online distance learning for the UN Sustainable Development Goals
Michele Milner	RVC	Blended learning frameworks in healthcare curricula: supporting innovation and success
Matthew Yee-King Mark D'Inverno	Goldsmiths	Evaluating an innovative approach to teaching artificial intelligence and creativity
David Baume	CDE Fellow	In what particular ways does UoL online and distance learning work well?



2022 Roger Mills Prize for innovation in learning and teaching

The winning team was announced by the University of London Vice Chancellor, Prof Wendy Thomson, at our Research in Distance Education conference in June 2022.

2022 Awards	Topic	Member Institution	Submitted by
Winner	Dissection at distance: interactive live-streaming of practical anatomy via MS Teams	RVC, University of London	Sarah Channon, Michael Frill, Sarah Nicoll, Stephen Frean, Emma Driver
Commended	Bayes Digital Learning	City, University of London	Bayes Digital Learning Team
Commended	Professional Graduate Certificate (PGCE): Teacher Development	UCL	Kim Insley
Commended	Fostering interdisciplinary researchers: PhD training and support at SOAS	SOAS, University of London	Yenn Lee
Commended	Enhancing doctoral supervision in UCL IOE and beyond	UCL	Jennie Golding

CODE Learning Gain Awards

The Centre for Online and Distance Education Learning Gain Award is for students on the UoL Postgraduate Certificate Learning and Teaching in Higher Education.

It is awarded by the Board of Examiners for Learning and Teaching in Higher Education to one participant from the programme in each graduating cohort. Unlike many awards that acknowledge top levels of performance, this prize is awarded to students who demonstrate the most significant improvement in their performance over the course of their study, recognising that some students start much further back in the field than others. Recent winners include: Dr Thando Loliwe, Senior lecturer in Financial Accounting, University of Limpopo; Daniel Linton, Programme Leader (Foundation Year), Point Blank Music School, London.

CODE supports capacity building

CODE works with national and local organisations across the Globe to support capacity building and staff development.

Supporting Recognised Teaching Centres

Approximately 60 per cent of the University of London's 48,000 online and distance education students attend local Recognised Teaching Centres (RTCs) who support student learning.

CODE has worked closely with RTCs over a number of years and we have developed our work to support RTCs in the following ways:

- RTC colleagues continue to graduate from the PGC Learning and Teaching in Higher Education, gaining expertise in learning, teaching and assessment and gaining University of London Worldwide Tutor Status.
- RTC colleagues are invited to, present at and attend all CODE conferences, webinars and workshops – and take an active part in our communities of learning.
- Our CODE Fellow, Dr Maylyn Tan, at SIM is coordinating work across the local network of RTCs.
- Director of CODE works closely with UoL teams to support events such as the Teaching Centres Symposium – a lively and engaging workshop on assessment integrity took place on 12 July 2022, at the 2022 Teaching Centres Symposium.
- Following the 2022 Teaching Centres Symposium, CODE and University of London colleagues will take forward a series of strategic developments to co-develop capacity in relation to supporting students to understand academic integrity with RTC colleagues.

Postgraduate Certificate Learning and Teaching in Higher Education

CODE continues to support high quality learning and teaching across the Globe through our bespoke online Postgraduate Certificate.

CODE Fellows tutor on the programme, have supported recent the redevelopment of the programme and work closely with participants on the programme. And we are delighted to see our Recognised Tutor Status playing a role in enhanced teaching and quality assurance in our Recognised Teaching Centres.

Professional development course for The Open University of China

The professional development **course**, 'Designing for learning in online and distance education', was specifically developed for teachers and curriculum designers at The Open University of China (OUC).

Commissioned by OUC and following extensive course design engagement between OUC and CODE, the finalised outline for the short course consisted of 12 topics delivered over a period of four months, commencing in September 2021.

The bespoke short course enrolled 250 new and experienced tutors from OUC. It was delivered and supported entirely online, in partnership with local tutors in China. Learning resources were developed by CODE Fellows for the course and CODE staff ran bi-weekly webinars for course participants.

Supporting the collaboration

To support the collaboration with OUC, weekly meetings with Fellows and tutors from OUC were held. Each OUC lead tutor worked with a group of about 20 OUC participants. One OUC participant from each tutor group was nominated by their tutor for the **CDE award**, for accelerating their professional development through engagement, reflection, collaboration and innovation.

Favourable feedback

Participants on the short course provided very favourable feedback on the learning experience, with all aspects of the short course scoring above 95 per cent as good and very good. Just four of the 250 participants did not complete the course fully. On successful completion participants gained six digital badges and a certificate of completion. OUC tutors also gained specialised digital badges and a certificate identifying their work as tutors.

> Through this training I have learned how to design a course in its entirety and how to apply the learning theories in course design.
>
> Participant of short course feedback

Recognition of prior learning

Arrangements for recognition of prior learning to be granted to those engaging with the short course have been put in place, to allow participants and tutors to progress onto the University of London **Postgraduate Certificate in Learning and Teaching in Higher Education**.

Professional development provision

View the **full report** on the professional development provision.

We are delighted that September 2022 sees the start of our second professional development course in collaboration with OUC.

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Visiting scholars

Visiting scholars have the opportunity to engage in projects and activities that are mutually agreed with identified intended outcomes, with placements usually lasting for between four and six months.

Building on the success of our previous two visiting scholars, we expect a group of four visiting scholars from The Open University of China to join the Centre from 1 December 2022 to 1 April 2023.

Their project titles and supervisory team are:

Name	Institution	Project	Confirmed CODE supervisory team
JI Yanan	Inner Mongolia Open University	Open education teachers' global competence development: British experience and inspirations	Prof Alan Tait and Associate Prof Oscar Mwaanga
LIU Chang	Guangzhou Open University, China	The impact of heutagogy (self-determined learning) on encouraging learner agency of adult learners	Prof Philip Powel and Prof Anita Walsh
LIU Ning	The Open University of China	Teacher professional learning influenced by intelligent technology from the perspective of complex dynamic system theory (CDST): an empirical study focused on learning needs and approaches	Dr Jonathan San Diego and Dr Maylyn Tan
MA Tengfai	The Open University of China	An empirical study on professional identity of teachers engaged in distance education	Prof Norbert Pachler and Dr Michele Milner

Symposium with the National Universities Commission, Nigeria

In November 2021, as part of the continuing UoL work under a Memorandum of Agreement with the National Universities Commission of Nigeria (NUC), CODE and NUC ran a symposium for senior staff of Nigerian Universities on two COVID-inspired online and distance education topics – student and staff wellbeing, and assessment.

On student wellbeing, ways were evidenced in which increased student engagement can boost student wellbeing. On staff wellbeing, CODE staff showed some of the particular wellbeing challenges of online and distance learning and the range of approaches taken by UoL. On assessment, key ideas on good practice in assessment for online and distance learning were described and illustrated.

Live panel discussions

The ideas presented were explored in lively panel discussions. There were 65 participants from 24 universities and organisations from the Nigerian HE sector (including state and private-sector institutions, the National Teachers Institute and the National Universities Commission). Feedback was very positive.

CODE conferences and events

CODE supports vibrant communities for practice through our conferences, workshops, seminars and webinars.

Supporting Student Success workshop

The fourth CODE Supporting Student Success workshop was held in January 2022.

This annual event offers professional development for colleagues in the field of online, distance and technology enhanced learning. It draws on CODE project outcomes and work in progress, with a focus on supporting practice and understanding in the field.

Drawing colleagues together

Drawing together colleagues from across the UK and with a large international audience, the workshop was again held online this year, with interactive sessions that covered topics reflecting the post-Covid experiences of practitioners.

Presenters from CODE, UCL, St George's, Bayes Business School, City University and the University of London Careers Service explored a wealth of issues, experiences, ideas and successes focusing on assessment, the student experience, postgraduate study, career development, professional training and digital pedagogy.

Three hundred global delegates registered for the event. As in previous years, the event was rated as 'excellent/good' by 100 per cent of respondents and evaluated as 100 per cent 'relevant/quite relevant' to delegates' current professional role.

View the **full details of the event**, including recordings of all the sessions, session blogs and presentation summaries.

> This is the first time I have attended this conference and it was one of the best student success conferences I have been to, with such thought-provoking sessions and a high standard of intellectual rigour. The resources provided were very useful too.
>
> Participant feedback, January 2022

Research in Distance Education conference

Our 16th Annual **Research in Distance Education** conference, 15–17 June 2022, saw over 300 colleagues join us in an exciting programme of keynotes, panels, presentations, workshops, lightning talks and pre-recorded inputs.

The conference had two fully online days and for the third day we showed that a hybrid event from Senate House could be a real success. It was particularly pleasing for UoL colleagues to attend in person, as for so many of us our last normal, pre-pandemic day at work was the 2020 RIDE conference on 13 March 2020, just before lockdown.

Wider audience

The conference drew a much wider audience than in previous years, including early career researchers from several UK institutions, as well as presenters from 12 different countries and delegates from across the globe. Presentations and keynotes were delivered by sector leaders and feedback identified the strength of the inputs this year.

Roger Mills Prize winners

Prof Wendy Thomson, UoL Vice Chancellor, presented the Roger Mills Prize winners at RIDE. The Roger Mills Prize for innovation in learning and teaching was won by a team from RVC this year, who demonstrated that students studying at a distance can be active participants with an in-the-room feel during dissections and lab work.

Panel discussions

Two panel discussions tackled issues often in the press: whether online education really works and how policy can impact this. We were delighted that UoL's new Pro Vice-Chancellor, Alistair Jarvis, was able to both take part in RIDE as a panellist and have an item published in Times Higher Education to coincide with the conference. Pro Vice-Chancellor Mary Stiasny chaired an important hybrid discussion on online and distance education.

Director of CODE, Dr Linda Amrane-Cooper, announced the new title and focus for the Centre, moving from the Centre for Distance Education to the **Centre for Online and Distance Education** (CODE).

Experiences in Digital Learning webinar series, year 2, 2021–2022

Working in collaboration with our colleagues from the University of London Institute in Paris (ULIP), CODE has again provided a platform for sharing knowledge about what has changed in digital learning due to the pandemic.

The second year of webinars explored innovation and development, with a particular focus on teaching in a hybrid format (both in-person and online at the same time).

The webinars were:

2 December 2021 – Academic freedom in a digitised world

3 March 2022 – The year ahead for the practitioner

5 May 2022 – Hybrid experiences and student wellbeing

9 June 2022 – The hybrid experience for the practitioner

Academic freedom

In 'Academic freedom in a digitised world', a panel of experts including CODE Fellows Dr David Baume and Dr Clare Sansom, alongside Professor Jeremy Carrette (University of Kent) and Dr Edouard Morena (ULIP), and chaired by Dr Tim Gore OBE, discussed the role – both positive and negative – of the concept of academic freedom and how this has been influenced by the switch to digital and by increasing political divisions across the world. This session provoked a lively debate.

The year ahead

The session in March looked forward to the next academic year (2022–2023), based on what has happened thus far through the pandemic. CODE Fellows Dr Sam Smidt (UCL) and Professor Steven Warburton (University of New England, Australia) considered the impact on their professional lives and the immediate trickiness of the next academic year, where there seems to be some effort for a return to 'normal' while also moving forward to a new 'normal' in educational approaches.

Hybrid experiences

The third session sidestepped to the issue of student wellbeing in a hybrid setup. Dr Nichola Gretton (University of Leicester and CODE Fellow) explained that hybrid or hyflex can offer more choice for students if done right. At the heart of these approaches should be a consideration of four fundamental values: learner choice, equivalence, reuse of content and accessibility. Across all of these should be a consideration (and a course redesign) to prioritise student health, wellbeing and life

skills. Anshima Varma (President of the Student Union of ULIP) reminded us of the variation in learning needs, from those who are more visual or auditory to the challenge of online learning feeling more passive and less connected.

For the practitioner

The final event of 2021–2022 refocused on the practitioner. CODE Fellow Shoshi Ish-Horowicz (Queen Mary University of London) discussed hybrid delivery in her institution, while Maylyn Tan (Singapore Institute of Management Global Education and CODE Fellow) considered how equitable hybrid learning really is, especially when confronted with the limitations of infrastructure and resources. The event was rounded off by Niilante Ogunsola-Ribeiro and Simon Parr (School of Advanced Study, University of London) who considered the changes and challenges as representing a new pedagogical paradigm that is yet to settle into a satisfying and more permanent pattern.

Upcoming

The webinar series, Experiences in Digital Learning, will take place for its third year in 2022–2023 and will continue to explore the ways in which digital and online learning inform all areas of higher education.

Knowledge diplomacy at CODE

CODE's investment in knowledge diplomacy has been established for some three years since Linda Amrane-Cooper and Simon Rofe presented at the British Council's Going Global conference in Berlin (2019).

Since then, Linda and Simon have joined forces with Berlin speaker, and now CODE Fellow, Stuart MacDonald of International Cultural Relations, to further the project with colleagues at University of London Institute in Paris (ULIP) under the leadership of Tim Gore (ULIP Director).

The knowledge diplomacy project has subsequently held two series of seminars addressing climate change, cities and Covid-19 within the context of knowledge diplomacy. In doing so the series brings together a range of stakeholders to address global challenges by critically engaging with the concept of knowledge diplomacy. View the **seminars**.

Furthermore, a **book proposa**l is now under consideration.

CODE Fellows and broader University of London engagement is very welcome.

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INSTITUTE IN PARIS

Final thoughts

The CODE book

Online and Distance Education for a Connected World, the first book from CODE, will be published by UCL Press in 2023.

The book, a scholarly and practical guide, has been edited by CODE Director Linda Amrane-Cooper and CODE Fellows David Baume, Stephen Brown, Stylianos Hatzipanagos, Philip Powell, Sarah Sherman and Alan Tait. It contains chapters and case studies by some 35 CODE Fellows and colleagues.

Section 1

Section 1 focuses on planning online and distance education. Chapters consider the students, the primary customers for online and distance education; relationships between digital learning and distance education; the marketing of online and distance education to reach and include the great variety of students; the essential roles of online and distance education in supporting the development of student employability; and strategic models for distance education. Section 1 concludes with a case study of CODE's support, over several years, at both strategic and operational level, for the development of open and distance education in Nigeria.

Section 2

Section 2 focuses attention to implementation. Beginning with course design, pedagogy and staff development, it then explores interactive social learning and the fostering of learning communities. A case study describes the successful Icarus simulation tool as an illustration of what can be accomplished in online and distance education. Two chapters on assessment consider respectively digitally supported assessment and issues in taking assessment online rapidly and at scale. Approaches to inclusive practice and to boosting retention and success are then described. A case study illustrates some realities of course operation through an account of a public health MOOC. Chapters on practising open education and building the online library complete section 2.

Section 3

Section 3 explores, first, relationships between academic development, research and practice in online distance education, and then monitoring and evaluation. It concludes with an exploration of what the future of online and distance education could look like and offers practical guidance on relevant design considerations.

Looking forward

In the coming year we look forward to further developing our impact and range of activity drawing on our enhanced professional organisation of CODE via thematic working groups:

- **Conferences and events** – sharing our showcase events (conferences, workshops, webinars) within the sector and beyond. Developing our Research in Distance Education conference proceedings publication.
- **Consultancy and training** – looking for and preparing bids and design for external opportunities (e.g. commissioned research and training activities). Supporting the University of London **Postgraduate Certificate in Learning and Teaching in Higher Education**.
- **Projects** – developing and engaging with the wide range of funded CODE projects and our annual Teaching and Research Awards, providing support in generating meaningful outputs and tracking impact.
- **Research and scholarship** – seeking, updating and creating knowledge in online and distance education in HE by fostering research and dissemination. Supporting a strategy for research and scholarship outputs in peer-reviewed publications and relevant sector conferences, while measuring the impact of our collective work. Supporting our special interest groups.
- **Networking and communications** – working with different stakeholders across UoL Member Institutions and more widely to provide relevant, timely, effective and widely recognised support for an international community of practice around online, distance and technology enhanced learning.

APPENDIX 1: Papers, conferences, webinars and blogs

Publications and presentations arising from CODE funded activity.

2022

Amrane-Cooper, L., Hatzipanagos, S., and Tait, A. (2022) 'Measuring the impact of the move to online assessment in the University of London international programmes 2020-2022' [Paper presentation]. Innovating Higher Education conference 2022: Digital Reset: European Universities Transforming for a Changing World. EADTU: Athens, Greece.

Amrane-Cooper, L., S, Hatzipanagos and A. Tait 'Developing student behaviours that support academic integrity in distance learning', *Open Praxis* 13(4) 2022, pp.378–84. DOI: **doi.org/10.55982/openpraxis.13.4.461**

Brown, S. and D. Baume '"Not another group activity!": Student attitudes to individual and collaborative learning activities, and some implications for distance learning course design and operation', *Innovations in Education and Teaching International* 2022. DOI: **tandfonline.com/doi/abs/10.1080/14703297.2022.2062424**

Hatzipanagos, S. and A. Tait 'Designing plagiarism out of assessment', Supporting Student Success online workshop, 28 January 2022, CODE.

Hughes, G., S. Hatzipanagos, L. Amrane-Cooper and A. Tait '**Using the disruption of the pandemic to enhance assessment design in distance learning programmes**' [Paper presentation], International Assessment in Higher Education Conference 2022, 22–24 June 2022, Manchester, UK.

2021

Amrane-Cooper, L., S. Hatzipanagos and A. Tait 'Developing student behaviours that support academic integrity in distance learning', ICDE, Virtual Global Conference Week, October 2021.

Amrane-Cooper, L., S. Hatzipanagos and A. Tait 'Moving assessment online at scale', RIDE 2021 conference, 18 June 2021, CODE.

Amrane-Cooper, L. and A. Sanghera 'Inclusive practice: learning from our students', RIDE 2021 conference, 18 June 2021, CODE.

Baume, D. 'Let's admit that students have learned less', *Wonkhe* 5 March 2021. **wonkhe.com/blogs/lets-admit-that-students-have-learned-less** accessed 6 September 2022.

Baume, D. 'Why online HE should be about learning, not teaching', *University World News* 30 January 2021. **universityworldnews.com/post.php?story=20210126142422302** accessed 6 September 2022.

Brown, S. 'Are we nearly there yet? Getting the basics right for effective online learning', *Wonkhe* 8 February 2021. **wonkhe.com/blogs/are-we-nearly-there-yet-getting-the-basics-right-for-effective-online-learning/**

Hughes, G., L. Amrane-Cooper, S. Hatzipanagos and A. Tait 'Using the disruption of the pandemic to enhance assessment design in distance learning programmes', Academic Practice and Technology (APT) 2021 Conference, July 2021, UCL.

Tait, A. and S. Hatzipanagos 'What will assessment look like in 2021?' Webinar in series of Experiences in Digital Learning monthly webinars from CODE, Goldsmiths and the University of London Institute in Paris, 4 February 2021.

2020

Baume, D. 'Weaning students off teaching is more important during a pandemic', *Wonkhe* 13 November 2020. **wonkhe.com/blogs/weaning-students-off-teaching-is-more-important-during-a-pandemic** accessed 6 September 2022.

Brown, S. 'What we have learned so far from COVID-19 and what we should do next?' CODE blog 4 May 2020. **london.ac.uk/news-and-opinion/centre-distance-education/what-we-have-learned-so-far-covid-19-and-what-we-should**

Brown, S. 'Distance learning: an introduction', Keynote presentation for the National Council on Education Conference, Republic of Serbia, Online, 3 September 2020.

Hatzipanagos, S., A. Tait and L. Amrane-Cooper, L. 'Towards a post Covid-19 digital authentic assessment practice: when radical changes enhance the student experience', in Enhancing the human experience of learning with technology: new challenges for research into digital, open, distance and networked education, Proceedings 2020, Research Workshop, European Distance and E-Learning Network (EDEN).

Hatzipanagos, S. 'Covid-19 silver linings: transition to digital assessment practice to enhance the student experience', webinar, Computers and Learning Research Group, 26 November 2020, Open University.

APPENDIX 2: List of CODE Fellows

First name	Surname	Institution
Samantha	Ahern	University College London
Linda	Amrane-Cooper	University of London
David	Baume	Independent
Stephen	Brown	Independent
Elizabeth	Burns	University of London
Pete	Cannell	Independent
Lynsie	Chew	University College London
Ashley	Cox	University of London and SOAS
Paul	Dudley	Royal Holloway, University of London
Jon	Gregson	Independent
Nichola	Gretton	Nottingham Trent University
Stylianos	Hatzipanagos	Independent
Leo	Havemann	University College London
Leonard	Houx	City, University of London
Christina	Howell-Richardson	Independent
Gwyneth	Hughes	University College London
Shoshi	Ish-Horowicz	Queen Mary University of London
Dimitrios	Koufopoulos	University of London
Stuart	MacDonald	Independent
Patricia	McKellar	University of London
Alexandra	Mihai	Maastricht University
Michelle	Milner	Royal Veterinary College

First name	Surname	Institution
Neil	Mosley	Independent
Oscar	Mwaanga	University of London
Norbert	Pachler	University College London
Alan	Parkinson	University College London
Daksha	Patel	London School of Hygiene & Tropical Medicine
Matt	Phillpott	Independent
Philip	Powell	University for the Creative Arts
Simon	Rofe	University of Leeds
Jonathan	San Diego	King's College London
Clare	Sansom	Birkbeck, University of London
Sarah	Sherman	Bloomsbury Learning Environment
Ayona	Silva-Fletcher	Royal Veterinary College
Anita	Skinner	London School of Hygiene & Tropical Medicine
Sam	Smidt	King's College London
Donna	Smith	Open University
Alan	Tait	Independent
Maylyn	Tan	Singapore Institute of Management
Christine	Thuranira-McKeever	Royal Veterinary College
Julie	Voce	City, University of London
Steve	Warburton	University of New England (Australia)
Luke	Woodham	St Georges, University of London

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