CENTRE FOR DISTANCE EDUCATION
Research and innovation in flexible and distance teaching and learn

UNIVERSITY OF LONDON

RIDE 2020
EXAMINING DISRUPTIVE
INNOVATIONS IN
DISTANCE EDUCATION

SESSION DETAILS

KEYNOTES

OPENING KEYNOTE PANEL

DISRUPTIVE INNOVATION IN HIGHER EDUCATION

Panellists:

Allison Littlejohn (London Knowledge Lab)

Learning in Uncertain Times: Supporting Student Agency

Universities are positioned as thought leaders for society. They are challenged with preparing future generations through scaling access to education and by addressing global challenges, though improved research impact and knowledge transfer. Scaling up education to meet mass demand, and integrating research in ways that impact mainstream society can only, realistically, be achieved through the use of technologies, data and AI, which often is associated with 'disruptive innovation'.

At the same time universities are facing one of the most uncertain periods in their history. A recent study of University Vice Chancellors across the UK found that 63% of VCs felt less optimistic about the level of uncertainty than in the previous 12 months and were concerned about the financial prospects for their institution. In addition, 37% did not feel confident about risky strategic initiatives, resulting in a more cautious approach to university policy which is more data-driven and evidence-based.

This presentation unpacks some of the tensions around facilitating disruptive innovation in Higher Education in an era of uncertainty. It examines some structural game-changers for students, teachers and universities, including datafication and surveillance systems that (potentially) facilitate disruptive business models, with courses and credentials being delivered as products for 'consumer' students. It is argued that these models over-simplify the learning process and position education and performative, rather than transformative. Alternative models, focusing on digital pedagogy and knowledge transfer, rather than on technologies and data per se would redefine the nature and focus of 'disruptive innovation' in Higher Education. This, however, requires universities to accept a degree of risk.

Allison is a learning scientist, specialising in professional and digital learning. Her expertise is in applying educational theory and evidence to developing and evaluating complex interventions for

professional learning which capitalise on the use of digital technologies. Her work has made contributions to the understanding of how people learn for work in diverse contexts and cultures across the Energy, Finance, Health, Education and International Development sectors.

She has held research chairs at five UK universities and have experience of strategic leadership in education, as Dean (Learning & Teaching), College of Social Sciences, University of Glasgow; Academic Director of Digital Innovation at the Open University (2015-2019), Founding Director of the Caledonian Academy at Glasgow Caledonian University (2006 – 2014), where she was Senior Researcher for Royal Dutch Shell (2008-2010), leading a partnership around Knowledge Innovation & Development.

She has been awarded over 40 research grants funded by a range of funding bodies including research councils and industry. Her current research focuses on the role of professional learning in resolving global challenges. She is Academic Director for 'Ways of Working and Learning in AMR surveillance systems in LMICs', funded by the UK Department for Health and Social Care's Fleming Fund; She also researches 'Approaches in Complex and Challenging Environments for Sustainable Sexual & Reproductive Health' (ACCESS), funded by the UK Department for International Development. She serves on the editorial board of a number of influential journals, including *The Internet and Higher Education* and *Vocations & Learning*.

Neil Morris (University of Leeds)

Unbundling higher education: impacts for learners and learning

Universities are facing growing internal and external pressures to generate income, educate a widening continuum of learners, and make effective use of digital technologies. One response has been growth of online education, catalysed by Massive Open Online Courses, availability of digital devices and technologies, and notions of borderless global education. In growing online education, learning and teaching provision has become increasingly disaggregated, or unbundled, and universities are partnering with a range of private companies to reach new learners, and commercialise educational provision. In this presentation, I will consider the impact of digitisation on learner expectations and experience, the benefits and risks of unbundled higher education provision and the potential impacts of unbundled online education on the future of higher education.

Neil is Chair of Educational Technology, Innovation and Change in the School of Education and Dean of Digital Education at the University of Leeds, leading on a number of strategic digital education projects. He is a National Teaching Fellow, winning a number of national awards for teaching excellence. His research interests include educational technology, online and blended learning. He was the UK PI on an ESRC Newton Funded research project on the unbundled university. He has conducted a number of published studies on the impact of digital technologies on student learning and engagement and is the co-author of Study Skills Connected, a successful textbook on using technology to enhance learning.

Dil Sidhu (Coursera)

How artificial intelligence can assist online learners and faculty

Coursera was founded by two computer science professors at Stanford with a vision of providing life-transforming learning experiences to anyone, anywhere. It is the world's largest online learning platform for higher education. Over 165 of the world's top universities and 39 industry partners work with Coursera to offer courses, specializations, professional certificates, MasterTracks and degrees (undergraduate and graduate) that empower over 47 million registered Coursera learners around the world to achieve their career goals. Over 2,000 companies and governments use the company's enterprise platform Coursera for Business to transform their talent. The data provided by 47 million learners being able to choose from 3,800 courses, 300 specializations and 16 degrees is substantial along with over 80 million assessment attempts and over 40 million AI driven 'nudges' to students.

Coursera utilizes many data analytics models and artificial intelligence approaches to assist and motivate learners to reaching their desired goals. In addition, Coursera also provides information and data to the content provider organization (University or industry partner) to assist in their forward planning. Lastly, Coursera also makes the same information and data available to faculty, so they may see where learners are struggling with the content and/or the assessments and where they may need improvements.

Dil is currently the Chief Content Officer at Coursera (online learning) located in Silicon Valley, California. His focus is to work with global academic and industry partners to enable them to provide exemplary content online for a global learner audience.

As a self-described life-long learner Dil also enjoys teaching on executive education programs and has been a visiting Professor of Management Practice at 22 colleges and Universities around the world. He has also consulted and taught on Authentic Leadership, Systematic Inventive Thinking and The Science of Influence & Persuasion keynotes and workshops.

His previous roles have included:

- Vice Dean, Columbia Business School (New York City)
- Chief External Officer, University of Manchester (UK)
- Director of Executive Education, London Business School
- Deputy Chief Executive, London Borough of Lambeth
- Principal Consultant, KPMG Business Restructuring Advisory
- Director of Group Planning, Dixons Stores Group

Panel Chair: Stylianos Hatzipanagos

AFTERNOON KEYNOTE

PEOPLE POWERED INNOVATION: OVERCOMING CHALLENGES TOGETHER

Open education comes in many forms, including open universities, open education resources (OER), MOOCs, open access publishing and open educational practice. In this talk the problems that a disruption-based model raises for education are examined and an alternative view is proposed based around cooperation, which is highlighted through the various forms of open education.

Martin Weller (The Open University)

Martin is the director of The Open Education Research Hub and the director of the GO-GN network. Weller chaired the Open University's first major online e-learning course in 1999, which attracted 15,000 students, and was the OU's first LMS Director. His popular blog, edtechie.net features his writings on aspects of educational technology. He is the author of *The Battle for Open* (2014) and *25 Years of Ed Tech* (2020) both available under an open licence.

Chair: Alan Tait

PARALLEL SESSIONS (MORNING)

Beveridge Hall

Virtual and Augmented Reality as the future of Distance Education

Marco Gillies (Goldsmiths)

Virtual reality is a new technology that has enormous potential in education, and particularly distance education. VR allows us to enter a virtual world and experience it as if it were real. This opens up the possibilities for experiential learning. Learning by directly experiencing situations that would be impossible, difficult or dangerous for a learner to experience in real life. This is particularly useful for distance learners, who would not normally be able to experience the facilities and opportunities available on campus. This talk will introduce virtual reality, the technology and its psychological effects. It will then describes its potential for distance education and give some case studies of work by researchers at Goldsmiths, University of London.

Marco is a Reader in Computing at Goldsmiths, University of London. He was one of the founders of the BSc Creative Computing programme which pioneered a new view of computing as a creative discipline aligned with the arts. Marco was one of the instructors for Creative Programming, one of the first batch of MOOCs created by the University of London.

Marco has contributed to their Responsive Web Development and Design and is currently developing a second specialisation in Virtual Reality. The experience of developing MOOCs has led to the use of innovative online learning methods in on-campus teaching. Since September 2016, Marco has been Academic Director for Distance Learning at Goldsmiths. This role involves him leading new distance learning initiatives at Goldsmiths, including new degree programmes with University of London as well as MOOCs with FutureLearn and Coursera.

Marco's interest in learning with technology overlaps with his research interests in human-centred approaches to computing. He has a long history of work on virtual reality, including educational applications, with a particular focus on characters in VR. He has also worked on other educational projects including PRAISE, a platform for online peer feedback for music and other learners.

Artificial Intelligence in Open Distance Education

Abiodun Musa Aibinu (Federal University of Technology, Minna, Nigeria)

Artificial Intelligence (AI), a key technology in the recently debuted fourth industrial revolution has found usage in almost all fields of human endeavour, including Online and Distance Education (ODE). In this presentation, a basic introduction to AI is given. This is then followed by analysis of various AI techniques that have found relevance and usage in the field of ODE. The third section of the presentation focuses on the use of AI to improve the quality of delivery and assessment in ODE via the development of intelligent examination malpractices detection system.

Abiodun is presently the Director of the Centre for Open Distance & e-Learning, Nigeria and a Professor of Mechatronics Engineering at Federal University of Technology (FUT), Minna, Nigeria.

He has participated and won several academics and research awards at various international and national exhibitions. He has also won several research grant awards in and outside Nigeria among which include Nigerian Communications Commission research grants for 2015, 2016 and 2019; TETFUND Research grants in 2014, 2017, 2018 and 2019; Royal Academy of Engineering (UK) Higher Educational Partnership, Sub-Saharan Africa Research Grant in 2019.
He has authored and co-authored several publications in both local and international journals and conferences. Some of his published works are highly cited in the academic field. He is an advocate of Spiritual Intelligence, Artificial Intelligence and   AcadoPreneurship. AcadoPreneurship simply means turning academic ideas into businesses.

Professor Aibinu is a registered Engineer with the Council for the Regulation of Engineering in Nigeria, (COREN). His research interests include: Digital signal and Image processing, ICT, Intelligent system design with focus on Telecommunication and Mechatronics System development and Artificial Intelligence (AI) with emphasis on artificial neural networks and Genetic Algorithms.

Session Chair: Jonathan San Diego

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Brunswick Room (G7)

Micro credentialing – what does this mean in the current landscape

Mary Bishop (Independent education consultant)

With over 2.2 million higher education students in the UK, and forecasts for the need for another 300,000 places by 2030, despite negative media coverage, higher education is booming! However, the shape of 18 plus education is changing, responding to market needs with different subjects, skills and ways of learning. Degree apprenticeships, integrated academic and professional qualifications and the need to be a lifelong learner in a continually changing work place have all made an impact. Macro education trends include Gen Z learners wanting bite size learning, employers wanting workplace learning and soft skills, increasing regulatory changes, globalisation and digitisation.

This session will cover

- A high-level overview of the current regulatory landscape for accreditation by universities, colleges, professional bodies and accrediting bodies;
- What we mean by 'micro credentialing' and 'badges', the frameworks they sit within
- Examples and illustrations of micro credentials
- A Q and A discussion on disruptive technologies and emerging themes

Mary is a Fellow of Chartered Association of Certified Accountants (ACCA), a former Director of Learning for ACCA Global she led the ACCA qualification, CPD for accountants/auditors and ACCA finance qualifications for non-accountants. With responsibility for over 500,000 students and 200,000 members her experience of learner needs spans both SMEs and listed companies across circa 200 countries as well as academic institutions. With industry experience herself as a leader in education, technology, manufacturing and utility businesses, she is an author of over 15 books including the first edition of the Oxford Dictionary of Accounting.

Mary currently holds a portfolio of roles including NEDs and national regulatory positions, and leads a commercial and education consultancy focusing particularly on developing innovative digital teaching and learning models, governance and risk management and regulatory compliance.

She has recently finished a 4-year term as a Commissioner on the all-party thinktank, the Higher Education Commission, is a Queen's Anniversary Prize Higher Education Panellist and sits on the Council of the British Accreditation Council.   With contributions to parliamentary research and women in accountancy initiatives over the past 25 years, in 2016 she was awarded honorary Chartered Accountancy status for her contribution to global accountancy education.

Developing distance learning for healthcare professionals: opportunities and challenges

Kate Tatton-Brown and Luke Woodham (St George's, University of London)

Continuing Professional Development (CPD) is a central requirement for healthcare professionals, particularly in light of the "digital future" identified for the healthcare workforce in the recent Topol Review, commissioned by the Secretary of State for Health and Social Care. Distance learning and MOOCs allow educators to reach large numbers of people and provide high quality learning resources to diverse and global learner cohorts and doing so with sufficient flexibility that professionals can maintain their development alongside demanding clinical or patient-focused roles. In rapidly evolving specialties such as genomics, online platforms are agile and allow resources to be updated to align with advances in technologies and learning. New approaches to recognising achievement such as microcredentials acknowledge the demand for flexibility in online training, but there are significant challenges to integrating them within and alongside more traditional educational structures and qualifications. This presentation will discuss the work at St George's, University of London to develop stand-alone modules in Design Thinking for Healthcare and Genomic Technologies. These are intended to fully launch in 2020 and to offer both distance and face-to-face strands depending upon the flexibility required, and to utilise both MOOCs and the institutional VLE. The presentation will consider the opportunities that these resources represent for professionals, while addressing the challenges of implementing such programmes for academic recognition.

Kate is a Consultant in Clinical Genetics at St George's, University Hospital NHS Foundation Trust and the Royal Marsden NHS Foundation Trust. She has a particular interest in paediatric genetic disorders, growth disorders, endocrine disorders and paediatric cancer genetics. She qualified with a BMBCh from the University of Oxford in 1996, before earning an MD in 2006. She undertook her professional training at Great Ormond Street and St George's Hospitals.

Kate is also an Honorary Senior Lecturer at St George's University of London and the Institute of Cancer Research where she is working on the Childhood Overgrowth Project to identify new overgrowth genes and syndromes. She has a keen interest in education and has led and participated in a number of projects to upskill the clinical workforce in genomic education, including a series of postgraduate MOOCs on genomic medicine which have run on FutureLearn since 2015.

Luke is Acting Head of the eLearning Unit at St George's, University of London. He has been part of the team there since 2008, having previously worked as a database developer, onsite engineer and as an IT security audit consultant.

Since joining St George's and working the higher education sector he has worked on many grant funded projects, particularly related to the use of virtual patients for delivering medical and healthcare education in blended settings, and the use of data standards in education. These include the JISC-funded PREVIEW project, which explored the use of virtual patients in the virtual world Second Life, and the eViP<http://www.virtualpatients.eu> project to develop a shared referatory of virtual patient resources from multiple institutions across Europe. More recently, he chaired the Technical Reference Group of the EC Erasmus+ funded Widening Access to Virtual Educational Scenarios (WAVES)<http://wavesnetwork.eu> project and was responsible for the evaluation strategies of the EC Erasmus+ funded Training Against Medical Error (TAME)<http://www.tame-project.org/> and the EC Tempus funded ePBLNet<http://epblnet.eu/> projects.

He was also a member of the project team for the EC Erasmus+ funded MEDCIN

<https://medcin.iba.muni.cz/> project which used data standards to describe and compare outcome-based medical curricula, and a core project team member of the NIHR funded EFFIP <http://cope-support.org/> project which was developed in the Institute of Population Health and is trialling a resource for carers of those with psychosis, called COPe-Support.

Since 2015 he has worked on the delivery of St George's FutureLearn courses, delivering 12 courses on the platform to date. These courses cover a range of subjects including genomic medicine, organ donation, virtual scenarios and clinical empathy, and are also used as part of taught programmes within St George's. He was also involved in the initial implementation of the MyProgress ePortfolio system at St George's.

Session Chair: Christine Thuranira-McKeever

Bedford Room (SH37)

Through a glass darkly: A speculation on possible futures for distance learning

Sam Brenton (University of London)

This short talk will consider possible futures for distance learning, extrapolating from contemporary trends, looking at how new technologies have fuelled changes in practice over the years, and drawing parallels with other domains of human activity that have been transformed since the arrival of the web. Warning: contains speculative futurology.

Sam is Director of Education, Innovation and Development at the University of London, which has been delivering distance learning since 1858, and has over 50,000 students in more than 180 countries. As such, he is responsible for identifying and developing new programmes.

Prior to joining the University of London, he was Director Digital Learning at Cass Business School, which is among Europe's leading business schools. He has also worked in the private sector in the online learning partnership business, was Head of E-Learning and then Director of the Learning Institute at Queen Mary, University of London.

He has consulted, written and presented on a wide variety of topics including the globalisation and disaggregation of higher education, the impact on formal education of today's social web and the ways in which higher education practice and business models need to adapt and change to thrive in the digital economy.

Distance Education: Its Changing Ecosystem and Emerging Narratives in Nigeria

Amos O. Aremu (University of Ibadan, Nigeria)

Increasingly and in more dimensional ways, Open and Distance Education (ODE) is dominating educational landscape especially in Nigeria where the question of access to higher education remains resolved in spite of the avalanche of tertiary institutions. The euphoria is not only attracting new entrants into the ODE ecosystem, it is also generating new narratives which both the regulator and the practitioners are contending with. These narratives which include and not limited to, admission requirements, ODE delivery, imperativeness of Information Technology, attitudinal challenge, parity of esteem; and feedback. While ODE has recorded multidimensional successes in Nigeria, the imperativeness of assuring quality continues to reverberate among stakeholders. This paper, therefore, discusses ODE and some narratives which are defining its principles and philosophy in Nigeria. The paper also interrogates the challenges and future of ODL in Nigeria. Based on this, the paper, makes some informed recommendations which may shape the philosophy and practice of ODL in Nigeria context.

Amos is the immediate past Director, University of Ibadan Distance Learning Centre. He had previously had a two-term tenure as the Deputy Director (Academic) of the same Centre between February 22 and February 11, 2017. Professor who has a joint appointment in two units of the University of Ibadan, Department of Guidance and Counselling and the Institute for Peace and Strategic Studies is a Professor of Counselling and Criminal Justice. He is also an adjunct lecturer in the Faculty of Law, University of Ibadan. He is a University of London certified Open and Distance Education trainer.

Session Chair: Gwyneth Hughes

Bloomsbury Room (SH35)

Digital skills for students and staff in distance education

Ruth Drysdale (JISC)

Universities make large investments in digital environments as well as the physical campus, but how is this evaluated to enhance the overall student experience, especially for distance learners?

With emerging initiatives like intelligent campus and learner analytics, we need to ensure students and staff are aware of and engaged with the digital environment. In part, so they understand and consent to how data about them could be captured and used. Universities increasingly partner with students when developing the digital learning environment, so it better meets their needs and facilitates the digital skills development for the modern workplace. Understanding how students use technology and their attitudes towards its use in learning is a good place to start. But do we really know how students are using technology to support their learning?

Whilst engaging students in the development of their digital environment is impressive, it is not often informed by local evidence. Jisc's digital student project (Jisc, 2014-16) highlighted that consultations with students were often poorly designed, and that national surveys did not provide a coherent or detailed enough picture of the student digital experience. The Jisc student digital experience insights survey (Jisc, 2016-19) was developed in response to this need.

This presentation will cover:

- Gathering baseline survey data to evidence year-on-year improvements and inform priorities
- Providing reliable data with sector benchmarking to supplement data gained via other feedback mechanisms
- Identifying gaps in digital provision and put in place targeted support
- Responding quickly and directly to students to help build engagement and trust between students and staff
- Acting on the key findings from the student and staff surveys and implementing next steps

Ruth has been part of Jisc's digital student experience team since 2009 and researches students' expectations and experiences of the digital environment in further and higher education. Ruth now also manages Jisc's new Digital experience insights service (digitalinsights.jisc.ac.uk). This is a collection of student and staff surveys that investigate participants' experience and attitudes in relation to their digital learning environment. Prior to Jisc, Ruth worked in various commercial organisations (responsibilities included developing CRM applications) and the IT department for University of the West of England <http://www.uwe.ac.uk/> as a manager for their strategic student experience programme.

Ruth has a masters from the Open University in Software Engineering and BSc Hons. Biological sciences.

Can a multi-media, Moodle based critical analysis skills intervention encourage final year undergraduates to engage more deeply with the University of London library's digital learning resources?

Justin O'Brien (Royal Holloway, University of London)

The idea of the consultancy was to translate an individual in person coaching session for rising finalists to work at scale using recorded 24/7 materials for use on the Royal Holloway Distance learning undergraduate management programme. The aim was to 'Boost' critical analysis study skills by systematically reflecting on meta feedback using an FAQ short video format. Despite having some easy access audio enhanced powerpoint presentations that covered the key content the initiative failed spectacularly in the first cycle for a number of reasons, primarily in finding the right distribution channel. The presentation will reflect on the initiative, the shortcomings that have been identified and developments planned for the next cycle.

Justin is a mid-career industry practitioner who transitioned into a teaching focussed academic pathway after 16 years in international sales and marketing at British Airways, having started there as a graduate trainee.

Justin's scholarship is overtly opportunistic, putting a strong focus on the student experience. He has sought to 'just say yes' to nearly every opening that has presented itself to me for embedding real world engagement into the heart of my pedagogy, and then looked for ways to codify and disseminate the rich learning garnered from consultancies, field visits and engaging with industry experts in a range of teaching focussed outputs. This is most notably as peer reviewed case studies and business journalism but also through videos, blog posts, pedagogic publications, external examining, conference presentations and other learning materials. The result of this multi-faceted and perhaps eclectic portfolio is enhanced discipline currency and a profound and diverse range of experience that energises his teaching and learning practise as a rounded management practitioner.

Session Chair: Patricia McKeller

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PARALLEL SESSIONS (AFTERNOON)

Beveridge Hall

Promoting active distance learning through the use of chatbots in case study teaching

Alberto Asquer (SOAS)

Students in distance learning (DL) programmes often face issues that arise from lack of prompt replies to inquiries, delayed feedback, and active participation in meaningful exchanges. This study aims to investigate whether chatbots help improve DL students' learning experience and, relatedly, their achievements and progression. Building on Vygotsky's (1934, 1978) theory of the zone of proximate development but within a digital context, this study consists of an active research project that exposes groups of students to transactional and conversational chatbots. This presentation will report on the design, deployment and early indications from the study.

Alberto is Senior Lecturer of Public Policy and Management at the School of Finance and Management of SOAS University of London, where he acts as Director of the Centre for Financial and Management Studies (CeFiMS). He is convenor of the MSc Public Policy and Management and MSc Public Financial Management programmes. His research interests are in the areas of regulation, organisational change, and public-private partnerships.

Automatic Transcripts: Student and Tutor Views from Built Environment Education

Tharindu Liyanagunawardena (University College of Estate Management, London)

Transcripts and captions make videos more accessible to everyone. However, resource requirements for manual transcription is a known barrier in creating accessible videos. This session presents a small study where students (283) and tutors (27) reported their views on automatic transcription provided for recorded webinar videos at University College of Estate Management. Despite a transcription accuracy of about 73%, the results show that students are finding the automatically generated transcripts useful, especially the international students (95%). The students used the automatic transcriptions in creative ways: for example, to overcome time poverty and support learning. Transcripts were used: to find specific information in a video (search function); as notes; as an accessibility aid; to compensate unfamiliar accents and words; to understand a fast speakers; to study on the go; to catch-up if distracted; to compensate poor audio and/or connectivity; as an alternative format to video; and as an aid for non-native English speakers.

Tharindu is a Learning Technology Researcher and the chair of the Online Learning Research Centre at University College of Estate Management (UCEM), UK. She is qualified to PhD level and holds certified membership of the Association for Learning Technology (CMALT) and she is also a fellow of the Higher Education Academy (FHEA). She has worked in the industry as a senior software engineer before commencing her career in educational technology. She is also a known author in educational technology literature. Tharindu won the [Best Research Paper Award](#) at the 28th European Distance and E-Learning Network (EDEN 2019) annual conference for her paper [Automatic Transcription Software: Good Enough for Accessibility? A Case Study from Built](#)

Environment Education. Her latest book chapter Open to Inclusion: Exploring Openness for People with Disabilities appeared in Open(ing) Education: Theory and Practice.

Her principle research interests lie in the area of social implications of information and communication technologies, especially e-Learning.

Session Chair: Matthew Phillpott

Brunswick Room (G7)

Student Entrepreneurship at a Distance: The Experience of National Open University of Nigeria (NOUN)

Juliet O Inegbedion (National Open University of Nigeria)

Over the years the rate of unemployment in Nigeria has been on the increase. As at the second quarter of 2016 the rate of unemployment was 13%. This has grown steady that at the third quarter of 2018 the rate recorded 23% and today 23.1%.   The government came up with several programmes to strengthen the Micro, Small and Medium Enterprises (MSMEs) as a way of improving the situation. This made the Nigeria universities quality assurance body – National Universities Commission (NUC) introduce entrepreneurship studies into the university curriculum as general studies courses for all undergraduate students. This was initiated to make the graduate self-reliant and reduce the unemployment rate. There was also the challenge of how practical entrepreneurship can be taught at a distance. It was observed that the government intervention programmes and the curriculum had not recorded significant effect since implementation. This study therefore investigated the cause of the low success and derived framework tagged NOUN Entrepreneurship Framework that will help to improve the implementation of entrepreneurship curriculum in the universities. Focused group was used for the study in NOUN. The framework was implemented on the focused group. At the end of the implementation, interview technique was used to elicit the group opinions. The responses were analysed to measure the success rate of the framework. In addition, the percentage of impact on the group was measured by their achievement in creative and innovative entrepreneurship. The findings showed that the framework stimulate students creative and innovative idea which build up to start-ups.mckellar

Juliet is an Associate Professor of Educational Planning and expert in Instructional Design and e-Learning. Dr. Inegbedion is a social entrepreneur and a Fellow of the Institute of Public Administration in Nigeria. She has served as keynote speaker and trainer in educational planning, distance education, instructional design for both face-to-face and virtual, and entrepreneurship at national and international levels.

She is currently the Director for the Directorate for Entrepreneurship and General studies in the largest university in Nigeria – National Open University of Nigeria (NOUN). Being the first Director of the Directorate, she is the first in Nigeria to design a framework in a university education to reach the unreached with entrepreneurship education and mentorship with focus on creativity and innovation.

She has exemplary leadership style which translate into the development of those who have worked under her or meet her in leadership and entrepreneurship. Her leadership style and competence are also recognised by her university hence her inclusion in so many committees in vital aspect of development in the institution such as course material development, e-learning, virtual learning, research, training etc. She loves sharing her knowledge and experience.

She is a researcher with over 40 publications nationally and internationally, and is currently working on monographs for entrepreneurship education and course design for virtual learning.

Distance Learning in an African Prison

Patricia McKellar (University of London)

Over the last 10 years the University of London UG Laws has worked in cooperation with African Prison Projects (APP https://africanprisons.org/) to provide a legal education for prisoners, prison officers and APP staff in East Africa. This is a story of the transformative effect of distance education for prisoners who have had limited exposure to learning and have gone to the 'school' in the prison to gain the qualifications necessary to study for a tertiary degree. The University of London UG Laws has supported the prisoners to obtain their LLB degree, with APP providing the necessary academic and administrative assistance. Within the prison there are limited opportunities for f2f teaching and peer learning is necessary. Using their new knowledge and skills, the prisoners assist other inmates by drafting appeals and making submissions to the court on their behalf. This presentation will consider the conditions under which the prisoners obtain their degree and how this has changed them.

Patricia is currently the Associate Director (Learning & Teaching) in the Undergraduate Laws Programme for the University of London having joined in 2009. Patricia's work involves the development and implementation of the learning, teaching and assessment strategy for the programme specifically in relation to the embedding of e-learning technologies and the development of an interactive learning environment. She has particular responsibility for guiding and supporting the college-based academic staff in implementing the strategy in their particular modules. She has published in the area of legal education and legal practice and regularly give papers at conferences, workshops and seminars.

Patricia was in private practice as a solicitor for nine years before joining the Division of Law at Glasgow Caledonian University in 1992, then Glasgow Graduate School of Law at the University of Strathclyde in 2002. From 2005 she was with UK Centre for Legal Education (part of the Higher Education Academy) at the University of Warwick as Senior Teaching and Learning Advisor. Her remit was to support and develop teaching and learning projects in legal education across the UK. She worked on identifying, managing, advising on and mentoring projects funded by the Centre and other funding bodies (mainly JISC and HEFCE) and worked with colleagues throughout the UK in developing project ideas.

Session Chair: Lynsie Chew

Bedford Room (SH37)

Evaluating the impact of HE educator programme on conceptual learning and practice

Gwyneth Hughes (UCL) and Linda Amrane-Cooper (University of London)

Teachers assume that they have an impact on students, but this is not easy to evidence. This paper reports on an impact study of an online teaching certificate in higher education which was designed to enable change in thinking and practice through high student engagement and reflective assessments with early feedback. The paper presents narrative accounts from 8 participants with different backgrounds and final module outcomes. Kugel's framework of shifts in conceptions of teaching from focus on the material to be 'transmitted' through recognition of the student as receptive, active and ultimately self-regulating was applied to the narratives. All participant shifted their conceptions of teaching and learning away from a teacher focus to an active learner focus– even one who did not pass – and some showed that they were starting to view learning as self-directed while some were also beginning to change their practice. Clear links between the online module readings and especially peer review activities and the changes indicate that the module has a positive impact on conceptions of teaching in the short term and a further study will explore if there are convincing changes in practice that are triggered by the programme in the longer term.

Gwyneth is 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. She is currently undertaking research into global online inter-university teaching in partnership with Aarhus University, Denmark. As a recent UCL Connected Curriculum fellow she has worked on evaluating different approaches to research through lines and capturing learning gain across programmes.

Gwyneth has published widely on learning and teaching in Higher Education and her book *Ipsative Assessment: Motivation through marking progress* was published by Palgrave Macmillan in 2014 An edited collection: *Ipsative Assessment and Personal Learning Gain: case studies from global practitioners* was published in 2017. Both these publications demonstrate a commitment to assessment for social justice and equity.

Linda is head of the 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 programmes. 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.

Linda's research interests have focused on the nature of science and confidence and competency in Mathematics, although her original area of research was in Theoretical Chemical Physics. With a DPhil in Quantum Mechanics her passion for Science and communication was put to good use when she became the first Science Education Officer at the British Museum.

Linda's competencies and skills are currently focussed on issues that include health related programme development in distance education, governance, statutory data returns, and the Teaching Excellence Framework. As Programme Director for the University of London's PG Cert Learning and Teaching in Higher Education, Linda works with students across the globe.

Linda was a secondary and primary teacher for over 8 years, working in the UK and Canada. She has also had the opportunity to hold a range of International roles in Higher Education where she has enjoyed working with students, colleagues and Institutions across the globe. Working at a distance and face to face with learners has kept her focussed on the excitement of facilitating that moment when the complex is grasped and the learner buzzes with their achievement.

Course design and pedagogy in distance learning, starting from what we know about learning?

David Baume (Centre for Distance Education)

We know, with reasonable confidence, a few things about what makes student learning happen. Learning happens when:

1. A clear structure, framework, scaffolding surrounds, supports and informs learning
2. High standards are expected of learners, and are made explicit
3. Learners acknowledge and use their prior learning and their approaches to learning
4. Learning is an active process
5. Learners spend lots of time on task, that is, doing relevant things and practicing
6. Learning is at least in part a collaborative activity, among students and between students and staff
7. Learners receive and use feedback on their work

What effect will it have on our distance learning courses and teaching when we apply this knowledge?

David has since 2001 been an independent international higher education researcher, evaluator, consultant, staff and educational developer and writer.

He has been a CDE Fellow since 2010. He has recently written an online PGCertHE for the University of Law; contributed to the CDE PGCertHE; and co-written a course on blended learning in HE for the Association of Commonwealth Universities in East Africa. He works on CDE's project on higher education in Nigeria, and on the development of academic literacies and active learning in distance education.

David was the founding Chair of the Staff and Educational Development Association and founding editor of the *International Journal for Academic Development*. He previously worked at the Open University.

Session Chair: Stylianos Hatzipanagos

Bloomsbury Room (SH35)

Decolonizing the Curriculum: A recent experience from Open and Distance Learning Institutions in Nigeria.

Folashade Afolabi, (University of Lagos, Nigeria)

Open and distance education has experienced an unprecedented growth and acceptance in Nigeria in the past few years where emphasis had been laid to create an environment which does not encourage the dominance of the teacher as the epicenter of knowledge, rather the paradigm of independent learning. Despite the growth recorded, the ideology has been "education for all" which focuses on literacy for all citizenry separated by distance and time for national development. A distinct difference between the ODL practices and conventional mode of learning has not been clearly defined in terms of contents but emphasizes mode delivery through blended learning approaches. It should however emphasize inclusive needs of learners, philosophy and policies of ODL and culture of the nation which in turn promotes lifelong education. Hence, the need for decolonization of the curriculum. The study critically examined the meaning of decolonization in ODL context. In doing this, study adopted a mixed method research design and data were collected using CIPP survey for preliminary study, interviews and Decolonization of Curriculum Questionnaire (DCQ) of internal consistency of 0.82 using Kuder-Richardson formula 21. A total of 420 learners of University of Lagos, Nigeria using a criterion sampling technique participated in the study. Four research questions were formulated to guide the study at 0.05 level of significance. Data collected were analysed using descriptive statistical tools. From the findings, it was shown from the preliminary study that the present curriculum failed to fully meet learners needs congruent to the philosophy of ODL which has been enveloped by the conventional mode contents. The curriculum was hereby redesigned to reflect identified missing links: inclusiveness, philosophy and indigenous knowledge which accommodates lifelong education. From learners' response, favourable dispositions were noticed based on the modification. The study further suggests that for effective decolonization of the curriculum, research in the depth of the construct has to be executed with a goal to develop curriculum that are relevant to learners' needs and life experiences.

Folashade is currently the Acting Head of the Department of Science Education, Distance Learning Institute, University of Lagos. She has PhD in Science Education (Physics). Her research interest are in learners' achievement, Gender, Science Education through Open and Distance Learning, Lifelong and Indigenous knowledge among others.

Global Education & Knowledge Diplomacy: transactions of the 21st Century

Simon Rofe (SOAS)

Knowledge Diplomacy by Jane Knight (2019) was commissioned by the British Council and pledges to provide a framework emphasising 'collaboration, reciprocity and mutual' in the space of higher education. The paper drew notable critique at the time of delivery (June 2019 Berlin). It is important to say this is not critique for critique's sake, but critical engagement and reflection on the subject matter which has grasped attention. Neither is the critique there to presuppose the direction of the discourse. The intention is to engage in further dialogue. What we are looking at here in exploring what Knowledge Diplomacy is not, is in turn, the liminal diplomacy

taking place in the space between HEIs an government, inhabited by a range of actors and stakeholders, from individual scholars and civil society, to private sector actors, businesses and students.

Simon is Reader in Diplomatic and International Studies in the Centre for International Studies and Diplomacy, at SOAS University of London: he is the School's Head of Digital Learning and Programme Director for the MA Global Diplomacy, and a fellow of the Centre for Distance Education.

Session Chair: Jon Gregson