

## RIDE Conference Tuesday 28 and Wednesday 29 March 2023

### Keynote Speakers

#### Mike Sharples

Mike Sharples is Emeritus Professor of Educational Technology at The Open University, UK. His expertise involves human-centred design and evaluation of new technologies and environments for learning. As Academic Lead for the FutureLearn company, he led the design of its social learning approach. He is an Associate Editor of the International Journal of Artificial Intelligence in Education. He founded the Innovating Pedagogy report series and is author of over 300 papers in the areas of educational technology, learning sciences, science education, human-centred design of personal technologies, artificial intelligence and cognitive science. His recent books are *Practical Pedagogy: 40 New Ways to Teach and Learn*, and *Story Machines: How Computers Have Become Creative Writers*, both published by Routledge.



#### Generative AI for Academic Writing and Assessment: Innovations and Issues

New generative AI systems such as ChatGPT are powerful general-purpose language devices. They can hold conversations, write student essays, summarise scientific texts, produce lesson plans, and draft academic papers. But they have a fatal flaw – they are language models not knowledge bases; they output “continuations” not facts. As such, they need to be operated with great care. In this session I introduce generative AI systems, show examples of their use and misuse, and suggest how they can be harnessed for innovative education. Then, in a World Café format we will discuss questions that generative AI presents for education and assessment, ending with a brief round-up of issues and opportunities.

#### World Café Provocations

- What policies, practices and sanctions should we adopt for students who employ generative AI to write assignments?
- How can we use generative AI creatively in distance education – for student assignments, creative writing, academic work?
- What are possible futures for generative AI in education, and how should we prepare for

them?

- Do we need an “AI literacy” and if so what would it look like?

### **Dr Melissa Highton**

Melissa is Assistant Principal for Online and Open Learning, and Director of Learning, Teaching and Web Services at University of Edinburgh in Scotland. She is an inspirational digital leader responsible for the University’s strategic priorities in digital and distance learning on global platforms. Her teams support blended learning, virtual learning environments, technology enhanced hybrid learning spaces, the digital student experience and use of the web for outreach and engagement. She has particular interests in open educational resources (OER), research led teaching and online media. In 2022 she was part of the expert panel convened by the Office of Students to review the provision of blended learning.



### **Researching Blended Learning**

In this session Melissa will reflect on the strategies and successes of sustained innovation in online learning at University of Edinburgh, her experience of being part of an expert panel researching current practice in blended learning across multiple institutions, and the role of insiders in researching culture within organisations.

### **World Café Provocations:**

- Innovation undermines sustainability
- Findings about blended learning cannot/should not be generalised
- Insider researchers struggle to effect change
- Students can choose when to come to campus.

## Jeff Grabill

Jeff Grabill is Deputy Vice Chancellor for Student Education at the University of Leeds. Prior to joining the University of Leeds, Grabill was at Michigan State University (MSU) in the United States for nearly 20 years. He served Michigan State University as the Associate Provost for Teaching, Learning, and Technology. In that role, he was responsible for facilitating innovation in learning and educator professional development via his role as Director of the Hub for Innovation in Learning and Technology. Grabill's research focuses on how digital writing is associated with citizenship and learning. That work has been located in community contexts, in museums, and in classrooms at both the K-12 and university levels. Grabill is also a co-founder of Drawbridge, an educational technology company.



## Educational Experiences (not just online) Must Be Designed

Intentional design of learning experiences is commonplace in online education but much less so for everything else a university might offer. Yet as high-stakes process like the National Student Survey or the Teaching Excellence Framework make clear, students and stakeholders reasonably have high expectations that we provide them with an experience.

I will draw on insights from my book, *Design for Change in Higher Education*, to articulate an approach to learning design (as experience design). To ground that approach in some examples, I will draw from recent experiences at the University of Leeds with our large-scale educational transformation strategy to highlight assessment, and in particular, the implications of our focus on "digital by default." At Leeds, at least, "digital by default" is commonly misunderstood, and design is the pathway toward better understanding, better use of digital technologies and better assessment.

## Keynote Panel

### **Leo Havemann**

Leo Havemann is a Programme Development Advisor in the UCL Arena Education and Practice Development team. He is also doctoral researcher at the Open University's Institute of Educational Technology with a focus on open education policies.

Leo graduated from the University of Waikato in New Zealand, and went on to teach in higher education both there and in Australia, before working in the UK in industry and then in further education as a librarian and learning technologist.

In 2008 Leo returned to higher education and was a learning technologist at Birkbeck, University of London, joining UCL's Digital Education team in 2018. His research interests include digital and open practices and policies, and the development of digital, information and data literacies.



### **Melissa Highton (see above)**

### **Chris Morrison**

Chris is the Copyright and Licensing Specialist at the Bodleian Libraries, University of Oxford, responsible for copyright policy, licences, training and advice. He was previously the Copyright, Licensing and Policy Manager at the University of Kent, Copyright Assurance Manager at the British Library and before that worked for music collecting society PRS for Music. Chris holds a masters in copyright law at King's College London and his dissertation explored the interpretation by UK universities of 'Illustration for Instruction' - Section 32 of the Copyright, Designs and Patents Act 1988.





### **Jane Secker**

Jane is Senior Lecturer in Educational Development at City, University of London. She leads the modules related to digital education and digital literacies and is Programme Director of the Masters in Academic Practice. She is Chair of the CILIP Information Literacy Group and a member of the Copyright Advisory Panel which is a governance group of the UK's Intellectual Property Office.



### **Julie Voce**

Julie is Head of Digital Education and a Senior Lecturer in Educational Development at City, University of London. As Head of Digital Education, Julie is responsible for overseeing key institutional projects in the areas of learning spaces, lecture capture, digital accessibility, digital literacies and learning analytics. As a Senior Lecturer, Julie teaches on City's MA Academic Practice on modules related to digital education, digital literacies and open practice. Julie has been a CODE Fellow since 2017.

