



# APT 2021

19<sup>th</sup> Academic Practice and Technology Conference (APT2021)  
Co-hosted online by the London School of Economics & Political Science,  
Imperial College London and University College London.  
Friday 2<sup>nd</sup> July 2021

<b>Session Start Time</b>	11:40
<b>Breakout Room</b>	1
<b>Title of Abstract:</b>	Learning from Each Other in Disruptive Times through Design Thinking
<b>Presenters (lead &amp; co-presenters)</b>	Bo Kelestyn Rebecca Freeman Johannes Pittgens, Luke Netherclift
<b>Institution</b>	University of Warwick
<b>Format</b>	Workshop
<b>Abstract</b>	<p>In this session we will reflect on and share our learnings from applying design thinking methodologies and mindset to co-creation at the University of Warwick. This new to HE way of thinking and co-creating innovation brings staff and students together to tackle challenges in disruptive and imaginative ways. Our unique methodology called the Warwick Secret Challenge has allowed us to develop a number of previously invisible insights, engage the student body in an authentic dialogue, and even collaborate with the wider University ecosystem during the pandemic. Having nurtured and refined the Secret Challenge over the last four years, we will reveal what we learnt during this time and how we adapted the methodology during the disruptive times of the pandemic. We will engage the audience in a design thinking experience with a hope to open up a wider national dialogue on applying design thinking in order to create better student and staff experience.</p>
<b>Session Description</b>	<p>A recent Wonke article highlights the value students place on universities being able to identify and solve problems that are ‘felt viscerally’ by the student body (Dickinson, 2020). It illustrates how the dynamic of student engagement with their education and University is transforming, not least due to increased diversification of student cohorts (Mercer-Mapstone and Bovill, 2019), demanding more</p>

participatory approaches where all parties can be equal partners in engaged learning (Healey et al., 2014). New tools for decision making, problem solving, and ideation have been created in the business and digital realms to reflect the complexity and uncertainty brought about by the accelerated levels of innovation and change, which old management tools could no longer speak to (Ries, 2011). These tools are also relevant to the higher education context. Applying Design Thinking, one of these new tools, to student engagement proposes new and exciting areas of student experience innovation and research (Dunne, 2016). Used for student engagement, design thinking allows to create a new space outside of the formal structures of the University and the Students' Union, and tensions associated with these structures. This session will focus on the Warwick Secret Challenge (WSC), a model based on design thinking principles, which reimagines student engagement and creates a number of distinct affordances including increased diversity, student engagement in innovation and research, active creativity around policy and experience design and skills development. Through this workshop we hope to put design thinking on the map from which new ideas and insights are developed to innovate higher education. During the workshop we will reflect on the initial and emergent design of the WSC and its impact, including how it has been adapted to run online during the pandemic, reveal and share elements of the WSC that participants can take away with them and apply in their home institutions.



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<b>Session Start Time</b>	11:40
<b>Breakout Room</b>	2
<b>Title of Abstract:</b>	Finding your tribe - how cross-institutional collaboration fosters creative connections to boost learning and teaching in a pandemic
<b>Presenters (lead &amp; co-presenters)</b>	Anna Hunter Chrissi Nerantzi, Neil Withnell, Emma Gillaspay, Alex Spiers, Rachelle O'Brien, Nathalie Tasler
<b>Institution</b>	University of Central Lancashire
<b>Format</b>	Workshop
<b>Abstract</b>	<p>The #creativeHE community was developed with the purpose of drawing people together to support and develop creative learning, teaching and research practices in HE (Nerantzi et al, 2016). From the beginning, the community had an online presence and space for ongoing discussions that attracted a wide range of practitioners and students; but until 2020, community events were largely held in face-to-face settings, hosted by partners based in Universities in the North of England. In response to the pandemic, the community shifted all activities online, and as a result has grown exponentially to include colleagues from all over the world in our regular online events co-organised by our distributed and international team. This workshop will explore the ways in which the #creativeHE community has used digitally inclusive approaches to sustain and grow the community remotely. Members of the team will share the cross-institutional and collaborative nature of the community, how we work together, and the impact this has on engagement, growth and practice. The team will engage delegates in activities to reflect on their own practice and consider opportunities to open-up and adopt cross-institutional approaches to finding their tribes.</p>
<b>Session Description</b>	Just as the #creativeHE community thrives on the contributions and voices of individual members, so this workshop will adopt a community

approach to exploring the challenges and joys of developing a creative tribe. Within this session, we will begin by discussing the development of the online community and sharing strategies for digital community building. Following this, we will share creative activities with participants, to explore what the online community has meant for us during the pandemic, with a focus on how the community has enabled the development of our teaching and learning practices. In order for workshop participants to reflect on whether the community approach under discussion in the workshop would be useful in their own practice, the presenters will lead a series of creative activities to showcase online community building and encourage reflection.

Activity one will be focused on identity building, and will draw on the work of Hunter (2020) in adopting a visual autoethnography approach to identity formation. Participants will be invited to choose and share images that tell stories about what teaching has meant to them during the pandemic, or that represent their online teaching identities.

Depending on numbers, this may be carried out in small groups to facilitate more in-depth discussion, or it may be facilitated as a whole group activity. Flexibility and fluidity have been critical to the growth and development of the #creativeHE community during the past year, and we intend to showcase this within the workshop itself by responding to participant needs and their ways of engaging with this task. This activity will also introduce participants to visual autoethnography as a creative research method, particularly powerful in the exploration and negotiation of identities. As a result of this activity, participants will produce qualitative data that can be used to further the exploration of their own creative identities, and how these have morphed and shifted during the pandemic.

Activity two will focus on diversifying communities through online approaches.

This activity will give a hands-on experience of what it is like to diversify communities through online approaches and the challenges that arise as a result of developing an online community of practice (Wenger, 1998). This will be done by dividing participants into groups to play a community building game. Each group will be presented with a scenario of an 'online community' they will need to make decisions about what to do with their community. Each decision will have an impact on the way in which the community diversifies. During the course of this playful activity, groups will encounter challenges such as exponential growth and a requirement to shift delivery mode. As a community, #creativeHE takes a playful and experimental approach to development. Play is well known to improve cognitive development in both children and adults (Piaget 1962; Vygotsky 1962) and gamification fosters the relationship between enjoyment, focus and learning (Tulloch 2014). We have found this approach fosters inclusion and encourages the community to take risks and have fun in doing so. This activity will culminate in a guided reflection that will provide groups

with an opportunity to feed back on decision making and how they have found this experience. This guided conversation will explore those challenges of developing an online community of practice to support the development of creative approaches to teaching in HE.

Participant Outcomes:

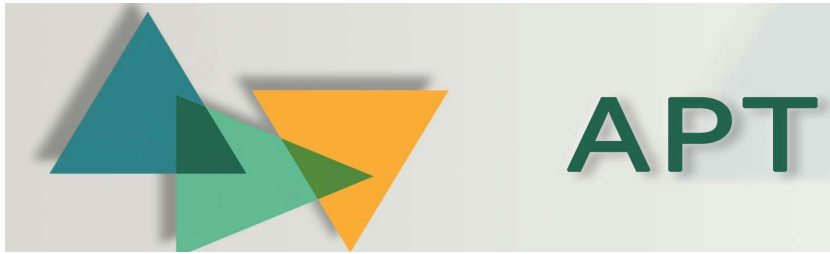
By completing this workshop, participants will:

Investigate the benefits and challenges of developing an online community of practice to support the development of creative approaches to teaching in HE

Reflect on how their creative selves as contemporary educators influences collaborative exploits

Network with peers to support and enhance their future creative educational practice

Consider how they could foster the development of creative communities of practice in their own online and face-to-face contexts



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<b>Session Start Time</b>	11:40
<b>Breakout Room</b>	3
<b>Title of Abstract:</b>	Putting Inclusivity at the heart of learning design
<b>Presenters (lead &amp; co-presenters)</b>	Darren Gash
<b>Institution</b>	University of the Arts London
<b>Format</b>	Workshop
<b>Abstract</b>	<p>UAL's response to the COVID crisis demonstrated a capacity to quickly move to online. This largely mirrored face-to-face teaching by focusing on synchronous online delivery. In response UAL developed a toolkit to help course teams adopt a more 'inclusive blended learning' approach, underpinned by an asynchronous online 'core' accessible to students regardless of location, time zone, device, and quality of internet connection. This workshop offers an opportunity to explore UAL's inclusive blended learning design toolkit, which puts inclusivity at the heart of learning design. participants will:</p> <ul style="list-style-type: none"><li>• Learn about and discuss the principles underpinning inclusive blended learning design</li><li>• participate in a learning design activity, using the toolkit as a guide</li><li>• share and reflect on the results of the activity.</li></ul> <p>Recommended pre-workshop activity:</p> <ul style="list-style-type: none"><li>• watch this short 5-minute video 'inclusive blended learning design - a brief introduction' (<a href="http://bit.ly/ILBDintro">http://bit.ly/ILBDintro</a>)</li><li>• download UAL's 'inclusive blended learning design' tool kit (<a href="http://bit.ly/IBLDtoolkit">http://bit.ly/IBLDtoolkit</a>), look at the selection of example designs and consider how you might use or adapt them to your own context</li><li>• Make a note of your thoughts. Bring them along to the workshop or post them in advance here: <a href="https://artslondon.padlet.org/dgash2/inclusive">https://artslondon.padlet.org/dgash2/inclusive</a>. These will inform the discussion at the beginning of the workshop"</li></ul>

## Session Description

UAL's response to the COVID crisis demonstrated a capacity to quickly move to online teaching. This largely mirrored face-to-face teaching by focusing on synchronous online delivery, resulting in challenges for some students in terms of inclusivity. As Bali and Meier (2014) document in their article "An Affinity for Asynchronous Learning" (<https://hybridpedagogy.org/affinity-asynchronous-learning/>), synchronous online learning is inherently biased against certain time zones, families, busy people and so on. In response, the Digital Learning team in collaboration with colleagues from across the UAL colleges developed a simple toolkit to support course teams in making the transition to a more inclusive blended learning approach, underpinned by an asynchronous online 'core' accessible to students regardless of location, time zone, device, and quality of internet connection. As well as offering flexibility in how students access course materials, engage with teaching and demonstrate their learning, a key component of inclusive blended learning design is continuous formative assessment, which is fundamental to student learning and particularly beneficial for students with low levels of achievement (Sabri & Warner, 2019). To this end the digital tools, spaces and platforms that support inclusive blended learning design are the means by which the results and feedback from student activities are captured and shared for review.

This workshop offers participants an opportunity to engage with UAL's inclusive blended learning design toolkit, which puts inclusivity at the heart of learning design. In this workshop you'll:

- Watch a five-minute video introduction to inclusive blended learning design (optional, for those unable to watch in advance - those of you who have watched it; congratulations, you've earned an extra tea break!)
- Discuss the principles underpinning inclusive blended learning design and how they might apply to your own practice
- In groups, using the toolkit as a guide, participate in a learning design activity to create an outline design in response to a given brief
- share and reflect on the results of the activity.

Recommended pre-workshop orientation activity: if possible, participants are encouraged to acquaint themselves with the toolkit in advance of the learning design activity by doing the following:

- watch this short 5-minute video 'inclusive blended learning design - a brief introduction' (<https://bit.ly/IBLDintro>)
- download UAL's 'inclusive blended learning design' tool kit (<https://bit.ly/IBLDtoolkit>), look at the selection of example designs and consider how you might use or adapt either of them to your own context
- Make a note of your thoughts and any questions you have related to inclusive blended learning design and the toolkit. Bring them along to

the workshop or post them in advance here:  
<https://artslondon.padlet.org/dgash2/inclusive> . Your feedback will  
inform the discussion at the beginning of the workshop  
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<b>Breakout Room</b>	4
<b>Title of Abstract:</b>	IDEAS (Inspiration for Digital Engagement Activities)
<b>Presenters (lead &amp; co-presenters)</b>	Silvia Colaiacomo Leo Havemann, Abbi Shaw, San Ahern, Simon Walker, Clive Young, Tim Neumann
<b>Institution</b>	UCL
<b>Format</b>	Workshop
<b>Abstract</b>	<p>This session introduces IDEA (Inspirations for digital engagement activities), a set of resources and activities to support student engagement in digital teaching settings, developed collaboratively by UCL Arena and Digital Education.</p> <p>The resources are equally student and staff facing, flexible, and grouped by pedagogical aim (such as assessment literacy, collaboration, reflection and revision etc.). Each of them includes a rationale and instructions for use. We also have patterns for Gateway Assessments to help prepare students for summative submissions. These “lesson plan” patterns are available in the Learning Designer to facilitate implementation and transfer to subject domains. All resources are available on a dedicated blog, where we invite staff to contribute, share examples and experiences.</p> <p>The session will be interactive and model the use of the activities. Participants will be involved and invited to provide feedback on how they might use the resources.</p>
<b>Session Description</b>	<p>See above.</p> <p>We will present and test the resource with participants.</p> <p>We will also invite participants to contribute and disseminate the resource further across their channels and institutions.</p>

IDEAs is designed as an interactive tool to engage students online and enhance their participation and experience.  
The tool is supported by a blog as well.  
<https://reflect.ucl.ac.uk/ideas/ideas/>