

Experiences in Digital Education Webinar Series

The 2020 shift to online: reflections on a year of radical change

Thursday 21 January 14.00 – 15.00 GMT

2020 was a tumultuous year for higher education (as it has been for all areas of life). Huge changes in the use of learning technology and large-scale adoption of online learning that would have taken years if not decades in ordinary times happened in a matter of weeks.

Chaired by Linda Amrane-Cooper, this webinar will reflect on this experience from three complimentary perspectives: an academic leading the shift to online (Simon Katan, Goldsmiths), a consultant supporting universities in online learning (Whitney Kilgore, iDesign) and a long term online educator (Marco Gillies, Centre for Distance Education and Goldsmiths). The discussion will reflect on what has happened since March 2020. It will also discuss our current situation and what we need to do now to both evaluate and continue our online learning, including addressing issues of equity and student engagement. Finally, we will think about the future, and in particular what this radical change means for HE after COVID-19.

Chair

Dr Linda Amrane-Cooper

University of London Centre for Distance Education

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

In addition, building on her 20 years' experience of supporting high quality learning and teaching in Higher Education experience, Linda also leads our PG Learning and



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

Speakers

Marco Gillies 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.

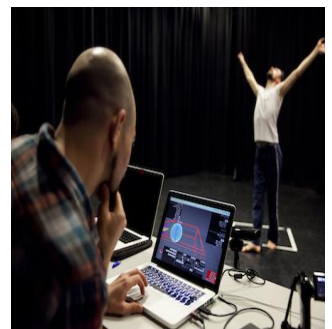


Marco has contributed to their Responsive Web Development and Design and is currently developing a second specialisation in Virtual Reality. The experience of developing MOOCs has led to the use of innovative online learning methods in on-campus teaching. Since September 2016, Marco has been Academic 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. In this role he has worked on the launch of the new BSc Computer Science and MSc Data Science.

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.

Simon Katan, Goldsmiths University - Department of Computing, is a digital artist, creative coder, and educator with a background in music and a strong preoccupation with games and play. His work incorporates hidden mechanisms, emergent behaviour, paradox, self-reference, inconsistency, abstract humour, absurdity and wonder. He makes software which creates musical odysseys through exploring animated worlds and design games in which the players unwittingly become performers of bizarre and occasionally daft rites.

Simon completed a PhD researching audio-visual co-dependency in music at Brunel



University in 2012 and won a Prix Ars Electronica Honorary Mention for my work 'Cube with Magic Ribbons'. He has performed, and have been commissioned extensively in the UK and Europe. Recent organisations include The Roundhouse (London), Tyneside Cinema (Newcastle), IEM (Graz), and ZKM (Karlsruhe). He conducts research and development into gamebased learning and STEAM, developing online content for Coursera / University of London's BSc in Computer Science. Simon lectures in computing and am Director of Undergraduate Studies at Goldsmiths University - Department of Computing.

Whitney Kilgore, Ph.D. is co-founder and chief academic officer of [iDesign](#) a partner to universities who wish to build, grow, and support online and blended course and program offerings. iDesign provides concierge, white-glove instructional design support to faculty partners, bringing expertise, service, and project structure to bear and ensuring that faculty feel comfortable, informed, and in control throughout the process. Dr Whitney Kilgore has led the development of programs across the U.S., Spain, the Philippines, China, Australia, Latin America, and the U.K. She is also an adjunct faculty at the University of North Texas (UNT) in the Learning Technologies graduate program. As an academic, Dr Kilgore has received numerous recognitions for her work, including a research award from UNT and inclusion in the Top 10 Research Articles (co-authored with Aras Bozkurt of Turkey and Matt Crosslin from UTA) for 2017 list produced by Dublin City University for their work on [Bot-Teachers in Hybrid Massive Open Online Courses \(MOOCs\): A Post-Humanist Experience](#).



Dr Kilgore conducted research on [EdTech efficacy](#) in conjunction with Columbia University and the University of Virginia on [EdTech Decision Making in Higher Education](#). She is currently working on research related to care theory in online learning and the impact to practice of humanizing online teaching and learning, and is deeply engaged in the [Empirical Educator Project](#). She edited and published the book [Humanizing Online Teaching and Learning](#) and [Connecting the Dots: Book: Improving Student Outcomes with Exceptional Instructional Design](#).