THE FUTURE OF LEARNING: CRITICAL PERSPECTIVES ON HIGHER EDUCATION IN THE DIGITAL AGE

In conjunction with the DISTINGUISHED VISITOR PROGRAMME
UNIVERSITY OF CENTRAL LANCASHIRE
22nd June 2016

Location: Harrington Lecture Theatre, Harrington Building	Time
Registration	09:00 – 09:50
Opening	09:50 – 10:00

Location: Harrington Lecture Theatre	10:00 – 10:30

Name: Professor Hayo Reinders
Title: The Internet of Things: Implications for Education and Research
Affiliation: UNITEC, New Zealand / Annaheim University, USA

Abstract

It is estimated that by 2020 there will be over 50 billion connected devices. This will go beyond cellphones and computers, to include objects such as cars, household appliances, and – as the technology improves – clothes, utensils and all manner of everyday items. What does this have to do with education? As with computers and mobile technologies, the implications and uses of these developments for educators may not be obvious, but they are likely to be significant. In this talk I will describe the Internet of Things from a pedagogical point of view, give some examples of emerging implementations and research, and propose three areas of potential impact on our field clustered around affordances relating to mobility, augmentation and ubiquity. I will conclude by identifying possible benefits and drawbacks for educational professionals.

Biography

Dr. Hayo Reinders is Dean of the Graduate School of Education and Director of the Anaheim University Doctor of Education (Ed.D.) in TESOL Program. Holding a Ph.D. in Language Teaching and Learning from the University of Auckland, Dr. Reinders is also Professor of Education and Head of Department at Unitec in Auckland, New Zealand. His previous positions include Head of Learner Development at Middlesex University in London, Director of the English Language Self Access Centre at the University of Auckland in New Zealand and associate professor at RELC in Singapore. He has worked with teachers from a large number of countries worldwide and has been visiting professor in Japan, Thailand, Mexico and the Netherlands. Dr. Reinders edits the journal 'Innovation in Language Learning and Teaching' as well as a book series on 'New Language Learning and Teaching Environments' for Palgrave Macmillan. He is Editor of Innovation in Language Learning and Teaching, and Convenor of the AILA Research Network for CALL and the Learner. Dr. Reinders' interests are in technology in education, learner autonomy, and out-of-class learning, and he is a speaker on these subjects for the Royal Society of New Zealand. His most recent books are on teacher autonomy, teaching methodologies, and second language acquisition.

Location: Harrington Lecture Theatre	10:30 – 11:00

Name: Professor Stephen Bax
Title: The Future of (language) Learning in a Digital age: How to achieve Normalisation?
Affiliation: Open University, UK

Abstract

As we seek to learn and teach in this brave new digital world, how can we blend technology with human intervention in the most productive and painless way? This talk will contribute to the symposium's wider theme with specific reference to language learning, and will build on the framework of 'Normalisation' which I proposed over a decade ago. I will argue that viewing technology through the lens of Normalisation can continue to help us not only to frame our pedagogy effectively, but also to research human/technological interactions with a sharper focus, all aiming to ensure that when a new technology is introduced into language education we determinedly get beyond the 'wow' factor so as to achieve more effective learning. I will illustrate my argument with reference to recent innovations and research projects at the Open University, including *Text Inspector.com* (the online tool for analysing lexis in texts), an innovative new App for learning Chinese characters, large-scale research into the role of Twitter in language education, and the use of an innovative Student Buddy scheme in online forums. These innovations will illustrate how best we can blend the human with the technological in areas of language learning and teaching, as well as to point up some pitfalls and shortcomings. The talk will thereby aim both to offer insights into the role of technology in language learning, and also to contribute to the wider debate in education, and at this symposium specifically, concerning how best to blend the human and the digital in educational settings

Biography

Stephen Bax is Professor of Modern Languages and Linguistics at the Open University, in the United Kingdom. His research focuses on reading and technology. For his 2013 article in *Language Testing,* which used eye tracking technology to analyse L2 reading, he was awarded the International *TESOL Distinguished Researcher Award 2014*. His earlier work on the Normalisation of technology in language learning won the Elsevier Prize (2003). He has also researched the use of computers in language learning (CALL), the use of computers in language testing (CALT), and areas of discourse including Computer Mediated Discourse Analysis (CMDA). His books include 'Discourse and Genre' (2011 Palgrave Macmillan). He is currently working on an online tool called *Text Inspector* for analysing text difficulty in testing and teaching.

Refreshment Break 11:00 – 11:15

Location: Harrington Lecture Theatre	11:15 – 11:45
Name: Rajay Naik 11:15 – 11:45 **Title:** Enabling Online Learning **Affiliation:** Keypath Education, UK	

Abstract

Technology has transformed the way we communicate and how we buy and sell just about everything. Today's campus lectures are already enhanced via interactives and videos; virtual learning environments such as Blackboard, Moodle and Canvas allow students to engage with their professor and fellow students outside the lecture theatre. Online learning is simply an evolution of this modern pedagogy, a way to increase accessibility for non-traditional learners and equip students with the necessary tools for an increasingly digital world. International figures for UK education have seen slower growth in recent years than they have in the past, and education is one of the UK's greatest exports, accounting for around £18bn per year. This decline is partly a result of stricter Visa policies, making it more difficult for our institutions to retain their international standing and more arduous for international students to benefit from UK HE.

Thus, in order to meet the growing need for learning formats that appeal to the non-traditional learner and the international student, there is a market imperative for online learning to be fully embraced by UK universities. This session will cover:

1. How online learning provides an alternative for international students who struggle with the financial reality of studying in the UK, thus unleashing opportunity and increasing accessibility.
2. Ensuring the pedagogical experience is on-par with campus learning and making use of emerging and existing technologies to enrich that experience.
3. How academics need to be supported through this transition, both at a technical and operational level.

Biography

Rajay Naik is Chief Executive Officer (Europe) of Keypath Education, the world's largest provider of marketing and technology services for universities. In the UK they are exclusively focussed on investing in, designing, marketing and delivering high-quality online degree programmes on behalf of leading universities – in 2014 Naik coined this model "online enabling". From 2010-2015, Rajay was a Director at The Open University – Britain's biggest university and a global leader in e-learning – where he was a leading architect of the FutureLearn MOOC platform. Prior to that he was one of five members on the Independent Review of Higher Education Funding and Student Finance chaired by Lord Browne.

Location: Harrington Lecture Theatre	11:45 – 12:15

Name: Professor Jozef Colpaert
Title: The Future of Content, Data and Learner Analytics in an Educational Engineering Perspective
Affiliation: University of Antwerp, Belgium

Abstract
Learning analytics can be discussed in terms of standards, object models, database structures and API's, but this presentation will use a different, double, angle of attack: Big Data and educational engineering. Jozef Colpaert will first present his view on the difference between data, content and information. Big Data stands for data sets that are so large or complex that traditional data processing applications are inadequate. In education, we use the term for an overwhelming emergence of available data: (interactive) learning content, MOOCs, OERs, Open Data, authentic documents, Internet of Things, learner analytics, portfolio's, research data etc. Which consequences will this data-driven world entail for the design of our learning and teaching environments?

Secondly, the question is which data should be logged, why and how. Many applications store more data than we can ever analyze. In an educational engineering approach, only these data are being stored which might be relevant for validating our hypotheses which underpin our designs.

Biography
Prof. dr. Jozef Colpaert teaches Instructional Design, Educational Technology and Computer Assisted Language Learning at the University of Antwerp, Belgium. He is editor of *Computer Assisted Language Learning* (Taylor and Francis) and organizer of the International CALL Research Conferences. He is currently working on the empirical and theoretical validation of *Educational Engineering*, a novel instructional design and research method.

12:15 – 13:30 LUNCH

Location: Harrington Lecture Theatre	13:30 – 14:00

Name: Professor Grainne Conole
Title: The Landscape of Digital Practices
Affiliation: Bath Spa University, UK

Abstract

Digital technologies offer a plethora of ways in which learners can interact with rich multimedia and communicate and collaborate. The talk will survey the landscape of technologies and consider how these can be used to support learning. It will critique the concept of openness and report on some of the recent research on open practices. It will describe the 7Cs of Learning Design framework which helps practitioners make more informed design decisions that are pedagogically based and make effective use of digital technologies.

Biography

Gráinne Conole is an independent consultant. She joined the University of Bath Spa on 1st February 2015 as professor of Education. She was previously at University of Leicester, where she was professor of learning innovation and director of the Institute of Learning Innovation. Her research interests include: the use, integration and evaluation of Information and Communication Technologies and e-learning, research on Open Educational Resources (OER) and Massive Open Online Courses (MOOCs), new approaches to designing for learning, e-pedagogies, social media and the impact of technologies on organisational change. She regularly blogs on www.e4innovation.com and her Twitter ID is @gconole. She has successfully secured funding from the EU, HEFCE, ESRC, JISC and commercial sponsors). She was awarded an HEA National Teaching Fellowship in 2012. And is also a fellow of EDEN and ASCILITE. She has published and presented over 1000 conference proceedings, workshops and articles, including the use and evaluation of learning technologies. She has recently published a Springer book entitled 'Designing for learning in an open world' and is currently working on a Routledge book on practical Learning Design.

Location: Harrington Lecture Theatre	14:00 – 14:30

Name: Katerina Zourou
Title: User Perspectives on Open, Social Network-based (language) Learning and Teaching
Affiliation: Web2Learn, Greece

Abstract

This presentation critically addresses findings from two recent (2016) studies which highlight user perceptions and practices on (language) learning and teaching afforded by social networks. In this talk, gaming features (ranking, reputation and recommendation systems, such as stars, credits, badges, etc.) belong to the definition of social networks and are considered as two sides of the same coin, seeing as though social networking and gaming dynamics are inextricably linked.
In the first study, experts on Open Educational Resources (OER) discuss issues of identity, self-disclosure and visibility of professional practices among teachers engaged in OER creation in an open, social networked platform (Zourou, accepted). The second study uses mixed methods research to explore the language learning practices of users (n = 1528) in *Busuu*, a Social Networking Site for Language Learning (SNSLL), by focusing on the relationship between social networking/gaming and learning in this environment (Zourou, Potolia, & Zourou, accepted). Based on a sociocultural perspective of learning, according to which social network-based learning cannot be separated from its particular social, cultural and historical context, I adopt a critical

approach by questioning the role of social networks, whether they go almost unnoticed (Bax, 2003: 24) and how they affect learning and teaching experiences (Thomas, 2012).

Biography
Katerina Zourou is a researcher in the field of computer supported collaborative language learning and owner of Web2Learn, Greece. She is passionate about the role of open and social technologies in foreign language education. Katerina is the initiator and project leader of several European projects, such as "Language Learning and Social Media" (LS6, 2010-2012), "Improving Internet Strategies and Maximising Social Media Presence of LLP Projects" (Web2LLP, 2012-2013), "Teaching and Learning of Less Used Languages Through Open Educational Resources and Practices" (LangOER, 2014-2016). She is also member of "Exploring OER re-use in learning ecosystems" (ExplOERer, 2014-2016) and "Digital Literacy for the Teaching/Learning of Languages" (Elang, 2016-2018).

14:30 – 14:45 Refreshment Break

Location: Harrington Lecture Theatre	14:45 – 15:15
Name: Dr Randall Sadler and Dr Melinda Dooly **Title:** Critical Perspectives on Teacher Education: A Pedagogical Proposal for the Digital Age **Affiliation:** University of Illinois, USA and Universitat Autònoma de Barcelona, Spain	

Abstract
New concepts such as 'shareconomy', 'collaborative consumption', and 'peer economy' are transforming the way in which 'global citizens' mediate their personal and professional lives. Predictions about future critical job skills now include telecollaboration, crowd-sourcing and efficiently participating in cloud-driven communities. Many jobs that exist today will disappear, to be replaced by professions we cannot yet envision. Teachers must make decisions about what to teach and how to teach it based on objectives and competences that they cannot even imagine; at most, they can make an educated guess. This must be reflected in the way we prepare teachers today.

This presentation describes a twelve year telecollaborative exchange between two teacher educator programs in the United States and Spain that endeavors to prepare future teachers for these challenges. Over these years we have continuously reviewed our approaches in order to work towards our goal of opening up future teachers' eyes to new understanding of what constitutes knowledge and how this knowledge is acquired and operationalized.
The presenters will briefly outline the program evolution, followed by a more in-depth discussion of the current iteration underscoring how we utilize the five central components of the KARDS model (Kumaravadivelu 2012) for teacher education (Knowing, Analysing, Recognizing, Doing, and Seeing). These KARDS model components serve both as criteria for the 'goal' of our teacher education program, as well as a means of evaluating the telecollaboration itself. An examination of the results from student-teacher output in the first, middle, and last years will demonstrate how our integrated flipped classroom materials and telecollaboration as principle elements of the learning process support the student-teachers' ability to draw efficiently from their personal, procedural, and professional knowledge to become educators prepared for the ever changing future of learning.

Biography

Randall Sadler is an Associate Professor of Linguistics at the University of Illinois at Urbana-Champaign, where he teaches courses on Computer-Mediated Communication and Language Learning (CMCLL), Virtual Worlds and Language Learning (VWLL), and the Teaching of L2 Reading and Writing. His main research area is on the role of technology in language learning, with a particular focus on how Virtual Worlds may be used to enhance that process. He has published in these areas in journals including the *Journal of English for Academic Purposes*, *CALICO Journal*, *ReCALL*, *ELT Journal,* and *Computers & Education*, and has authored chapters and books in these areas.

Melinda Dooly is Researcher and Lecturer at the Education Faculty of the Universitat Autònoma de Barcelona (Spain). She teaches English as a Foreign Language Methodology (TEFL) and research methods courses, focusing on telecollaboration in education at both undergraduate and graduate levels. Her principal research addresses technology-enhanced project-based language learning in teacher preparation. She has published widely in international journals and authored chapters and books in this area of study. Her current research interest is in project-based telecollaborative language learning and very young learners. She is Honorary Lecturer at Institute of Education, University College London for the academic year of 2015-2016.