

## ALT ONLINE WINTER CONFERENCE 2016

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Session ID	Session Page	Display Name	Institution	Session Title	Session Type	Session Description
69	<a href="#">Open 69</a>	Dr Mark Glynn	DCU	UniCam - A scalable, modular, affordable way to capture video in the classroom	Webinar	<p>In recent years video become commonplace in Higher Education with systems such as YouTube being widely used. While this upsurge in easy use of video is happening, storage and sharing of videos can be a significant obstacle for lecturers integrating the use of video into their modules. Commercial companies have designed excellent systems to facilitate higher education requirements. Most commercial systems charge handsomely and do not easily integrate with existing systems. DCU decided to innovate its way to a practical, affordable solution; we built UniCam, a high quality video recording and sharing system. The system is extremely flexible and has many use cases such as the recording of lectures, lab activities, student presentations, practical examinations, etc.</p> <p>After completing a functional and technical specification a software development company (Maithú) was engaged. The specification was designed to create a truly flexible and modular system, at a price DCU could afford, integrating with existing University storage infrastructure and basic 'off the shelf' cameras and android touch screens.</p> <p>One of the key unique points of UniCam is how it handles the storage of the recorded video content. In DCU's case, all staff and students have access to unlimited storage as part of the Google Apps system used for email and cloud file storage. UniCam integrates with DCU Apps which permits the easy storage of 'unlimited' video content in DCU accounts and easy, secure sharing of this content with other staff and students.</p> <p>Since then UniCam has been developed further in SNHS and Mechanical and Manufacturing Engineering (MME) with support from Information Systems and Services (ISS) and the Teaching Enhancement Unit (TEU) at DCU. This presentation will outline case studies from each of these. We would welcome your feedback on how to improve this system and also the opportunity for you to use the system if you are interested.</p>
70	<a href="#">Open 70</a>	Mr Gavin Clinch	Irish Learning Technology Association (member of Steering Committee) Employed at: Institute of Technology Sligo	Recognising Prior Learning with an online e-portfolio assessment tool & an open, online RPL assessor skills course	Webinar	<p>The Connacht Ulster Alliance (CUA) is a group of 3 Higher Education Institutes in Ireland comprising GMIT, IT Sligo and LYIT. In 2012, a Recognition of Prior Learning (RPL) development team within the CUA initiated a project titled 'My Experience' to inform, support and facilitate those applying for RPL to gain entry onto a programme or seek exemptions from parts of a programme. In 2016, the My Experience Project team released a My Experience RPL Toolkit including: a RPL online portfolio assessment tool built on Moodle; a RPL information website at <a href="http://www.myexperience.ie">www.myexperience.ie</a>; an online course on RPL Skills for higher education staff at <a href="http://cpd.learnonline.ie">http://cpd.learnonline.ie</a>; and a 10 credit, Masters level teaching development module aimed at RPL assessors and mentors.</p> <p>Since the release of the RPL online assessment tool, over 100 applicants have applied for advanced entry or access to a programme in the CUA and built an ePortfolio RPL application through <a href="http://www.myexperience.ie">www.myexperience.ie</a>. From 2015-2016, partner collaborations, assessor and mentor experiences and the RPL applicant experience has informed adaptations and enhancements to the RPL assessment ePortfolio tool and staff training requirements.</p> <p>The need to develop the My Experience RPL Toolkit arises from a number of factors including that lifelong learning participation rate is just 7.3% in Ireland compared to the EU average of 10.5% (National Forum, 2015). With regards to the employed sector, it is just 6% participation in Ireland, compared to the EU average of 11% (CEDEFOP, 2015).</p> <p>This webinar will report on project outputs to date and challenges identified during its development: lack of industry awareness of RPL; applicant need for guidance on how to build a portfolio of evidence; assessors unsure how to match experiential evidence to learning outcomes. The Q&amp;A session will allow for broader discussion around HE provider's experiences with RPL across UK and Ireland.</p>

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71	<a href="#">Open 71</a>	Ms Rebecca Ferriday	Cardiff University	So What IS Digital Literacy Anyway?	Webinar	<p>With the start of a new millenium we have truly entered the digital age, and so it is that those who work within the field of technology enhanced learning find themselves (by default) a part of the digital literacy zeitgeist. Furthermore, it is assumed that we are all digitally literate, and that teaching practitioners (who may only have low levels of digital literacy themselves) are able to hone their students' digital literacy skills through their teaching. Somehow - instinctively - teachers, learning technologists and researchers are supposed to just know what digital literacy is.</p> <p>And yet, putting it bluntly, many of these professionals don't. Over the past few years, theorists, educators and those involved in the delivery and support of technology enhanced learning alike have set up their virtual stalls and told us what they see digital literacy as, but contrasting and sometimes conflicting theories can leave many confused.</p> <p>This webinar comes as a result of the examination of a variety of models looking for emergent patterns and similarities. There is no definitive model from which we can frame digital literacy - and there may never be such a model - but this webinar hopes to go some way toward highlighting the behaviours and skills that make up digital literacy, and making it easier to answer the question 'so what is digital literacy, anyway?'</p>
72	<a href="#">Open 72</a>	Mr Richard Beggs	Ulster University	Apps for Active Learning: A Digital Futures Pilot	Webinar	<p>Students' expectations are rising year on year and they expect to see digital technologies throughout their journey in ways that are relevant to their academic success (Beetham, 2013). Using active learning apps is an ideal way to address these expectations and raise the digital literacy of both staff and students in the process. As part of the Digital Futures Strategy the Office for Digital Learning, within Ulster University organised an 'Apps for Active Learning' pilot for academic year June 16 to June 17.</p> <p>At Ulster University we are in a period of change, with a new campus under development in Belfast, we are exploring changes to curriculum delivery, there is also the Learning Landscapes project, the Teaching Excellence Framework and the Digital Futures strategy all of which combined have created an opportunity to enhance the student learning experience. This however has a flipped side and brings challenges with it and in particular how to meet the added expectation of technology integration. Our statistics have highlighted that each student has 3 devices on average, they already have the technology in their pockets (BYOD), the pedagogical opportunities that these devices bring to a collaborative and active learning experience are immense.</p> <p>Apps and in particular Nearpod provide a platform to test technology integration. This webinar provides context for the pilot and explores early interactions with students and academic/professional support staff, their concerns, training needs and case studies of enhancing their teaching for both face-to-face (synchronous) and blended (asynchronous) models using Nearpod.</p> <p>References:            Beetham, H. White, D. (2013) Student Expectations, Jisc. [online] <a href="http://repository.jisc.ac.uk/5572/1/JR0006_STUDENTS_EXPECTATIONS_EXEC_SU...">http://repository.jisc.ac.uk/5572/1/JR0006_STUDENTS_EXPECTATIONS_EXEC_SU...</a> Accessed 15 July 2015.            Murphy, B. (2015) Digital Futures Strategy – Executive summary. Belfast: Ulster University.</p>
73	<a href="#">Open 73</a>	Dr Thomas Palmer	Association for Learning Technology	Find out more about CMALT accreditation	Webinar	<p>Certified Membership of ALT (CMALT) is ALT's peer-based professional accreditation scheme, developed to enable people whose work involves learning technology in any form to:</p> <ul style="list-style-type: none"> <li>have their experience and capabilities certified by peers;</li> <li>demonstrate that they are taking a committed and serious approach to their professional development.</li> </ul> <p>This session is designed to provide an overview of CMALT and insights into the experience and value of undertaking CMALT. The session will include information, advice and support for both prospective and current candidates, covering the completion of a portfolio and the assessment process. There will be time for questions.</p> <p>Presenters            Tracey Duffy, CMALT (University of Bath)            Sharon Boyd, CMALT (University of Edinburgh)</p>

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74	<a href="#">Open 74</a>	Mrs Fiona MacNeill	University of Brighton	Pre-entry module design: preparing incoming students for HE study (with a smidgeon of play)	Webinar	<p>This proposal could either be a webinar featuring a live demonstration and display of project-related data or a Twitter chat. If it were a Twitter chat I would want to preface it with a video that introduces the project below to set the scene for the chat. Suggested hashtag #entrytoHEchat .</p> <p>This year I collaborated with staff in the School of Applied Social Science at the University of Brighton to create a pre-entry module, entitled Hit the Ground Running. The aim of this module was to prepare new students for study in the school and to introduce lectures, close reading and information about the facilities at the university prior to their arrival. We achieved a 90% participation rate from the incoming first year cohort. During the presentation I will show: a demonstration of the module from a student perspective; what went well; what we could improve; and also the subtle gamification elements that I embedded in the student experience. I would like to solicit feedback from the audience on the project and find out what other ALT institutional members do in terms of pre-entry preparation for their students. During the session I will make use of Padlet to gather ideas and feedback about how other institutions provide technology-enhanced inductions for their students.</p> <p>Proposed presentation sections could be: the self-guided student experience (including wayfinding in the VLE); welcoming and challenging; communications; gamification/playful learning; need-to-knows for incoming students; DIY checklist for a pre-entry module. If it were a chat I would devise questions related to these sections and make some accompanying materials available online for context.</p>
75	<a href="#">Open 75</a>	Mrs Eleanor Hannan	Manchester Metropolitan University	#101creativeideas Challenge	Other	<p>#101creativeideas Challenge</p> <p>#101creativeideas is an OER project that aims to curate and share ideas for fostering creative learning and teaching in Higher Education. Practitioners from across the world have started contributing their ideas to add to this valuable resource for the wider academic community. We would like to open this project up to the ALT community and invite colleagues to contribute their ideas around fostering creative learning and teaching with digital technologies.</p> <p>Our challenge to you is:            Share your ideas for creative digital learning and teaching experiences.            Generate ideas with others via Twitter using #101creativeideas hashtag.            Contribute as many ideas as you can within an hour            Guidance on the challenge will be provided either via short video or webinar            #101creativeideas contribution are between 50-80 words, and will be published under a Creative Commons Attribution-NonCommercial 4.0 International License at <a href="https://101creativeideas.wordpress.com/">https://101creativeideas.wordpress.com/</a>            Eleanor Hannan and Chrissi Nerantzi</p>
76	<a href="#">Open 76</a>	Dr Vivien Rolfe	University of the West of England	Getting started with open educational resources	Tweetchat	<p>I've had a fair amount of feedback recently that people would like to know more about OER and how to get started finding and sharing materials. A TweetChat could frame around the following questions:</p> <ol style="list-style-type: none"> <li>1) How would you define open educational resources (OER)?</li> <li>2) Do you use OER already in your teaching and/or learning, if yes, which are your favourites?</li> <li>3) Do you create and share OER already, if yes, tell us about this?</li> <li>4) What stops you using an sharing OER?</li> <li>5) How do you think OER or open resources more widely can be used to benefit education in the future?</li> <li>6) What can the ALT OpenEdSIG do to support you and your institution?</li> </ol>

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77	<a href="#">Open 77</a>	Mr Andrew Smith	The Open University	Becoming a ghost in the machine ...	Webinar	<p>The Open University Cisco Academy team have been exploring all manner of social media interactions via automation tools such as Hootsuite and IFTTT. In creating a curated tool that in some senses has become its own ghost in the machine - allowing distance learning students to interact with the social learning (Bandura 1963) experience of social media via the situated learning (Lave and Wenger 1991) of 'whatever' browser/app/smart-device they are using.</p> <p>There is nothing new regarding the use of social media to enhance student engagement (Junco and Timm 2008), however in many situations the tool is mediated manually.</p> <p>This short session aims to offer a succinct insight into the tools being used, the techniques at play and how you may consider replicating some of the experiences developed by the Cisco team at the Open University.</p> <p>Bandura, Albert (1963). Social learning and personality development. New York: Holt, Rinehart, and Winston  Junco, R., &amp; Timm, D. (2008). Using emerging technologies to enhance student engagement. New directions for student services. Issue #124. San Francisco, CA: Jossey-Bass.  Lave, Jean; Wenger, Etienne (1991). Situated Learning: Legitimate Peripheral Participation. Cambridge: Cambridge University Press.</p>
78	<a href="#">Open 78</a>	Dr Ian Glover	Sheffield Hallam University	Developing 'Recipes' for Pedagogic Use of Digital Tools in Physical Spaces	Edit-a-thon	<p>Sheffield Hallam University is currently developing a resource, the Learning Spaces Toolkit (<a href="https://blogs.shu.ac.uk/learningspaces/">https://blogs.shu.ac.uk/learningspaces/</a>). This has four main aims:</p> <ul style="list-style-type: none"> <li>to inspire and encourage academic staff to consider how spaces can be used to enhance their practice to foster a more active learning experience;</li> <li>to provide information to students that allows them to understand more about learning in formal and non-formal spaces and the role of technology in creating a connected experience;</li> <li>to serve as a place for support staff, such as those in timetabling and estates, to learn about the ways spaces are used for teaching that will inform the ways that they allocate, develop and use spaces in their roles;</li> <li>to foster collaboration across the sector around developing our learning spaces.</li> </ul> <p>At the moment, the toolkit's resources focus on the physical space with less consideration of digital tools and platforms that align to particular spaces. For this Edit-a-thon we would like to draw upon the expertise of the ALT community to develop 'recipes' that offer practical guidance on how to achieve a defined aim in specific spaces. For example, a set of recipes that offer a step-by-step guide to adding collaboration to lectures, including one on Padlet, one on Popplet, etc. Each recipe would be based around a standard format and include guidance on such aspects as configuring the room, managing the activity, examples of relevant tasks, when to use it and not, and links to longer case studies. They would be used to inspire further exploration when browsing the toolkit, as ideas to discuss and frame activities in staff development workshops, and as 'cheat sheets' to help with implementing the tool during a session.</p> <p>The resources in the toolkit are licenced under Creative Commons, as will be all resources developed during this Edit-a-thon.</p>
79	<a href="#">Open 79</a>	Dr Anne Hole	University of Sussex	Tweetchat: embedding digital skills in the curriculum	Tweetchat	<p>Using the hashtag #digicurr this 30 minute tweetchat will ask 3 questions:</p> <ul style="list-style-type: none"> <li>Which tasks that your students have to do as part of the curriculum could be done digitally?</li> <li>Which apps / tools do you recommend to students?</li> <li>How do you / could you support staff to embed digital skills in their courses?</li> </ul> <p>The aim is to crowd-source ideas for embedding digital skills in the day-to-day activities of students and to share useful apps/tools for students.</p> <p>Please note: I may also be involved in the proposed webinar on writing for the #altc blog (being submitted by Chris Rowell) in which case the 2 should not be at the same time.</p>

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80	<a href="#">Open 80</a>	Mrs Ruth Drysdale	Jisc	Jisc consultation on how can we use data to improve teaching and learning?	Webinar	<p>This session will build on the recent joint Alt and Jisc webinar run on 21st Nov to support one of the six challenges <a href="http://bit.ly/2g4D82O">http://bit.ly/2g4D82O</a> that Jisc has consulted on during November; how we can use data to improve teaching and learning <a href="http://bit.ly/2eXA0C8">http://bit.ly/2eXA0C8</a>.</p> <p>This webinar is a chance for the higher education communities to be briefed on what's been said about this challenge so far and give your input using interactive techniques. Sarah Davies, head of higher education and student experience, and Ruth Drysdale, senior co-design manager, will give their synthesis of the consultation discussions and ask attendees to provide feedback and add any additional points.</p> <p>Questions that were considered:</p> <p>How are you currently using data to improve learning, teaching and student outcomes?</p> <p>What would be the key questions about learning and teaching that you would like to see explored through data-driven approaches?</p> <p>What data is needed in FE to better understand which aspects of course design and teaching lead to higher success rates for their learners?</p> <p>How can a data-driven approach lead to improved quality and greater understanding of higher education, without risking losing its richness and diversity?</p> <p>Should the UK HE offer be more strongly shaped by higher-level skills needs in the national and international economies?</p>
81	<a href="#">Open 81</a>	Mr Ralph Lowerson	University of Cumbria	iLead by Example	Webinar	<p>AQD provide staff support and development, and are also business owners for the core learning technology systems at the University.</p> <p>The University is spread across a number of geographically separated locations, and with no institutional knowledgebase and limited-access to online publishing areas we have struggled to find a reliable and consistent approach to supporting our staff with the “why” and “how” aspects of using technology to enable and enhance learning; wherever and whenever they wish to access it.</p> <p>Support materials were dotted – and often duplicated – across a number of different platforms, making it very difficult to a) find b) monitor and c) provide a consistent “go-to” area for staff.</p> <p>Although an institutional knowledgebase would have been the ideal choice, this was not going to be possible, so we had to explore other routes.</p> <p>We decided that, apart from the “how-to” materials, we wanted an area that could be updated quickly and easily, and that could be used to share and celebrate good practice.</p> <p>Having investigated a number of options, WordPress emerged as the most complete solution for our needs.</p> <p>Having discussed options within the department, we have ended-up with two – joined – WordPress sites; one for the more academic side of things and the other as a pure “how-to” area.</p> <p>We then had to go through the process of learning WordPress, and developing and transferring content. The sites were launched in Summer 2016, and are still very much in their infancy.</p> <p>While the WordPress stats aren't truly indicative of the site's use, we believe there is a huge benefit to our staff by sharing good practice, providing relevant support articles and bringing together resources and information on various aspects of Learning Enhancement and Academic Development.</p>

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82	<a href="#">Open 82</a>	Mrs Teresa MacKinnon	University of Warwick	Shared twitter chat on open education and diversity.	Tweetchat	<p>Wed evening #LTHEchat 8-9pm (agreed with #LTHEchat team and chat leader)</p> <p>Linguistic diversity is both an asset and a barrier to mutual understanding. The Council of Europe's activities to promote linguistic diversity and language learning in the field of education are carried out within the framework of article 2 of the European Cultural Convention, which commits the states party to the Convention to promote the reciprocal teaching and learning of their languages. How can we give everyone a voice rather than letting the confident native English speakers dominate the discussion? LangOER is a network of European partners supporting the enhancement of teaching and learning of less used languages through Open Educational Resources (OER) and Practices (OEP). Participants in ALT winter conference are invited to join @alacre and the #LTHEchat on Wed 7th December 8pm-9pm to find out more about how open practice can support and enhance international engagement and diversity. Supported by members of the open ed sig.</p>
83	<a href="#">Open 83</a>	Mr David Watson	The Hong Kong Polytechnic University	Postcards from a CMALT Mentor	Webinar	<p>This webinar introduces you to an optional mentorship module which forms part of a Blended &amp; Online Learning &amp; Teaching (BOLT) course for 6 of Hong Kong's tertiary institutions. CMALT Professional Development, a self-paced module, is designed to nurture an understanding of the principles and values of the Association for Learning Technology (ALT), whilst also providing advice and guidance for potential CMALT applications. This advice and guidance focuses on the development of critically reflective thinking and the importance of achieving description, evidence, reflection and impact within their statements.</p> <p>Structured through 5 defined sections, interactive multimedia 'Mentor Views' provide audio insight and links to official ALT documentation where appropriate. In addition to broadening the approach and scope of platforms that CMALT candidates adopt to present their portfolio, it is envisaged that this module can enhance the quality of submissions and therefore result in a reduction of referral numbers.</p> <p>Participants in this webinar are encouraged to act as critical friends - we welcome feedback and ideas for enhancement, whilst we also hope that it can inspire others to support their colleagues and peers through the CMALT scheme.</p> <p>Watch the Module Trailer: <a href="https://youtu.be/NI2NB4jTNMc">https://youtu.be/NI2NB4jTNMc</a></p>
84	<a href="#">Open 84</a>	Mrs Teresa MacKinnon	University of Warwick	Open Ed SIG celebration.	Webinar	<p>OK, so 2016 hasn't been the best of years. However our best hope for a better future, one that is inclusive and fair and provides education and opportunities for all is available to us through open practice. This party themed session will bring good cheer, good company and great networking opportunities for all. There will be many knowledgeable party guests to tell of their travels and share their reflections on the past year. So put on your party clothes, bring along a friend and join us for the best fun and games around. Virtual refreshments will be provided as will great practical ideas for making a great start to 2017. Get in the mood by following #openedsig on twitter.</p>
85	<a href="#">Open 85</a>	Mrs Teresa MacKinnon	University of Warwick	Thinking spaces: Mahara as a domain of your own.	Webinar	<p>Mahara Users Midlands (MUM) is a new group connecting to share use of Mahara in teaching and learning. This session will demonstrate how integrating a mahara space in your learning environment can provide an introduction to the tools needed for understanding how the internet works and how to manage your identity online. It will also address the question of why online spaces for reflection, controlled by the student, can help support their confidence in this area which is rapidly growing in importance for employers.</p>

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86	<a href="#">Open 86</a>	Mr Daniel Scott	Barnsley College	The rounded self – exploring how digital technology can be used to help student's present soft-skills	Other	<p>This sessions aims to explore the topic and pedagogy of how digital technology can be used to showcase soft-skills, taking experience from my work at Barnsley College. Qualifications provide a list of criteria that demonstrate knowledge and performance or competence (hard skills). Soft-skills are aspects that distinguish one learner from their classmate which we call personability. For example imagination, reflectiveness, adaptability, character and sociability. Aspects such as 'reliability' and 'team player' for example can be taught whilst soft-skills define a character which are not taught but can be caught or acquired at College.</p> <p>Soft-skills are often not captured or presented as they may not directly meet qualification criteria. This is a large concern when learners start seeking employment. Employers are keen to see the soft-skills demonstrated by the candidate and how well they would fit into the job role and interact with their customers. Soft-skills are usually left to interviews which typically provides one chance at making an impression!</p> <p>Can personability signature be captured in an ePortfolio that demonstrates how they work, work with others, share, support others, conduct enquiry, demonstrate, curiosity etc? In short everything that takes our learners from a school to a work-ready mindset.</p> <p>I will share insight in answering these questions:</p> <ul style="list-style-type: none"> <li>• How can the use of an ePorfolio capture soft-skills?</li> <li>• How can we present soft-skills?</li> <li>• What are people using and doing currently?</li> <li>• Has there been any success or notable impact to date?</li> <li>• Would every learner and employer be open to this approach?</li> <li>• Do/would employers look at an ePortfolio demonstrating a candidate's soft-skills?</li> <li>• How would/should Awarding Bodies engage and manage this?</li> <li>• What digital technologies can be used by learners to present their soft-skills?</li> </ul>
87	<a href="#">Open 87</a>	Mrs Kelly Terrell	University of Southampton	Introduction to EdShare	Webinar	<p>The purpose of this webinar is to provide an introduction and walkthrough of the open source OER platform 'EdShare' which is currently running behind a number of successful OER sites including the recently launched edShare@GCU as well as EdShare Southampton, eShare, Humbox, LanguageBox and more.</p> <p>EdShare (<a href="http://www.eprints.org/edshare">http://www.eprints.org/edshare</a>) was created by the University of Southampton in 2009 as part of a Jisc funded research project to facilitate the sharing of educational resources across the institution. The emphasis of the original project in 2009 was to implement social "web 2.0" tools on the standard EPrints repository which included large inline previews of resources, bookmarks, comments and notes and user-created collections.</p> <p>In the past 12 months the University of Southampton has re-invested in the EdShare offering as part of its EPrints for Open Education for the higher education community.</p> <p>This walkthrough will focus the variety of features and tools which already exist and those which have been improved as a part of recent development work. There will also be coverage on the future roadmap for EdShare.</p>

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89	<a href="#">Open 89</a>	Mr James Little	Freelance & University of Sheffield	MOOCs: A Catalyst for Change? The MOOC Survey – The Final Results!	Webinar	<p>MOOCs: A Catalyst for Change? The MOOC Survey – The Final Results!</p> <p>MOOCs: A Catalyst for Change? The MOOC Survey – The Final Results!</p> <p>Find out how MOOCs have changed educational approaches and institutions. The internationally successful MOOC Survey (<a href="http://www.moocsurvey.org">www.moocsurvey.org</a>) formed part of a study to understand the real impacts that MOOCs were having upon institutions from 2013 until the present, through the following themes:</p> <ol style="list-style-type: none"> <li>1) Drivers and rationale for producing MOOCs</li> <li>2) The process of how MOOCs are being implemented</li> <li>3) Impacts that production of MOOCs are having within Institutions</li> </ol> <p>Responses from 28 countries and at 96 unique institutions provide comprehensive and wide-ranging insight into the impacts of MOOCs, coupled with detailed contextual understanding provided through analysis of 10 in-depth interviews with leading academic and business individuals.</p> <p>This webinar summarises and explores the completed survey and interview results and analysis, building upon the sharing of interim results presented at the 2015 ALT Winter Conference.</p> <p>Opportunities for collaboration and for further analysis of results are available and would build upon links formed with the EU based HOME Survey and USA based Grade Level report.</p> <p>2012 was stated to be the year of the MOOC (Pappano 2012). 2013 was the maturing of the MOOC (Haggard et al. 2013). Now in 2016 it is 'the year of MOOC hard questions' (Weller 2016).</p> <p>This webinar starts to provide real answers....</p> <p>References</p> <p>Pappano, L., 2012. Massive Open Online Courses Are Multiplying at a Rapid Pace - The New York Times. MY Times. Available at: <a href="http://www.nytimes.com/2012/11/04/education/edlife/massive-open-online-c...multiplying-at-a-rapid-pace.html?_r=0">http://www.nytimes.com/2012/11/04/education/edlife/massive-open-online-c...multiplying-at-a-rapid-pace.html?_r=0</a>.</p> <p>Haggard, S. et al., 2013. The Maturing of the MOOC: literature review of massive open online courses and other forms of online distance learning. Department for Business, Innovation and Skills, UK Government. Available at: <a href="http://www.gov.uk/bis">www.gov.uk/bis</a> [Accessed August 15, 2016].</p> <p>Weller, M., 2016. 2016 – the year of MOOC hard questions. , pp.1-5. Available at: <a href="http://blog.edtechie.net/mooc/2016-the-year-of-mooc-hard-questions/">http://blog.edtechie.net/mooc/2016-the-year-of-mooc-hard-questions/</a>.</p>

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90	<a href="#">Open 90</a>	Mr Steve Bentley	University of Huddersfield	Addressing student anxieties about plagiarism detection through games	Webinar	<p>Anecdotal evidence that some students find Turnitin's originality reporting to be a source of stress or anxiety abounds both in published research (Bensal, Miraflores, &amp; Tan, 2013) and on social media. A factor can be students misunderstanding the advisory role that Turnitin's report plays in the assessment process. Some institutions choose not to allow students to have access to Turnitin reports, often citing the resource challenges of supporting students as a barrier.</p> <p>This webinar will introduce SimilaritySim (Bentley, 2016), an open educational resource which has been developed to address these issues by using a no-tech card game which simulates the processes that assessors go through to interpret a Turnitin report. This allows students to experience the decision making which is involved, in a structured and scaffolded way, to understand how Turnitin aids the assessor in making an academic judgement, rather than the software making a binary pass/fail decision. Understanding the human involvement, and the often borderline nature of the required decisions, can reassure students, prompting a transformative experience (Pugh, 2004) in which they re-evaluate the validity of their concerns about plagiarism detection software. The activity stimulates discussion and gives the facilitator an opportunity to address any misconceptions the students demonstrate about what constitutes plagiarism.</p> <p>The presenter will also reflect on how SimilaritySim has been used in staff development contexts, allowing participants to quickly gain an appreciation of some of the nuanced inferences which can be made from a Turnitin report in a scaffolded, engaging way.</p> <p>This session will invite discussion and feedback from participants about the appropriateness of denying students access to Turnitin reports, and whether an activity such as SimilaritySim could be used to efficiently train students to independently understand the Turnitin report.</p> <p>Bensal, E. R., Miraflores, E. S., &amp; Tan, N. C. C. (2013). Plagiarism: Shall We Turn to Turnitin? Computer Assisted Language Learning - Electronic Journal, 14(2), 2-22.</p> <p>Bentley, S. (2016). SimilaritySim. University of Huddersfield. Retrieved from <a href="http://eprints.hud.ac.uk/30172/">http://eprints.hud.ac.uk/30172/</a></p> <p>Pugh, K. (2004). Newton's Laws Beyond the Classroom Walls. Science Education, 88(2), 182-196.</p>
91	<a href="#">Open 91</a>	Mrs Clare Thomson	Queen's University Belfast	Student engagement: creation of online materials	Webinar	<p>The School of Medicine, Dentistry and Biomedical Sciences offers 8 week summer studentships in both teaching and research centres. These studentships offer students a chance to gain valuable insights into basic biomedical research as well as the educational process.</p> <p>Students who participate in this program make a significant contribution to research projects and the teaching experience. Student outcomes include improved project management skills, insights into the underlying mechanisms of human disease and a deeper understanding of the medical curriculum.</p> <p>Within medical education past projects have covered a wide range of activities and topics: carrying out research (qualitative and quantitative), creating online learning elements and creating or editing teaching materials. One of the most attractive elements of the medical education projects is this diversity and wealth of opportunities to 'see inside' the curriculum. Each year, there is an increasing number of projects that result in the production of online material for teaching within the curriculum. These have ranged from virtual patient cases, etalks, multiple choice questions, creating a tutorial, video production (script writing, acting, planning), redesigning existing online content. In 2014 this work culminated in a Technology Enhanced Learning: A Medical Student Conference where students from across the UK and Ireland came together to share their work and experiences - <a href="http://www.med.qub.ac.uk/tel/">http://www.med.qub.ac.uk/tel/</a>.</p> <p>This session will cover the advantages and how to navigate possible limitations of engaging with students through this template. These will include practical elements such as the application process, software implications and time requirements from a supervisor perspective. In addition, changes that have been made to the system over the years and how we see the future will be discussed.</p> <p>Crucially it will celebrate the rich contribution students can and do make to learning and teaching and will encourage similar engagement across the ALT community.</p>

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92	<a href="#">Open 92</a>	Mr Chris Rowell	Regent's University London	Getting published on the ALT Blog.	Webinar	<p>In this webinar six of the ALT blog editors (Chris Rowell, Anne Hole, Santanu Vasant, Stella Ekebuisi, Teresa McKinnon and Howard Scott) will give a short presentation on how to get published on the ALT blog.</p> <p>Firstly, we will give an overview of the types of posts published on the ALT blog. These mainly consist of case studies, conference/event reports, SIG reports, book reviews, opinion pieces and articles about the ALT community.</p> <p>Secondly, we will give some 'top tips' for writing a blog post. This will include advice about writing for the ALT audience. We will also address the style of the blog post and some general tips about what works when writing online.</p> <p>Thirdly we will look at the ALT blog analytics. We will give you information about who looks at the blog and how the articles are disseminated across the online learning communities. Plus details of the ALT Blog contributor badges.</p> <p>Fourthly, we will describe the role of the ALT blog editor who will be assigned to you. They will read your post for 'blog-fit', make suggestions on the style, help you add images using copyright, give it a final proofread and load your submission onto the blog.</p> <p>To conclude, the final part of our presentation will discuss the benefits of getting published on the blog. So it might be to get exposure, especially if you are starting out, it's a great way to get your name out into the ALT community. Or to share your knowledge with the community, an idea, a project, an app review (our community love a good app review!) Or it might be simply to build your confidence in blog writing.</p> <p>The final 10 minutes of the webinar will be for discussion and Q &amp; A with the participants.</p>
93	<a href="#">Open 93</a>	Miss Nicola Beer	Open University	Where do we go from here? The potential (and shortcomings) of Facebook Live	Other	<p>How do we reach students who don't engage with traditional learning events? What about those who are studying at a distance, or struggle to take part in face-to-face discussions and seminars?</p> <p>OU Library Services has been using Facebook events to meet our students in a space they are comfortable and familiar with. Facebook enables us to provide tuition and provoke discussion on a whole range of topics. The informality of the sessions allows them to be easily adapted to what students want to know, leading to dynamic and relevant events.</p> <p>We have recently begun experimenting with incorporating live video into our sessions and we'd like to invite you to join us in a Facebook Live event exploring the potential of FB as a teaching and learning tool. We have plenty to share from our experiences, both good and bad - but we also want to hear what you think. Facebook is a popular medium with our students, but one that has not been designed with education in mind. The functionality has its quirks, so come and experience it as a student would and find out how you could use it to its best advantage. Tell us if you love it or hate it and let's see if together, we can unearth its true potential.</p> <p>This will be a lively session with plenty of opportunity for discussion. Join us to find out more about Facebook Live, share your own ideas and experience, or ask us anything!</p> <p>We will be broadcasting live on Facebook for 30 minutes, encouraging participants to lead the discussion through comments.</p>

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Session ID	Session Page	Display Name	Institution	Session Title	Session Type	Session Description
94	<a href="#">Open 94</a>	Dr Meurig Beynon	University of Warwick	Construals as Objects-to-Converse-With: Making the Strange Familiar and the Familiar Strange	Webinar	<p>The EU Erasmus+ CONSTRUIT! project promotes making construals as a new digital skill for creating interactive OERs. A construal is something we construct to make sense of a situation. By observing a construal from different perspectives and freely modifying its state, its maker can experience, and potentially "share", connections between the construal and external features of the situation to which it refers. The semantic principle being invoked resembles what happens when we toy with the structure of a sentence to better understand its meaning or the nature of a grammatical construction, or when studying and exploring the content of a spreadsheet informs conversation about the performance of a cohort of students, or a company's finances.</p> <p>Making construals is most naturally associated with learning in unfamiliar contexts. A construal then serves in the role that Papert identified as an object-to-think-with. Other varieties of learning entail 'making the familiar strange' - a skill that promotes intersubjectivity through obliging us to see things from another's perspective. In that context, a construal serves as an object-to-converse-with.</p> <p>In this webinar, the principles and roles for making construals will be illustrated with reference to the familiar game of noughts-and-crosses and variants which we refer to as 'OXO-like' games. An online construal ("The OXO Laboratory") will be the focus of conversations about learning to play noughts-and-crosses, deconstructing a program for playing noughts-and-crosses, developing OXO-like games, getting familiar with the environment for making construals, and using noughts-and-crosses to introduce more advanced topics such as symmetry, ternary representations of numbers, and rudimentary machine learning. Themes for discussion include 'top down' and 'bottom-up' approaches to modelling noughts-and-crosses within the OXO laboratory, and the complementary roles for users, modders and makers.</p>
95	<a href="#">Open 95</a>	Mr Adam Warren	University of Southampton	Choices and Consequences: interactive scenarios using in-class polling	Webinar	<p>This session will show how PowerPoint slides and in-class polling can be combined to create interactive scenarios in which students discuss choices, make decisions and see the consequences. Participants will be able to take part in a short example scenario by voting online using the Meetoo student response system - although the technique will work with all other systems. The process used to develop a scenario will be explained, as well as the technical steps.</p>
96	<a href="#">Open 96</a>	Ms Helen Whitehead	University of Nottingham	Steering the bandwagon: developing online coursework submission and marking across the institution	Webinar	<p>A number of drivers both practical and pedagogical have been moving our University towards electronic submission of coursework and online marking. Schools vary in how far they are along this path towards all online submission and marking.</p> <p>Our Faculty and School Support Team, within Learning Technology, has five Learning Technology Consultants each of whom works with a Faculty. These drivers have been an opportunity for us to approach Schools and work with them on e-submission and online marking. They have made many staff more likely to engage (and sometimes the opposite). We support, train and influence staff who set up drop-boxes and manage the processes. We work with academic staff to develop standards and best practice for online marking and feedback, informed by research and surveys. We are also initiating some work with students to find out their views and design the best support mechanisms for them.</p> <p>In this 30 minute webinar we will describe our approach to these changes, discuss some of the barriers and challenges we and the staff we work with have encountered in implementing e-submission and e-marking. We will briefly talk about the ways in which we have worked with staff so far and the most successful approaches for staff making the move.</p> <p>Following these short contributions from Helen Whitehead, Alvaro Roberts, Laura Fitch, Anne Rockcliffe and Claire Chambers we will elicit from the audience further approaches and practices that have worked for them and could inform our strategy going forward as well as being useful for application in other institutions.</p>

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98	<a href="#">Open 98</a>	Ms Sheila MacNeill	Glasgow Caledonian University	#BYOD4L V - this time it's personal	Webinar	<p>Bring your own device for learning (BYOD4L), the open online box of delights is returning in January 2017. After 4 incredibly successful years of connecting, communicating, curating, collaborating and creating this year we want to provide participants with a chance to be even more involved in the event this time around.</p> <p>Next January we will be encouraging participants to create and share their own inspirational or lightbulb moments. For each of the days, and in particular the tweetchats, we will be asking participants to create and curate their connections, communications, collaborations through personal digital stories. In this way we hope we can collectively share the powerful personal experiences and connections being made over the week.</p> <p>There are no rules barr your own imagination. You might want to share some twitter moments, a storify, an instagram story or anything else. Perhaps Sway or Adobe Spark. In the session we will also share some of the ideas we have of how this might work, and we will be looking for volunteers to lead the way.</p> <p>We hope these shared, personal narratives around key personal moments of the week will provide an additional insight into the power of open, online learning. We will also be using the session seek more community input and suggestions for any other ideas that people may have.</p> <p>We will be using Collaborate Ultra for this session. The session will be jointly led by the BYOD4L facilitators Alex Spiers, Neil Withnell and Sheila MacNeill.</p>
99	<a href="#">Open 99</a>	Mr Mark Shand	UWE Bristol	Peer Note Banks	Edit-a-thon	<p>I'm proposing an edit-a-thon around a resource I'm helping develop at the University of the West of England (UWE Bristol). I think it will be interesting to ALT conference attendees as it uses existing widely used technology (wikis) in new and challenging ways.</p> <p>Essentially the project encourages students to upload their notes to a bank where they can collaboratively to work together to produce rich and more meaningful content.</p> <p>Here's an (initial) description that I've written:</p> <p>"As a student you will find yourself making and referring to notes during or after lectures, seminars, reading and other activities. Peer note banks are intended to encourage the communal creation, discussion and enhancement of notes generated by sessions and lectures. Individuals are able to create or upload notes - as well as comment and add to the notes of their peers.</p> <p>"By taking part we hope that your notes build and become richer as you work together to develop understanding and question your learning."</p> <p>Going ahead with this project I'm facing technical, aesthetic, pedagogical and cultural challenges in the development of the resource and I would really value comments and suggestions - and challenges! - on the proposition and direction of the resource (including support pages).</p> <p>I hope delegates will benefit from engagement with the ethos behind Peer Note Banks. Do they sympathise with the idea of student note sharing? How do people think banks might work in their area of work? Is this an impossible resource to get off the ground in terms of student take up? Are there better platforms? What can be improved what can be altered?</p> <p>Currently the resource exists in our Blackboard VLE and I've put support pages in editable Google Docs which are linked to from here.</p>

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101	<a href="#">Open 101</a>	Miss Grainne Hamilton	Digitalme	Are you sure you want to use Open Badges? An Open Badges Quality Hack Session!	Other	<p>Do you want to use Open Badges? Are you sure? Open Badges allow anyone to issue digital credentials that enable earners to capture and share their achievements across the web. But when considering whether or not to create and issue badges, how do you make sure they would be the right approach? How will you ensure quality? What does 'quality' even mean when it comes to badges? This session is designed for people wanting to feed into this debate and/or find out how to build approaches and thinking around quality into their badge schemes.</p> <p>In this participatory workshop we'll provide a brief introduction to Open Badges and share findings from a survey by the Open Badge Network (an Erasmus+ funded project), about different approaches to quality and Open Badges. Participants will then use a prototype Quality Canvas to think about designing a badge initiative and we will gather thoughts and feedback from the group about how the Canvas could be developed.</p> <p>Agenda The workshop will break down into 3 sections:</p> <p>Info share &amp; discussion</p> <p>Remix &amp; design</p> <p>Feedback &amp; Consolidate</p> <p>Resources A blank Quality Canvas can be accessed here An example of a completed Quality Canvas can be found here</p> <p>Outcome A remixed Badge Design Canvas that better supports people to build quality into their badges initiatives.</p>

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102	<a href="#">Open 102</a>	Miss Philippa McDonald	Univserity of Sunderland	It's beginning to look a lot like learning. Using Sanako technology to support the language learning process.	Webinar	<p>It's beginning to look a lot like learning. Using Sanako technology to support the language learning process.</p> <p>Since 1961, Sanako have been providing technological solutions to support the language learning process in a global capacity. Sanako Study 1200 is powerful, transformative, multimodal language learning software with multiple affordances enabling tutor led sessions, classroom management, differentiated digital language learning experiences, autonomous learning, opportunities for both individual and group language learning, translation and interpreting. The software provides a technological platform for traditional methods and approaches to language learning, such as model imitation, role play, and gap fill activities. There are various digital iterations of the software. Sanako Study 1200 is used for the purposes of translation and interpreting. Sanako Live Pronounce is an online tool where students can listen to model pronunciation, record their own voice and obtain instant feedback on pronunciation. Sanako Anywhere is a cloud based approach to pedagogy for both synchronous and asynchronous learning in a classroom environment and on a variety of tablet devices. The web recorder links to Sanako Anywhere and is an online application which allows staff and students to both play and record audio and carry out multimodal content exercises. This tool allows teachers to create their own language learning resources and obtain feedback on student progress. Sanako Solo is the iPad application of the software where language teachers can create an online classroom integrating Sanako Anywhere and the web recorder. It has been argued that TESOL teachers need to be able to teach students how to develop "multimodal communicative competence" (Royce, 2002 in Hamel &amp; Hauck: 2006: p7). In this webinar, it be will be argued that Sanako technology provides opportunities for multimodal language learning - "When students use multimodal computer applications they are engaged with a range of resources and they work with all the modes present on the screen and around it not only from written words and speech" (Jewitt, 2006: p76). This webinar will explore the ways languages staff at the University of Sunderland have used Sanako technology to meet student needs in both a differentiated and innovative capacity. This will include how the software can be used to provide multimodal feedback to improve pronunciation and connected speech as a formative assessment, how socio-dramatic play can be used where students use a silent video recording adding voice as a group task, the impact of recording a dramatic monologue and using lip syncing and karaoke to enhance the language learning process.</p> <p>Hampel, R., &amp; Hauck, M. ( 2006). Computer-mediated language learning: Making meaning in multimodal virtual learning spaces. The JALT CALL Journal, 2, 3-18.(Online) Available at: <a href="http://oro.open.ac.uk/5418/1/Hampel_%252526_Hauck.pdf">http://oro.open.ac.uk/5418/1/Hampel_%252526_Hauck.pdf</a> [Accessed: 19th November 2016]</p> <p>Jewitt, C (2006) Technology, Literacy and Learning (London &amp; New York: Routledge)</p>
103	<a href="#">Open 103</a>	Miss Julie Voce	Imperial College London	Tweetchatting about institutional models for supporting Technology Enhanced Learning	Tweetchat	<p>Within UK Higher Education, there exists a variety of support models for TEL support, where institutions may have different numbers of TEL support units, different types and numbers of support staff and different locations for central TEL support units. As institutions look to grow their TEL provision, we need to consider many questions about the best approaches to take: should we have central or local teams, or both? Will a central structure suit our institution?</p> <p>This TweetChat session is based on PhD research into institutional support models for TEL within UK HE. So far, this research has involved a survey of Heads of e-Learning to identify different TEL support models, to investigate how a particular support model helps or hinders TEL adoption and to find out what role organisational culture plays in the adoption of TEL within the institution. The survey was followed by case studies of five UK universities to expand on key points from the survey.</p> <p>In the session, participants will use the hashtag #TELMoels to discuss TEL support in their own institutions and identify areas of good practice, in particular:</p> <p>How can central teams ensure they understand and meet local needs?</p> <p>What roles do departmentally-based Learning Technologists have? How can we stop them feeling isolated from the centre?</p> <p>How do you ensure good working relationships with other TEL support teams?</p> <p>By the end of the TweetChat, participants will have gained an understanding of alternative TEL support models from other institutions and will have identified ideas that they could apply to their own situation.</p> <p>The outputs from the TweetChat will be used, with permission, as part of a PhD thesis for Lancaster University, which will be made available to participants following publication. A consent form will be provided to participants on the day.</p>

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104	<a href="#">Open 104</a>	Darren Harbut	Hong Kong Polytechnic University	Hong Kong universities collaborative Blended & Online Learning and Teaching Project	Webinar	<p>In 2014 an ambitious proposal from five Hong Kong universities focused on the importance of eLearning in universities and identified a need for a coordinated and collaborative approach to promoting its use. The Blended &amp; Online Learning &amp; Teaching (BOLT) Project is a Hong Kong University Grants Committee (UGC)-funded collaboration in which participating tertiary institutions look at developing online learning and teaching in Hong Kong.</p> <p>The project involves multiple approaches, ranging from initiatives within a particular institution – such as the Education University of Hong Kong's (EdUHK's) grassroots approach to developing blended learning in a faculty – to more central elements, such as the BOLT foundation course, led by The Hong Kong Polytechnic University (PolyU) and open to teachers from all participating universities. As part of the project, PolyU is also leading the CMALT Professional Development Module, an online and mentor-led module to guide participants through the preparation of their CMALT portfolio.</p> <p>At the heart of the project is collaboration, whether through multiple iterations tailored to meet specific needs, such as the Hong Kong Baptist University - EdUHK Summer BOLT iteration, or initiatives such as the University of Hong Kong's Interactive Online Learning module, which is open to all. More information available at <a href="http://www.bolt.edu.hk">www.bolt.edu.hk</a></p> <p>In this presentation, Darren Harbut (PolyU's co-Project Leader) will outline the project, detailing the efforts and achievements so far before focusing on the BOLT foundation course and the CMALT module, discussing the multiple approaches they are using to measure impact and ensure sustainability.</p>
105	<a href="#">Open 105</a>	Miss Sam May	University of Swansea	ALT Wales Members Group meeting	Webinar	<p>This meeting of the ALT Wales group will be focusing on committee roles and group strategy going forward. Come along if you're located in or near Wales and would like to find out more. All welcome.</p>
107	<a href="#">Open 107</a>	Mr Anthony Ash	Learnium	Social Learning Networks: What, Why and Why?	Webinar	<p>Speaker Anthony Ash, Learnium</p> <p>Outline</p> <p>When advancements in technology started to affect the Higher Education sector, we saw the proliferation of VLE's, such as Blackboard and Moodle. These platforms have become an integral part of the student experience. However, they no longer provide the experience students expect.</p> <p>The current generation of university and college students are used to smartphones, apps and BYOD. They don't expect institutions to provide them with a computer and a storage space for Powerpoint slides. They now expect universities to give them access to software and services which will enhance their learning, using their own devices.</p> <p>This is where a platform is needed which can be used across devices, is responsive to different setups and can be used intuitively like any other social media app or communications tool. This the Social Learning Network.</p> <p>This webinar will offer a definition of an SLN and provide some examples of the ones currently available, such as Edmodo and Learnium.</p> <p>It will then look at the features of SLN's which are making older VLE's obsolete. Some of these include collaborative features, sharing options and social media buttons.</p> <p>The webinar will then give the attendees a deeper insight into the effect of using SLN's on learning and teaching, with some real life examples from universities and schools in the UK. It will consider the effect on:</p> <ul style="list-style-type: none"> <li>- Student engagement levels</li> <li>- Organizing learning</li> <li>- Learner responsiveness</li> <li>- Learning experience</li> <li>- Tutoring time</li> <li>- Exam results</li> </ul> <p>It will finally wrap up with a Q&amp;A session for the attendees to pose any questions they might have.</p>