Hybrid-e

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HEIs communit**Y** for **B**lended, **R**esponsive and **I**nclusive **D**igital **E**ducation

Hybrid-e is an Erasmus+ project jointly by the University of Amsterdam, Aristotle University Thessaloniki, KTH Royal Institute of Technology in Stockholm and the Teaching and Learning Unit at University College Dublin.

Hybrid-e's chief objective is to support universities navigating through this transformative phase in education after the Covid-19 pandemic and to encourage and embrace more permanent forms of hybrid teaching models: a mix of on-campus teaching and the use of digital technology for online, hybrid and blended components.

Contact the UCD members of the Hybrid-e Team

David Jennings (UCD Teaching & Learning)

Eoin Mc Evoy (Scoil na Gaeilge, an Léinn Cheiltigh agus an Bhéaloidis UCD)

E: david.jennings@ucd.ie eoin.mcevoy@ucd.ie

UCD Project site www.ucd.ie/hybrid-e

Consortium Project site http://hybrid-e.csd.auth.gr/

Sustainable Hybrid Education:
Building a Community of Practice to Rise to the Needs of the Future.

UCD Sutherland School of Law, Belfield Campus, Dublin

Monday 21st August 2023

9.30 - 10.00 Registration and Coffee *Registration in the Gardiner Atrium*

William Fry Theatre L143 SUTH

10.00 Welcome: **Professor Marie Clarke** *Professor of Education, Dean of Undergraduate Studies in UCD and Director of the UCD Centre for the Study of Higher Education.*

10.15 Keynote*: '***Choreography and improvisation in hybrid higher education'** *(Abstract Below)*
 Dr James Lamb *Lecturer in Digital Education within the Centre for Research in Digital Education at the University of Edinburgh*

11.00 Coffee Break *Served in the Gardiner Atrium*

11.30 HYBRID-E Project IO Overview: Dr Anouk Tso, University of Amsterdam & Project Team
Institutional data, Interviews, Case Studies, Framework, Community of Practice.

12.00 – 13:00 Workshop 1: Parallel Case Studies 12mins a piece. *(See below for full details)*
Digital Case Studies: Technologies/Methodologies in Use, Reflections and Practical Guides

13:00 lunch *Served in the Gardiner Atrium*

William Fry Theatre (95) L143 SUTH

14.00 – 15:00 Workshop 2: Associate Professor Olga Viberg, **and Dr. Emma Riese, KTH Royal Institute of Technology in Stockholm**

Actionable Framework for Responsible Use of Digital Technologies and Student Data

15:00 – 16:00 Workshop 3: Associate Professor Eamon Costello, **Dublin City University.**

TEL Community Of Practice Framework/Vision

This workshop explores the complex and evolving nature of supports for the integration of educational technologies. It focuses on the key stakeholders in this endeavour: the educational technologists, instructional designers, learning support professionals and faculty who provide core services to support learning.

16.00 Comfort break: Water & Snacks *Served in the Gardiner Atrium*

16.15 Plenary Panel The Impact of Technological Change on Learners, Faculty and Support Staff

Facilitated by Dr James Lamb

What was one key change/adaptation 'you' had to make to your practice during COVID? What was the most valuable support for you during this period? What specific needs emerged for yourself, or for those of your learners? What could we do differently in future?

Guest Speakers:

Dr Marta Bustillo, Digital Learning Librarian, UCD Library

Liam Fogarty**,** Educational Technologist UCD School of Education

Professor Jessica Piotrowski, Communication in the Digital Society, Co-director TLC, University of Amsterdam

Associate Professor Naomi McAreavey, UCD, School of English, Drama and Film

Dr Niamh Nestor, School of Veterinary Medicine Student Adviser, UCD

Dr Lisa Padden, Programme Manager, University for All, UCD

Martha Ní Riada, President UCD SU

Associate Professor Thrasyvoulos Tsiatsos*,* Aristotle University, Thessaloniki

17.15 Close

12.00 – 13:00 Workshop 1: Parallel Case Studies 12mins a piece.

Digital Case Studies: Technologies/Methodologies in Use, Reflections and Practical Guides

Chair: *Dr Leigh Wolfe* **L248**	Chair: *Ms Leone Gately* **William Fry Theatre**	Chair: *Dererca Ní Chianáin* **L247**
Liam Fogarty: Inclusive Design and Implementation of Effective Online interdisciplinary programme for Special Needs Assistants: Insights from an Irish Educational Setting	**Dr Marco Garcia-Vaquero**: Effective blended learning educational design and technologies	**Dr Antonio Martin-Carrillo:** Development of astronomical interactive animations
Dr Colleen Doyle: Digipass: Your Passport to Global Experiences	**Jiaqi Zhang:** Learning in Metaverse: Virtual Reality for Future Skills	**Orla Daly:** Creating Interactive Online Learning Resources With H5p
Dr Aine McHugh: Online group research supervision support to graduate student	**Ruth Charles:** Deep dive Dietetics	**Mary Anne Culhane:** Utilising a learner persona as part of the UDL framework
Assoc Prof Emma J O'Neill: Supporting Metacognitive learning using blended learning	**Sandra Nicholson** A self-monitoring assignment to support skills Development	**Matt Glowitz & Dr Orna O'Brien** The Hybrid Emergency Response Framework (ERF): A College of Business Transnational Case Study
Jolanda Broex UVA Redefining Educational Pathways: From First-Year Student to Professional Through Diverse, Blended Learning	**Angeliki Agorogianni Vice Technical Manager for Services** AUTh Advancing learning and teaching over time through the utilization of digital technology (The catalytic role of COVID-19 and subsequent initiatives)	**Laura Widger** SETU IGNITION Project

Keynote:

'Choreography and improvisation in hybrid higher education'

Digital technologies are woven into the fabric of our educational surroundings and practices. Lecture theatres and seminar rooms are increasingly being fitted-out with audio-visual equipment to support online attendance, while students arrive for class clutching smartphones and laptops that support digitally-mediated participation. These same devices provide access to learning management systems, academic databases, and search engines that open up vast amounts of educational material. Going deeper, algorithmic culture, artificial intelligence and machine learning are shaping assessment, authorship and the nature of knowledge itself.

Although these changes are often described as a 'technological revolution' or in terms of 'digital disruption', in fact they have happened much more steadily over the last 25 years, as emergent resources and practices have meshed together with longer-established classrooms, materials and teaching. This can be seen for instance in the case of hybrid education, which has been discussed and practised since the early 2000s, even if its presence was rapidly accelerated by the onset of the Covid-19 pandemic. While accepting that 'hybrid' accommodates different interpretations, I am taking it here to be a way of describing a pedagogical approach where a programme, course or individual activity can be studied either online or within the physical setting of the classroom.

In this keynote presentation, I will argue that we can productively think about hybrid education in terms of the *choreographing* of spatial, temporal, pedagogical and technological elements. New opportunities for teaching and learning emerge when education is less tightly bound to the constraints of timetabling or the physical classroom. This can include bringing together a more diverse and dispersed body of learners, combined with more flexible modes of attendance and participation. At the same time, though, hybrid education brings extra layers of complexity as we are forced to reconsider conventional

understandings of 'arriving for class', 'eye contact', 'being present' and even what we mean by 'classroom' and 'campus'. For this reason, beyond the choreographing of spatial, temporal, pedagogical and technological elements, hybrid education also calls for *improvisation* in the performance of teaching itself. Even the most careful and considered planning cannot iron-out the messy and unpredictable reality of hybrid education, calling for extra agility on the teacher's part.

To help explain these ideas, I will draw on experiences and examples from the Edinburgh Futures Institute where, since 2016, we have been building a portfolio of postgraduate programmes, and a new campus, specially designed for hybrid education. This has involved bringing together teachers and technologists, architects and AV specialists, and students and senior managers, all with their own interests and expertise. What emerged from our conversations and collaboration was the value of thinking both philosophically and practically as we sought to create learning activities and environments that would enable high quality teaching to happen across synchronicities and spaces.

James Lamb is a lecturer and researcher within the *Centre for Research in Digital Education* and the *Edinburgh Futures Institute* at the University of Edinburgh. His work is particularly interested in the relationship between learning spaces and digital technologies. He is a co-author of the Manifesto for Teaching Online and has also written about multimodal assessment, mobile learning and, sonic methods within education research. You can read more about his work at www.james858499.net.

18.30-10:00 Hybrid-e Reception Event *in MOLi*

The Aula Mezzanine, Museum of Modern Literature at the UCD Naughton Joyce Centre, 86 St Stephen's Green, Dublin 2.

Food, drink, music and chat!

And a selection of poster presentations of our Digital Case Studies

Further Details of the Event Available Online