

## **Digital Meet: Higher Education and e-learning in a Post Emergency Era: Challenges and Opportunities.**

**University of Padova, 21 Oct 2020 2-30-4.30**

**Chairs of the Conference:** Dr. Monica Fedeli and Dr. Carlo Mariconda: Advisors for Innovative Teaching and E-learning at University of Padova.

This digital meet conference includes three keynotes on innovative online teaching and learning in higher education. They represent some of the most prominent international scholars of teaching and learning online.

Each of the presenters today have a keen sense of how COVID 19 impacted teaching and learning in higher education, how education responded and what was learned from that experience. Based on their understanding they will offer an array of perspectives, including the students, a discussion of challenges and benefits and ways to make the most of new opportunities as they arise in our classrooms.

At the end of each keynote there will be 5-10 minutes of Q.T.



**Dr. Diana Laurillard**

**Title:** Engaging HE students through innovative online pedagogies

### **Abstract:**

The pandemic has begun to change HE. People are discovering what online learning actually is: not necessarily second-rate, nor much cheaper, but something that can have many benefits for learners: flexibility, inclusiveness, social learning, and even personalized learning. This period allows us to forge a better and more inclusive HE but the potential benefits must be well understood and planned. As well as exploring the pedagogical principles of online learning, this session will introduce the Learning Designer tool, which supports staff in discovering and optimizing the many opportunities that online delivery can offer whether blended with conventional methods or wholly online.

### **Short Bio:**

Diana Laurillard is Professor of Learning with Digital Technologies at the Knowledge Lab, UCL Institute of Education, leading research projects on developing the Learning Designer suite of tools and online community for teachers and trainers, on adaptive software interventions for learners with low numeracy and dyscalculia, and on the use of MOOCs for CPD. Currently also: partner investigator at the Science of Learning

Research Centre (University of Queensland and Melbourne), and co-PI at the Centre of Global HE (UCLIOE); lead educator on a MOOC on ICT in Primary Education: Transforming children's learning across the curriculum, on Coursera, and for one on Blended Learning Essentials on FutureLearn; member of the Boards of the Learning Foundation, and Climate KIC Education. Previous roles include: Head of the e-Learning Strategy Unit at the Department for Education and Skills; Pro-Vice-Chancellor for learning technologies and teaching at the Open University; the Visiting Committee on IT at Harvard University; Royal society working Group on Educational Neuroscience, President of the Association for Learning Technology, Thinker in Residence at the Royal Flemish Academy of Belgium. Most recent book is Teaching as a Design Science, 2012. Previous book, Rethinking University Teaching, Routledge, 2002, is one of the most widely cited in the field.



**Dr. Mark Brown**

**Title:** A Digital Edge for New Times: Unboxing the Online Learner

**Abstract:**

While educators around the world have adopted online learning with mixed results in response to the Covid-19 crisis, the role of students should not be overlooked either. After all, irrespective of the delivery mode, learning is not a spectator sport. However, learning online is not the same as learning in a physical classroom and requires a new set of skills to master. Indeed, more than ever, learning how to learn online is now an important life skill. This presentation explores the importance of the learner's role when learning online and describes the design, development and implementation of a new MOOC intended to give students an edge for their higher education in the digital era. It reports how the course was co-designed with, and by, learners for learners, and based on this experience illustrates there is still much to understand about effective online engagement from a student perspective.

**Short Bio:**

Mark Brown is Ireland's first Full Professor of Digital Learning and Director of the National Institute for Digital Learning (NIDL) at Dublin City University (DCU). He is an EDEN Fellow and serves on the Executive Committee of the European Distance and eLearning Network (EDEN). Mark also serves on the Supervisory Board of the European Association of Distance Teaching Universities (EADTU) and is a member of the Executive Committee of the Open, Distance Learning Association of Australia (ODLAA). In 2017, the Commonwealth of Learning (CoL) recognized Mark as a world leader in supporting new open and online

models of higher education and last year Professor Brown was Chair of the ICDE World Conference on Online Learning hosted in Dublin. See for more information...

<https://www.dcu.ie/nidl/director-nidl>



**Dr. Linda Nilson**

**Title: “What Am I Facing? What Can I Gain?”**

**Abstract:**

They say that the academy is slow to change, but it wasn't when the COVID-19 pandemic started spreading around the globe. Your job changed almost overnight. In this talk, we will look at some of the challenges that you and other faculty have been facing and consider some strategies for coping with them. But let's not lose sight of some of opportunities that you have gained and ways that you can make the most of them.

**Short Bio:**

Linda B. Nilson, Ph.D., has authored *Online Teaching at Its Best: Merging Instructional Design with Teaching and Learning Research* with Ludwika Goodson (second edition forthcoming in 2021) and *Teaching at Its Best: A Research-Based Resource for College Instructors* (now in its fourth edition). She has also written books on communicating course design with visuals, teaching students to practice self-regulation, grading by specifications (“specs grading”), leading discussions, and teaching critical thinking (forthcoming in 2021). Dr. Nilson's career in academic development spans over 30 years, including directing centers at three major U.S. universities and giving over 550 keynotes, webinars, and live workshops both nationally and internationally.