

Bitesize Sessions for L&T Week – 8th to 11th June 2020

Day/time	Presenter(s)	Title	Abstract
Bitesize Session 1 Monday 8th June 12:30-2pm UK 3:30-5pm DUB 7:30-9pm MAL	1. Hendrik Nahler and Stuart Greaves 12:30-13:00	EPS Chemistry: How blended learning is adopted	A level 11 course in Chemistry where some of the students are on campus and some of the students are on placement has required a blended learning approach over the last three years. We have utilised modes of delivery including recorded lectures, face-to-face workshops, skype drop-in sessions, extended group work for students on and off campus to support the student learning and the achievement of the learning outcomes. We would like to share the positives from this course but also the caveats of blended learning that we have experienced.
	2. Raffaella Ocone 13:00-13:30	Ethics in Engineering	In this talk, I will present how ethics can be included in an engineering curriculum; I will advocate that whilst a stand-alone module on ethics could be a good way to teach engineering ethics, that might give a limited vision of the ethics dimension of the curriculum and of the profession. I will present how ethics can be embedded in an engineering degree and how students should appreciate ethics in the context of “hard” (technical) modules and in the context of the practical engineering “doing”.
	3. Anna Sedda 13:30-14:00	Keeping Happy During Lockdown	This session will examine various ways to maintain a cheerful and motivated outlook on life during restricted times
Bitesize Session 2 Tuesday 9th June 7-8.30am UK 10-11.30am DUB 2-3.30pm MAL	Presenter(s)	Title	Abstract
	1. LEE, Xia Sheng (Bruce) 07:00-07:30	Augmented Reality (AR) as a Learning Medium	The session aims to stimulate interest in using Augmented Reality (AR) as a learning medium for Responsive Blended Learning. This session will guide participants on how to use Sketchfab app, a popular 3D model platform that has an AR function. Step by step instruction is provided as an attachment.
2. Jamie McIntyre 07:30-08:00	Virtual Fieldtrips for synchronous and asynchronous learning	This session will provide a look at some of the technology and software that is available to create virtual fieldtrips for synchronous and asynchronous learning experiences in the period of Responsive Blended Learning. Participants will be introduced to the Insta360 One X camera, the Insta360 mobile app, Luma Fusion video editing app and uploading and live streaming 360 degree videos to YouTube.	

	3. Sheila Williams & Laurie Roberts 08:00-08:30	Serious Learning with Lego	Introducing the use of Lego Serious Play and its impact on students discovering what plagiarism is and why referencing is important.
Bitesize Session 3 Wednesday 10th June 6:30-8am UK 9:30-11am DUB 1:30-3pm MAL	Presenter(s)	Title	Abstract
	1. Jasmine Low 06:30-07:00	Reimagining Online Orientation with Fit-For-Future Programme	<p>This presentation will showcase the online orientation programme that the Malaysia Foundation Team had to put in place when the Movement Control Order (MCO) was announced in the middle of March this year. Called Fit-For-Future, the programme incorporated elements of positive education building on the work that the team had developed in the highly successful Youth Transformation Programme at Malaysia campus and the programme with the same name that was piloted at the Edinburgh campus</p> <p>The online orientation aimed at introducing the new students to the University and each other while preparing them to learn online and be equipped with 21st century skills that will set them up for success as they progress through their academic journey and beyond. Learning how the brain works, managing relationships, setting personal goals are some examples of key topics that were delivered to students in the form of highly engaging activities and fun activities.</p>
	2. Mehdi Nazarinia 07:00-07:30	EPS Pandemic: Course Delivery Change Plan	As a result of COVID-19, EPS Dubai developed a “Course Delivery Change Plan” for 51 courses which was delivered in semester 2 at undergraduate and postgraduate taught levels. Importantly, each plan was agreed by global course teams and clearly detailed the delivery, assessment and support offered to students on each course to the end of the Academic Year. It is proposed that this practice might be something we could consider building on for semester 1 of academic year 2020-21.
	3. Shieela Noor Kalib 07:30-08:00	Blended Learning: Online teaching approaches for active student engagement	Although blended learning appears to enhance students' performance by offering flexibility to engage with the class at their own pace and location, the students' engagement during the session is imperative for the delivery of an effective blended learning experience. The goal of this session is to share some tools/techniques that could be adopted to inspire learning during an online session.
	Presenter(s)	Title	Abstract

Bitesize Session 4 Thursday 11th June 12:30-2pm UK 3:30-5pm DUB 7:30-9pm Mal	1. Elli Maria Charalampidou 12:30-13:00	Can a multi-faced feedback approach enhance students' engagement online?	During the last years, I have developed a continuous multi-feedback process, which I am using throughout different levels (undergraduate, MSc, PhD) and learning environments (face-to-face and/or virtual). I aim to discuss how different forms of feedback could help build up a feedback culture among students and enhance their engagement with the course. I consider the feedback process as the vehicle for a successful summative assessment; thus, feedback becomes a learning and teaching tool that I widely use with my students.
	2.Matt Myers 13:00-13:30	Vlogging your way through Blended Learning	Millennials have embraced YouTube and live streaming to share their views and experience. You can use the same Vlogging method to enhance your blended learning materials. The advantage of vlogs is that students can watch and listen to the recording as many times as they need. How many of you have gone to YouTube to learn how to do something? This learning bit will be showing how I created a home-based desktop vlogging studio that using OBS (Open Broadcast Studio) open-source live stream and recording software, my DSLR camera, and microphone to create vlogs and YouTube learning videos.
	3.Colin Miller 13:30-14:00	Minecraft Education Edition: meaningful learning opportunities using virtual building blocks	With the addition of Minecraft Education Edition to Heriot-Watt University's Office 365 license, the speaker introduces one of the world's most successful video games, Minecraft, as a serious learning and teaching tool. Leaning on experience with early adopters of Minecraft in the School of Social Sciences, this talk will open up your imagination as to how you could leverage Microsoft's recent £1.4 billion acquisition to enhance your learning and teaching activity."