

Hidden Potential or Hollow Promise?
Can Technologies Deliver Wider Access and Success in Higher Education?

Programme

Monday 2 June

08:30 – 09:00 Early registration

09:00 – 12:00 **Parallel Workshops:** [click here to read abstracts](#)

Technology enhanced pedagogies – do they support or inhibit inclusive practices? Julie Hall, Director of Academic Enhancement,
University of Roehampton, UK

Digital Mythologies, Ethics and Citizenship, Dr Albin Wallace, Director, IT &
School Development, the Education Fellowship, UK

MOOCs: Gimmick or Godsend for Wider Access to Higher Education?
Andrew Ferrier, Lecturer in Educational Technology,
University of Greenwich, UK

Reaching out to young people through new technologies, Stuart Kehoe (SiS
Catalyst Mentoring Associate), Centre for Talented Youth,
Dublin City University, Ireland

12:30 – 13:45 Registration and Lunch

13:45 – 15:30 **Opening Plenary**
Setting the scene: Technologies and higher education – now and times to come
Chair: **Mary Tupan-Wenno**, EAN President, Director of ECHO, the Netherlands

Prof Sir Timothy O’Shea, Principal, University of Edinburgh, to introduce:

Rt. Hon. Michael Russell MSP, Cabinet Secretary (Minister) for Education,
Scottish Government

Panel Discussion

Chair: **Prof Malcolm Gillies**, Vice-Chancellor, London Metropolitan University,
UK

Dr Bairbre Fleming, Director of Adult Education, University College Dublin,
Ireland

Peter Gray, Adviser, Norwegian University of Science and Technology, Norway

Jamie Merisotis, President, Lumina Foundation, USA

Katja Urbatsch, Executive Manager, arbeiterkind.de, Germany

- 15:30 – 15:45 Tea break
- 15:45 – 16:45 The 13th Maggie Woodrow Memorial Lecture
Beyond the “effortless acquisition of superficial information” (Woodrow, 1999): widening access to higher learning for adults
- Prof Maria Slowey*, Director, Higher Education Research & Development,
Dublin City University, Ireland
- 16:45 – 19:00 Free time to explore the City of Edinburgh
- 19:00 – 20:30 Evening Reception at the **Playfair Library Hall, Old College**, in the city centre,
hosted by the University of Edinburgh
Welcome: *Prof Mary Bownes*, Senior Vice-Principal, External Engagement,
University of Edinburgh

Tuesday 3 June

- 09:00 – 09:15 Rapporteur’s introduction and first day review
David Goldman, Salzburg Global Seminar, Austria
- 09:15 – 10:15 **Plenary Session 1**
How are technologies changing the education landscape? What opportunities and challenges do they bring? How should we respond?
- What is already here? What is coming? What has already changed – and what will change - in pathways from school to post-secondary education, outreach and recruitment, pedagogy, student support, teaching, learning and assessment, employability skills? Are higher education institutions ready to implement ICT inclusion in facility, policy and support?
- Chair: *Catherine Millett*, ETS, USA
- Digital Mythologies**
Dr Albin Wallace, Dr Albin Wallace, Director, IT & School Development,
The Education Fellowship, UK
- E-pathways towards equal opportunities: good practices and big challenges**
Prof Blazenka Divjak, Vice-Rector for Students & Study Programmes,
University of Zagreb, Croatia
- 10:15 – 10:30 Coffee break
- 10:30 – 11:30 **Widening access and participation through online learning – a brilliant idea or has the myth been busted?**
- Why do institutions offer MOOCs and other online learning opportunities? What kind of learning do they offer? Who enrolls? Who succeeds? What do they do next? What are the implications for the student experience, programmes, pathways, and costs?

Chair: **Prof Mary Bownes**, Senior Vice-Principal, External Engagement, University of Edinburgh, Scotland

Open learning – a brilliant idea, extended.

Prof Mike Sharples, Chair in Educational Technology, The Open University, and Academic Lead, FutureLearn, UK

Panel discussion:

Michael Gaebel, Head of Policy Development, European Universities Association, Belgium

Julie Hall, Director of Academic Enhancement, University of Roehampton, UK

Aengus Ó Maoláin, Political Consultant, Norsk Studentorganisasjon, Norway

Prof Mike Sharples, Chair in Educational Technology, The Open University, and Academic Lead, FutureLearn, UK

11:30 – 12:30 **Parallel Paper Sessions 1**

[click here to read short descriptions](#)

P.1.1 Courageous consultation diminishes 'Digital Divide'

Matt Lumb, AIM High School Liaison Officer, University of Newcastle, Australia

P.1.2 Maintaining an Engaged Relationship: Support at All Stages of the Student Journey

Duncan Findlater, Director of Client & External Relations & Adrian Mitchell, Head of Data & Reporting, Hobsons, United Kingdom

P.1.3 Recognising academic potential in applications from non-traditional backgrounds by combining new technology and research

Dr Laurence Lasselle, Senior Lecturer & Mike Johnson, Director of Scottish, EU Admissions & Access, University of St Andrews, Scotland

P.1.4 Is the average over? The future for access to Higher Education

Dr Graeme Atherton, Director, National Education Opportunities Network, UK

P.1.5 Stop using funky technology, go to the DiSco!

Lobke Dedrie, Entrance Policy Officer & Renaat De Muynck, Software Engineer Digital Learning, Artevelde University College, Belgium

12:30 – 14:00 **Lunch**

At lunch time you can also visit the exhibition in the concourse showcasing widening participation in Scotland

14:00 – 15:15 **Parallel Paper Sessions 2**

P.2.1 Two papers in this session:

Curating Access: Utilizing Technology to Promote Higher Education and Individualize Learning for Minority Young Adults

Dr Noel Anderson, National Senior Director of Program, Year Up, Inc. & Lisette Nieves, Founder & CEO, Lingo Ventures, USA

Collaborative Pathways to Careers in Technology for Access Students

Sarah Grimson, Coordinator Foundation Courses for HE & Grainne McInerney, Guidance Counsellor, Trinity College Dublin, Ireland

P.2.2 Two papers in this session:

Engaging Students in Learning through Podcasts

Andrew Ferrier, Lecturer in Education Technologies, University of Greenwich, UK

SIMON says: assess personal interests and capacities to improve success and retention

Lot Fonteyne, Researcher, Ghent University, Belgium

P.2.3 Two papers in this session:

Computer anxiety, Digital literacy and Widening Participation

Dr Neil Speirs, Widening Participation, University of Edinburgh, Scotland

It's more than computer hubs: Equity, learning, and digital technologies in Higher Education

Dr Rachel Buchanan, Lecturer, School of Education, University of Newcastle, Australia

P.2.4 From The Analogue to the Digital: the use of digital media to address social exclusion

Raul Araujo, Consultant for Science in Society Catalyst project, Brazil

P.2.5 Transnational education: widening access through what? to what? for what?

Dr Joan O'Mahony, Academic Development Office, Higher Education Academy, UK

15:15 – 15:45 **Tea break**

15:45 – 17:00 **Parallel Paper Sessions 3**

P.3.1 Two papers in this session:

Context and criticality in course design: using digital technology to support academic transition into university

James Lamb, Assistant Director & Alice Smith, Project Officer, Lothians Equal Access Programme for Schools (LEAPS), Scotland

The Use of Wiki and Google Drive in a Public School

Dr Ghada Awada, Lecturer, American University of Beirut, & Abir Abdallah, Instructor, Lebanese University, Lebanon

P.3.2 Two papers in this session:

Trying to make a difference: lessons learnt from moving an open access enabling program online

Liz Goode, Online Learning Coordinator, University of Newcastle, Australia

BLENDED LEARNING FOR WORKING STUDENTS: promising technology or compromising the system?

Sabine De Vriendt, Domain Coordinator, University of Antwerp, Belgium

P.3.3 Two papers in this session:

Post-Secondary is Possible: Place-Based Strategy to Increase Access in Toronto, Canada

Helen Tewolde, Project Manager, Council of Educators of Toronto, Canada

Yes we can! The role of open educational resources in widening access through technology

Lindsay Hewitt, Learning & Teaching Co-ordinator(WP) & Sarah Burton, Widening Access & Retention Project Officer, The Open University, UK

P.3.4 Two papers in this session:

Virtually there and negotiating reception: Motivations, constraints and mediations for widening tertiary access via technology

Emma Thomas, Associate Director, Equity & Student Engagement, James Cook University, Australia

Widening the (out)reach: Using interactive webinars to extend widening participation beyond local geographical boundaries

Jon Rainford, Access Partnership Support Officer & Trevor Sinclair, Access Partnership Lead Officer, University of Bedfordshire, UK

P.3.5 Massive Open Online Courses (MOOCs): an emerging new community of teachers

Dr Hamish Macleod, Senior Lecturer, University of Edinburgh, Scotland

19:30 **Conference dinner and Ceilidh in the South Hall**

Wednesday 4 June

09:00 – 10:00 EAN Annual General Meeting

10:00 – 10:15 Rapporteur's review of day two

10:15 – 10:30 24th EAN Annual Conference, Oslo, Norway
In collaboration with Norsk Studentorganisasjon (NSO), Norway
Aengus Ó Maoláin, Janne Nyhus, Kristian Myhre, NSO, Norway

10:30 – 10:45 Coffee break

10:45 – 11:45 **Plenary Session 2**
Using technologies to deliver wider access and success in post-secondary education – ideas, challenges and success
Chair: *Helen Tewelde*, Council of Educators of Toronto, Canada

Can free online learning change the way we prepare youth for the workforce?

Mike Feerick, Founder & CEO, ALISON, Ireland

Distance learning as enabler of access to higher education

Éléna Laroche, Director of Studies, TELUQ (Télé-Université), Canada

11:45 – 12:15 EAN World Congress 2015, Kuala Lumpur, Malaysia
Dr Graeme Atherton, Director, National Education Opportunities Network, UK

12:15 – 13:30 Lunch

13:30 – 14:45 **Working Groups** – participants will be divided into groups and assigned a set of challenges to address (Please read scenario on last page of Programme)

14:45 – 15:15 **Working Groups report back**

Chair: **Dr Maurits van Rooijen**, Rector & CEO, London School of Business & Finance, UK

Open mike

15:15 – 15:45 **Hidden Potential or Hollow Promise? What have we learned? Where to from here?**

Rapporteur's final remarks

Wrap-up and end of conference

Dr Kerry Ferguson, Consultant, La Trobe University, Australia

15:45 Tea and goodbye

POSTER PRESENTATIONS

Posters will be displayed throughout the duration of the conference

1. *Development and installation of an institutional plan for student success at the University of Montreal*

Presenters:

Dr Jean-Pierre Blondin, Associate Vice-Rector Undergraduate Studies & **Pierre Chenard**, Special Adviser, Academic Affairs, Université de Montréal, Canada

2. *Supporting Online Learning with Multicultural Equity Pedagogy and Chickering and Gamson's Seven Principles*

Presenter:

Sara Schoen, Training Co-ordinator Instructional Designer, University of Minnesota, USA

3. *Widening Access: Supporting Diversity through Technology and Universal Design for Learning*

Presenter:

Roberta Thomson, Project Co-ordinator – UDL, Course Instructor, McGill University, Canada

EXHIBITION

On Tuesday 3 June, seven exhibitors: **University of Edinburgh, LEAPS and SWAP, Open University in Scotland, Lift Off, Focus West, EUSA: students association, Reach and ACES**, will showcase widening participation in Scotland.

Staff will be available at lunch time to answer questions and share their experiences with you.

Wednesday 4 June (13:30 – 14:45) Working Groups

Please read the scenario below and discuss the questions.

Meeting for the first time during the EAN annual conference in Zagreb, Croatia two years ago, the High Commission for Education Reform (HCER) of Nettlesland, made recommendations to the government on ways to increase participation in post-secondary education, promote equity and social mobility. Since then several recommendations have been implemented including building new secondary schools across the country, improving teacher education and establishing two new higher education institutions in rural areas. A National Education Quality Office has also been set up.

Recently the government of Nettlesland has been watching with interest developments outside the country in the use of technologies in higher education and it has now asked HCER to provide it with advice on investing in technologies for its own higher education system.

The government has a special interest in the use of technologies to open up access to higher education further in the country's rural regions, in poorer and immigrant communities and for people already in the workforce who do not have post-school qualifications. It also seeks advice on using technologies to drive further quality improvements in the system in teaching, learning and student engagement in order to increase student success. Recognising that there is some resistance to change it also wants to know how to support and encourage institutions to prepare for technology-driven innovation.

You have been invited to join the HERC's second meeting in Edinburgh, Scotland, to formulate advice to the government of Nettlesland based on the outcomes of the EAN conference on technologies.

What recommendations would you make to the government:

On investing in technologies for the higher education system?

On using technologies to open up access overall and for particular groups?

On policies and strategies for:

Encouraging institutions to embrace technologies?

Preparing institutions for technology-driven change?

Using technologies to drive quality improvements to increase student success?

What arguments would you use to help the Education Minister to convince her colleagues, including the Finance Minister?

Background and context:

Nettlesland is a middle income country with annual economic growth averaging 5% in the past decade. Traditionally dependent on Agriculture, Mining and Manufacturing, the economy has become increasingly diversified, with the service sector growing strongly in recent years.

Nettlesland has two major cities, its capital Francesville, and financial centre Leesburg, both of which enjoy a higher standard of living than the rest of the country. However they also experience many of the problems typical of urban areas including pockets of deprivation and disadvantage, income disparities, clusters of recent immigrants, poor service provision in newly developed areas, congestion, unmet demand for housing and education etc. The urban population is also becoming increasingly diverse as economic growth and high standards of living attract people from rural areas and immigrants. In Francesville, around half the population was born outside Nettlesland.

People who live in rural areas of Nettlesland tend to have lower levels of income and education. Although it is improving, the education participation rate is low among women, with many rural girls still leaving school early. Post-secondary opportunities remain poorer in rural areas, despite the building of two new institutions, as most colleges and universities are still clustered in the cities. The quality of schools in rural areas is improving, but many children still do not achieve the results they need to enter post-secondary education. This is compounded by poor infrastructures for technological accessibility and connectivity.

Education is valued in Nettlesland as a pathway to employment opportunities, a driver of economic growth and for its role in creating an informed citizenry. Tuition in public post-secondary institutions has traditionally been free, but fees have been introduced recently to help fund an expansion of the system. Low interest loans payable after graduation are available to help students to pay these fees. Grants are also available to support students from low-income families.

To reduce pressures in its crowded cities, create new employment opportunities and demonstrate its forward thinking to foreign investors, the government has recently commissioned the building of a new model town, Billingham Jaya. Situated in the Stuart Valley, 150km east of Francesville and 100km south of Leesburg this 'cyber city' will be at the apex of an 'innovation triangle'. Here, a state-of-the-art college (the Wickham Institute for Science and Enterprise) is planned to be at the heart of an 'innovation incubator', which the government hopes will drive forward its technology agenda.

In spite of the moderate success of recent reforms and winning the last general election in May, the government remains a minority government. The next general election is in four years' time.