

Week 1

<p>Per-Olof Arnäs, Chalmers University,</p>		<p>Dr Per Olof Arnäs is the Vice Dean of Education at the Department of Technology Management and Economics at Chalmers University of Technology. He has been teaching since the mid 1990's and has a passion for developing higher education. His research area is the digital development in the logistics sector in which he also has an industry background. He is an early adopter in digital education, examination, MOOCs etc. Apart from his research he is a podcaster. His podcast Logistikpodden (the Logistics Podcast in Swedish) is the oldest logistics podcast in Sweden. He has just launched his first international podcast, Logistics Rocks. He loves the 21st century.</p>	<p><b>How to stay relevant as a university when society demands efficiency - is the road to insignificance paved with MOOCs, digital exams and performance metrics?</b></p> <p>The keynote will try to address the conflict between efficiency and effectiveness in higher education and how digital tools primarily have been seen as efficiency measures. Is it possible to look at them from an effectiveness perspective instead?</p>
<p>Matthew Richards, Cambridge Assessment, Principal Product Owner</p>		<p>Matthew is the Principal Product Owner at Cambridge Assessment. Previously he worked for 15 years for the University of Cambridge's Internal Examinations department, where he worked his way to the position of Deputy Director of Innovation and Development. Before this he was a web developer at Cambridge Assessment and a Technical Manager at Sparrowhawk and Heald.</p>	<p><b>How can digital assessment provide competitive advantage?</b></p>

Week 2

<p>Deveral Capps, Leeds Beckett University</p>		<p>Deveral is the Dean of Leeds Law School. He joined Leeds Beckett in 2015 and has been involved in Higher Education for over 20 years, 18 of which were spent at Northumbria. As a barrister, in both civil and criminal law, Deveral has appeared in courts across the North of England and is a door tenant at <a href="#">Trinity Chambers</a> in Newcastle upon Tyne. As a legal academic he has taught on undergraduate, postgraduate and professional courses and published widely on legal education, legal skills and eCommerce law. Deveral has had significant input into the development of legal education and training in the UK. Between 2011 and 2013, he sat on the steering panel for the Legal Education and Training Review, the largest review of legal education since 1971. Deveral sits on the Bar Standards Board's Future Bar Training Programme Board and is a member of the Curriculum and Assessments Review group examining how barristers will be trained in the future. He is also a panel member for the subject pilot of the Teaching Excellence Framework (TEF). As an expert in Quality Assurance, Deveral has a broad understanding of academic quality and assurance processes. He is an experienced external examiner, including lead external examiner, for all types of academic award and also solicitors' Higher Rights. He has also been a member of Institutional inspecting panels on behalf of the Solicitors Regulation Authority and the Bar Standards Board. Outside of law, Deveral is a board member and trustee of Ballet LORENT, the leading contemporary dance company in the North East.</p>	<p><b>Getting started with e-assessment</b> With much teaching planned for next year being transferred to online delivery, there is never a better time to also consider a move to eAssessment. This session will look at some of the reasons why moving to eAssessment should be seen as a positive and also outline some of the experiences found by staff and students when it was introduced on the LLB at Leeds Beckett University this year.</p>
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Hylton  
Abrahams,  
Victoria  
University of  
Wellington



Hylton Abrahams is currently running a student transformation programme for Victoria University of Wellington, New Zealand. Hylton successfully delivered the digital exams pilot in 2019, with 90% of students adopting digital examinations. Hylton has been in programme and project management across industries such as banking, oil and gas, and technology. He has over 20 years' experience and is now focused on using his experience within the education sector. He has worked in South Africa and New Zealand, and now lives permanently in New Zealand.

**What are the key levers identified in achieving high levels of adoption and satisfaction at Victoria University of Wellington**

Hylton will discuss the approach to managing key factors and stakeholder risks in achieving a successful outcome for the University.

Week 3

<p>Linda Jerdenius, University of Gothenburg</p>		<p>Linda is a system administrator at the University of Gothenburg. She has been working with digital exams since 2016 (March). Before that she has &gt; 15 years' experience in implementing and managing different systems such as Learning Management Systems, Terminal Operating System and Talent Management System, at companies such as AstraZeneca, Keolis and Port of Gothenburg.</p>	<p>Business as usual when dealing with a non-virtual virus. (Working title) At the University of Gothenburg the transition to virtual classrooms and virtual examinations made us reevaluate the established processes and, when possible, find new ways to evaluate student knowledge. But with courses with up to 300 students, is it even possible to get a fair evaluation in a reasonable time? With home exams being necessary, how can we deliver fair exams when there is no way to proctor the students and practically all available resources are at their hands? I will share some of the changes made to both questions asked in the exams and tools we use to identify plagiarism and potential collaborations.</p>
<p>Magnus Svendsen Nerheim, University of Bergen</p>		<p>Magnus is a Project Manager and Advisor in EdTech at the University of Bergen. He aims to develop, implement and utilize EdTech at UiB. A long term goal is to bridge the gap between digital tools and good pedagogical practice, acting as an innovator</p>	<p><b>Ensuring academic honesty though sound (remote) digital assessment – how to utilize digital assessment as a disruptive technology when handled with care.</b> Due to historical and cultural reasons, assessment in Norwegian higher education is often strictly separated from teaching, and the alignment between them (and learning) is a lot less than one would like. Since 2015, the University of Bergen had digitized close to all on-campus assessment for final written exams with a BYOD approach, while progress was being made on modernizing assessment practices. COVID-19 presented a second spring in the ongoing work of digitizing</p>

		<p>together with teachers, students, pedagogues, administration and technical staff.</p>	<p>assessment, and further challenges in running digital assessment remotely. By emphasizing and supporting a transition into sound digital assessment practices rather than defaulting to proctoring or other limiting measures to ensure academic honesty, UiB are looking to further enhance assessment practices with the digitization as a catalyst on the tail end of the COVID-19 response.</p> <p>The talk with touch on how UiB tied together the ongoing implementation and development of digital assessment with the COVID response, highlight how UiB utilizes digitization of assessment as a catalyst for educational development and how digital assessment can be utilized as a disruptive technology if handled with care.</p>
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Week 4

<p>Ishan Kolhatkar, BPP University</p>		<p>Ishan is Director of Group Education Technologies at BPP University. He is a former barrister, who has lectured in law at BPP university for nearly 4 years. Before this he served as an external examiner for the Bar Standards Board and as an in-house lawyer for the Nursing and Midwifery Council. He also sits on the Department for Education's T Panel as an industry expert in law. These panels are designed to help the government develop the new T levels, which are technical qualifications.</p>	
<p>Mathew Hillier, Macquarie University</p>		<p>Mathew specialises in Digital Assessment (e-Assessment) in Higher Education. He is currently working as an 'e-Assessment academic in residence' at Macquarie University, Sydney, Australia advising on the pivot to online learning during the COVID-19 emergency.</p> <p>Has previously held positions as an advisor and academic developer at University of New South Wales, University of Queensland, Monash University and University of Adelaide. He has also held academic teaching roles in areas such as Business information systems, Multimedia arts and engineering project management. Mathew recently led a half million-dollar Australian federal government funded grant on e-Exams across ten university partners looking at the development of a platform for scalable, authentic assessment for</p>	<p><b>Digital Assessment in Australia: before, during and after COVID-19</b></p> <p>The session briefly explore the journey of Digital Assessment in Australian higher education. It focuses on the progress towards e-exams up until the COVID-19 pandemic, the rapid pivot to cope and then a look a possible futures. The events of 2020 could be a decisive moment where we see mere migration of old pedagogies into a new medium or it could be a catalyst for the transformation of assessment that leverages the affordances of contemporary technologies.</p>

		<p>BYOD exams. He is co-chair of the international 'Transforming Assessment' webinar series as the e-Assessment special interest group under the Australasian society for computers in learning in tertiary education. He is an honorary academic at University of Queensland, Monash University and an adjunct academic at University of Tasmania.</p>	
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Week 5

<p>Hreinn Pálsson, University of Iceland</p>		<p>Hreinn was born in 1955 in the small fishing village of Olafsfjordur, on the North coast of Iceland. He has a BA in Philosophy, and a Teacher's Certificate from the University of Iceland, as well as a MAT in Philosophy for Children from Montclair State College. Finally he got his PHD in Teacher Education from Michigan State University. In 1987 he founded Heimspekiskólinn, the Iceland Center of Philosophy for Children. During his tenure as supervisor he offered several courses and workshops on teaching children philosophy, and translated a number of philosophical texts, including five novels by Matthew Lipman, and Philosophical Inquiry. He has been Director of Examinations at the University of Iceland since 1998.</p>	<p><b>How Inspera transforms the traditional process of examinations at the University of Iceland</b></p> <p>The talk will give a detailed portrait of the University of Iceland, along with the examination schedule and process of organising and grading. He will then look at how Inspera, and lately Covid-19 changed things, from the following perspectives:</p> <ul style="list-style-type: none"><li>• The changed role of the Examinations Office (Quality Control, checklists, co-operation with faculties)</li><li>• The need for invigilators</li><li>• Assessment of students, before and after Inspera</li><li>• The teacher as his/her own secretary</li><li>• Different IT-generations of teachers</li><li>• Different attitudes of professions toward IT and exam processing (or word processing) of exams</li><li>• Home exams</li></ul> <p>Comprehensive Clinical Science Examination with</p>
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Donald Lancaster, University of Bath		<p>Donald is a Lecturer in Marketing and Director of Studies for the Executive MBA at Bath University's School of Management. He came to the University in 2014 after an established international advertising career. Working with Ad-Agencies big and small, he trained in London before embarking internationally to the Middle East, the Far East, Asia Pacific, back to Europe and finally, 23 years later, London again. His clients have included many famous brands; e.g. Mars, Unilever, P&amp;G, HSBC, Citi, Beefeater Gin, Stella Artois, Mazda, Toyota and even Aston Martin. He has led agencies for DMB&amp;B, WPP (JWT, Ogilvy) and IPG (Lowe, Lintas) among others and has championed marketing strategy and multi-channel communications, content creation and evaluation across sectors, cultures and borders. His interest and experience in the field led to guest-lecturing, then doctoral research and now a full-time commitment to teaching tomorrow's marketeers. His PhD examined the complex inter-company and inter-country relationships that drive the business of international advertising, looked at through the lens of Institutional Work. As part of his teaching practice, he champions the use of digital exams at the University of Bath.</p>	<p><b>Digital Exams as a path towards excellence in teaching and learning</b> This session will look at why e-exams help, from four perspectives:</p> <ul style="list-style-type: none"> <li>• The Student view</li> <li>• The Teacher view</li> <li>• The Institutional view</li> <li>• The Environmental view</li> </ul>