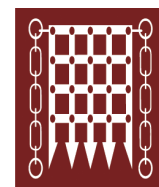


**Westminster Higher Education Forum Keynote Seminar**  
**MOOCs and technology-enhanced learning: next steps and challenges**

Timing: Morning, Tuesday, 21<sup>st</sup> October 2014

Venue: Glaziers Hall, 9 Montague Close, London SE1 9DD

Agenda subject to change



**WESTMINSTER  
HIGHER EDUCATION  
FORUM**

- 8.30 - 9.00 Registration and coffee
- 9.00 - 9.05 **Chair's opening remarks**  
**Lord Lucas**, Member, All-Party Parliamentary Group for Education
- 9.05 - 9.40 **MOOCs - impact so far, their potential and the challenges for expanding UK provision**  
**Stephen Haggard**, Author, Department for Business, Innovation and Skills Research Paper, *The Maturing of the MOOC* and Independent Consultant, Online Learning  
**Simon Nelson**, Chief Executive, FutureLearn  
Questions and comments from the floor
- 9.40 - 10.35 **Making MOOCs work: accreditation, completion rates and developing sustainable funding models**  
*What lessons can the UK draw from successful MOOC platforms already operating, such as Coursera, in moving forward with developing their own online courses? How successful have the Futurelearn pilots been and what were the biggest challenges that have arisen? What are the advantages and limitations of using MOOCs as opposed to traditional teaching methods; in what circumstances are MOOCs most appropriate in relation to types of student, course or university setting? Is there any evidence to show that MOOCs could become a threat to the traditional, campus-based teaching model of HE? Is there a proven, sustainable business model for MOOCs given the considerable resources that online courses take to design, implement and operate? How can universities involve businesses in the design, delivery and funding of MOOCs? In what ways could universities use MOOCs as a marketing tool? So far, how does the quality of UK MOOCs compare both with MOOCs internationally? What can universities do to tackle low completion rates for MOOCs? What is the latest thinking, from the UK and abroad, on models of accreditation for MOOCs; what can universities do to get such accreditation recognised by other universities and employers? What opportunities do MOOCs provide for UK universities to develop their brand internationally, and what steps will the UK need to take to achieve a world-leading market position?*  
**Helena Gillespie**, Associate Dean for Learning and Teaching, Faculty of Social Sciences, University of East Anglia  
**Dr Benjamin Brabon**, Reader in English Literature & Digital Education, Edge Hill University and Principal Investigator, Higher Education Academy Teaching Development Grant, *e-Gothicist*  
**Dr Li Yuan**, Learning Technology Advisor, Cetus (Centre for Educational Technology, Interoperability and Standards), Institute for Educational Cybernetics, University of Bolton  
**Kiren Shoman**, Executive Director, Books Editorial, SAGE Publications  
**Dr Jo Beall**, Director, Education and Society, British Council  
Questions and comments from the floor
- 10.35 - 11.00 **Talking About Quality - accrediting MOOCs**  
**Dr Stephen Jackson**, Director of Quality Assurance, QAA  
Questions and comments from the floor
- 11.00 - 11.05 **Chair's closing remarks**  
**Lord Lucas**, Member, All-Party Parliamentary Group for Education
- 11.05 - 11.30 Coffee
- 11.30 - 11.35 **Chair's opening remarks**  
**Dr Roberta Blackman-Woods MP**, Co-Chair, All-Party Parliamentary University Group
- 11.35 - 12.05 **Flexible Pedagogies: technology-enhanced learning**  
*Findings from the HEA report on the challenges and opportunities presented by learning technologies.*  
**Dr Alison Le Cornu**, Academic Lead, Flexible Learning, Higher Education Academy  
Questions and comments from the floor
- 12.05 - 12.55 **Technology in Higher Education: teaching, learning and responding to student demand**  
*What can be learnt from the popularity of MOOCs to aid the effective use of innovative, technology-enhanced approaches to the delivery of campus-based courses? What can institutions do to address the initial financial and technical challenges of implementing blended-learning and e-learning elements to courses, and how can best practice from existing models be better shared across the sector? How can teaching staff be encouraged and supported to utilise technology and move towards a blended-learning model of course delivery, particularly in courses that are not traditionally IT based? What more can be done to share examples of best practice? What effect does the increased use of online resources have on student satisfaction with regards to contact time, module choice and flexibility of study? To what extent can new technologies allow a more personalised teaching and learning approach in HE? Could the widespread adoption of technology-enhanced programmes lead to greater flexibility in options for study, reduced overheads and more competition on tuition fees?*  
**Dr Helen Barefoot**, Deputy Head, Learning and Teaching Institute, University of Hertfordshire  
**Josie Barnard**, Senior Lecturer in Creative Writing with Journalism, Middlesex University  
**Bob Harrison**, Education Adviser, Toshiba Information Systems  
**Sarah Davies**, Head of Change, Student Experience, Jisc  
Questions and comments from the floor
- 12.55 - 13.00 **Chair's and Westminster Higher Education Forum closing remarks**  
**Dr Roberta Blackman-Woods MP**, Co-Chair, All-Party Parliamentary University Group  
**Mary-Jane Drummond**, Managing Director, Westminster Higher Education Forum