6th Innovative Learning Spaces Summit

15-17 September 2021 | Berlin, Germany

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6th Innovative Learning Spaces Summit

Leonardo Royal Hotel Berlin Alexanderplatz
Berlin, Germany

15-17 September 2021

CHAIRMAN

Mark Swales
Vice Chair
DN Colleges Group

DN COLLEGES GROUP

SPEAKER LINE-UP

Patrice Torcivia Prusko
Associate Director, Learning Design,
Teaching and Learning Lab
**Harvard University Graduate
School of Education**

Daragh Comerford
Director of Learning
Technologies
**Munich
International School**

Jean-Marie Molina
Philosophical Educationalist,
Senior Lecturer
**Rotterdam University
of Applied Sciences**

Michael Keppell
Deputy Vice-Chancellor,
Learning and Teaching
**International College
of Management Sydney**

Andrew Wright
Director, Learning Design
**Cambridge
Education Group**

Frank A. Mathiasen
Head of Development
and Innovation
**Copenhagen
Business Academy**

cphbusiness
COPENHAGEN BUSINESS ACADEMY

Donn Gonda
Instructional Designer
**The University
of Hong Kong**

Gunter Van Rompaey
Staff Officer Blended Learning
University of Antwerp

Lauren Bell
Head of Education
Hermann Miller

Jonathan Powles
Vice-Principal and PVC Learning,
Teaching and Students
**University of the
West of Scotland**

UNIVERSITY OF THE
WEST OF SCOTLAND
UWS

Maria Limniou
Lecturer in Digital
Education & Innovation
University of Liverpool

UNIVERSITY OF
LIVERPOOL

Alejandro Armellini
Dean of Digital and
Distributed Learning
University of Portsmouth

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SPEAKER LINE-UP

To De Bondt
Educational Quality and
Educational Innovation
University of Antwerp

Claire Macken
Associate Deputy
Vice-Chancellor
Learning and Teaching
RMIT University

Shelly Blair
Dean of Innovative Learning
& Career Education
Coastline College

Maud Pols
Project Leader
Educational Innovation
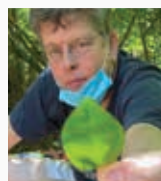**The University
of Amsterdam**

Marij Veugelers
Consultant Future Learning
Spaces and Chair SURF
Community Learning Spaces
SURF

Anna Donato
Lecturer and Team-Coach
for Creative Solutions
**Anna Donato
- Creative Workshop Design**

Stuart Allan
Director of Online Learning
**Heriot-Watt
University**

Arne Hessenbruch
Lecturer
**Massachusetts Institute
of Technology (MIT)**

Ella Vize
Head of Talent and Learning
UpSkill Digital

Per Ebbe Hansson
Lead Design Architect
and Head of Learning
Henning Larsen Architect

David Hopkins
Senior Learning Designer
Coventry University

Sherif Osman
Knowledge Manager
**Hasso Plattner Institute
School of Design Thinking**

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6th Innovative Learning Spaces Summit

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On the way towards digitalization, there is an abundance of available technologies transforming learning environments and changing the face of learning spaces. The upcoming **6th Innovative Learning Spaces Summit** will take place on **September 15-17, 2021** and will bring together principals, deans, architects, facility managers and other industry experts to discuss practical case studies and international examples of the post-pandemic learning space design.

Join us for three exciting days filled with networking, knowledge- sharing and discussions on the future of learning environments, the importance of flexible spaces, success stories on how to deliver the same engaging experience to online students as on-campus students and much more.

Key Practical Learning Points

- Technology Infused Learning Spaces to Enhance Student Success
- IT Infrastructure and Futureproofing Your Learning Spaces
- Encouraging the Use of Immersive Virtual Reality in Classrooms
- Discussing International Examples of Innovative Learning
- Designing Future Proofed and Adaptable Learning and Teaching Environments
- Delivering the Same Engaging Experience to On-line Students as On-Campus Students
- Career-focused Education Design
- Disability & Inclusion, Planning for Needs

EXHIBIT SPONSOR

SKYFOLD
dormakaba Group

SPEAKING SPONSOR

Labster

Who Should Attend

This summit will gather together Directors, Heads, Managers, Principals, Deans, Professors, Architects and Senior Level Executives dealing with:

- Higher Education
- Educational Development
- Educational Research
- Future-focused Education
- Blended Learning and eLearning
- Learning Programmes
- Teaching Innovation
- Learning Technology
- Library Services
- Estates and Facilities
- Space Planning
- & Others!

Venue

LEONARDO ROYAL HOTEL BERLIN ALEXANDERPLATZ

For more details please click **HERE**

Otto-Braun-Strasse 90,
D-10249 Berlin
+49 30 755 430 0
info.royalberlin@leonardo-hotels.com

The Leonardo Royal Hotel Berlin Alexanderplatz welcomes you to its extraordinary atmosphere: the historical tructure meets puristic design, harmonious colour concepts and modern design elements.
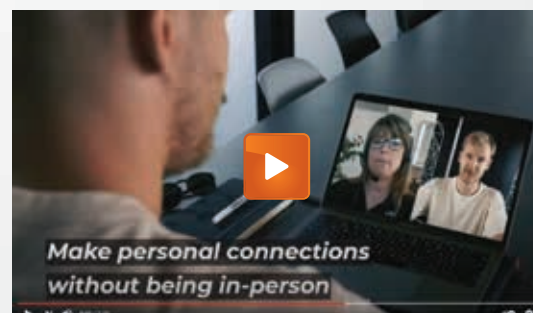
The 4-star superior hotel is centrally located with perfect public transport connections, easily accessible and just a few minutes from numerous sights.

Enjoy the genuinely friendly service, the warm hospitality and superior amenities. We look forward to seeing you!

TAKE A LOOK AT A PAST EDITION

EXPLORE OUR HYBRID EVENTS' EXPERIENCE

Make personal connections without being in-person

www.luxatiainternational.com

Day 1
15 September 2021

6th Innovative
Learning Spaces
Summit
Berlin, Germany

WORKSHOP DAY

The first day of the 6th Innovative Learning Spaces Summit will provide three engaging workshops as an opportunity for learning and sharing new ideas, as well as, establishing initial networking opportunities to grow professionally.

Trained and experienced facilitators will offer exciting unique perspectives on innovative learning and introduce novel ways of thinking while exposing the group to new strategies and techniques.

Join these sessions not only to learn and network, but also to gain inspiration and have fun while doing so.

15:00   Opening Address from the Chairman

15:10   **WORKSHOP**

Active Learning Strategies in Large Classes: Moving from Theory to Practice

In this interactive session we will use a consultancy model to facilitate conversation around the following problem of practice:

What active learning strategies and technologies support large class sizes both online and in F2F classrooms?

How can these strategies be designed to increase student engagement and performance, especially as it relates to closing achievement gaps associated with underrepresented minority students?"

Each participant will take away important considerations for using active learning strategies and designing learning experiences. Breakout rooms will use a 'note-catcher' to take notes and as a way to share discussions and ideas, including highlights of research findings.

At the end of this session participants will be able to:

• Identify factors that support or hinder the implementation of active learning strategies in large classes

• Apply findings to both learning design and student engagement in support of underrepresented minority students

Moderated by

Patrice Torcivia Prusko
Associate Director, Learning Design, Teaching and Learning Lab
Harvard University Graduate School of Education

16:10   **WORKSHOP**

Out of the Box Thinking in 3D:
Using the LEGO® SERIOUS PLAY® Method to Create Learning Environments

• Using an engaging and innovative tool for ideation and communication
• Perspective taking as an essential instrument in creating user-centric solutions
• Unlocking a group´s potential by provoking deep thoughts

Moderated by

Anna Donato
Lecturer and Team-Coach for Creative Solutions
Anna Donato - Creative Workshop Design

17:20   **WORKSHOP**

The Power of Storytelling to Drive Learning

In our increasingly digital world, grabbing and keeping learners' attention is becoming more and more difficult. Storytelling is a powerful tool in engaging learners on an emotional, intellectual and human level, even in this technologically advanced age.

In this interactive session we explore how to leverage and implement archetypal story structures to turn learners into active participants on their own mission for skills and knowledge. We delve into how leveraging one of the most primal forms of communication can help build learning experiences that captivate, engage and entertain to deliver impact now and in the future.

Moderated by

Ella Vize
Head of Talent and Learning
UpSkill Digital

18:30   Chairman's Closing Remarks and End of Day 1

Day 2

16 September 2021

08:30	Check-In and Welcome Coffee
09:00	Opening Address from the Chairman
09:10	**"Breaking the Ice" Speed Networking Session**

Meet your colleagues, exchange business cards and have a maximum number of 1-on-1 talks in a short amount of time! Our Speed Networking session will help you to form those initial relationships early, find out who is facing the same challenges as you and get a nice preview of what a longer conversation could bring!

EDUCATIONAL ARCHITECTURE AND EMERGING TECHNOLOGIES

09:30   SPONSORSHIP SLOT

SPEAKING SPONSOR

A Practical Case Study by Labster

Speaker TBC
Labster

Labster

**10:10   Teaching out of the Box:
Freeing our Educational Design from
Paradigms Built from Old Square Technology**

The last two decades in higher education has seen the steady rise of virtual and blended learning environments, with learning happening increasingly in environments not bounded by historical technologies. This technological shift has dramatically accelerated over the period of the COVID pandemic. Before 2020 a growing minority, but now a huge majority of students no longer have their learning constrained by the traditional boxes: classrooms and lecture theatres as spaces for learning; exam rooms and essay submission boxes for assessment; the constraints of parking and public transport as technologies for connecting students to each other and their lecturers.

This paper argues that our language and concepts for educational design, even online, are still dominated by technologies that are becoming outmoded: the notion of "delivering" content or the "submission" of assessments or assignments are predicated on metaphors of movement in space, while teaching methods such as "lectures" and "seminars" are less about pedagogy and more about furniture and room layout.

Jonathan Powles
Vice-Principal and PVC Learning, Teaching and Students
University of the West of Scotland

UWS
UNIVERSITY OF THE WEST OF SCOTLAND

**10:50   A Design Philosophy
for Quality in Online Learning**

This session is aimed at anyone with an interest in developing and delivering online education at scale. In his presentation, Andy outlines the design philosophy used at CEG Digital to create high-quality online courses in collaboration with a number of UK University partners. The presentation explores the approach in terms of four key interrelated concepts - mission/ethos, pedagogy, shared language and operations.

Andrew Wright
Director, Learning Design
Cambridge Education Group

Cambridge Education Group

11:30	Morning Coffee and Networking Break

**11:50   Designing for Healthy Students
and Learning Environments**

Over the last few years, Henning Larsen Architects has pursued a design strategy that addresses growing concerns around the health and wellbeing of students. Looking at the broader meaning of healthy learning environments, and drawing from empirical studies and specific client demands, has led us to design new kinds of learning environments. In higher education, these are geared towards preventing loneliness and alienation; in primary schools, it is often geared towards promoting physical activity and healthy building materials. Examples will be presented from both North American and Scandinavian contexts.

Per Ebbe Hansson
Lead Design Architect and Head of Learning
Henning Larsen Architects

HL

12:20   Learning Innovation *
• Supporting students in taking charge of their own education
• Encouraging students to explore their academic passions and contextualize their learning

Arne Hessenbruch
Lecturer
**Massachusetts Institute
of Technology (MIT)**

MIT

13:00	Business Lunch

INNOVATIVE CLASSROOM: NEW LEARNING MODELS

**14:00   Active, Blended and Connected Learning in
Higher Education Pre-, during and Post-pandemic**

In this interactive session, Ale will reflect on how approaches to learning and teaching deployed and embedded before Covid-19 may have influenced the way institutions and their students operated during the pandemic. With input from participants, this session will explore student and staff engagement in blended learning settings in higher education, as well as the implications of practice in physical and virtual learning spaces.

Alejandro Armellini
Dean of Digital and Distributed Learning
University of Portsmouth

**14:30   Educational Innovation through
Instructional Design**
• First steps towards innovative research-based and future proofed learning
• One step back in order to go forward by formulating guiding principles
• How to support aligned cooperation in terms of learning methods across faculties boundaries

Gunter Van Rompaey
Staff Officer Blended Learning

To De Bondt
Educational Quality and Educational Innovation

University of Antwerp

15:10   CDA – Competence Demand Analytics

At Cphbusiness we have seen an opportunity in gaining further knowledge by analyzing the demand expressed through business job advertisements on the Internet. In Denmark alone, there are approximately 25,000 new job advertisements on the Internet every month and we have identified the demand for competence needs from here.
Together with IBM and their Watson solution, we have for a number of years analyzed more than 300,000 job advertisements and have thus received a very precise real-time bid on what skills are being sought for in concrete terms and in the present by the business community – both hard skills and soft skills.
We use this knowledge in Cphbusiness to sharpen the content and curriculum for both full-time and part-time students, so that we are continuously sure that we give our students the right and relevant skills for the business community that will take them when they graduate.

Frank A. Mathiasen
Head of Development and Innovation
Copenhagen Business Academy

cphbusiness
COPENHAGEN BUSINESS ACADEMY

15:40	Afternoon Tea and Networking Break

**16:00   What Happens after the Pandemic?
Designing the Future Learning Space
to Adapt to New Modes of Pedagogies**
• What are the key consideration in designing the future learning space?
• What are the modes of teaching that will possibly emerge during these hybrid-mode of teaching?
• How can we better support the teachers in threading through these new modes of teaching?

Donn Gonda
Instructional Designer
The University of Hong Kong

**16:30   Beyond the Black Box: Designing Innovative
and Accessible Spaces for Digital Education**

Technologies emerge out of a diverse set of social, technical and political forces, but once stabilised they often become a 'black box': their inputs and outputs are apparent, but their inner workings and the processes that brought them into being are concealed. This case study reflects on the creation of a new digital space for education in an open-access, fully online MBA programme with 5,000 students in 158 countries. It analyses how modes of participation were conceptualised through research with students and stakeholder engagement, and how key tensions such as flexibility, interactivity and scale were reconciled to holistically re-shape pedagogy, curriculum and technology in this context.

Stuart Allan
Director of Online Learning
Heriot-Watt University

HERIOT WATT UNIVERSITY

17:00	Chairman's Closing Remarks and End of Day 2
19:00	Networking Dinner

* TBC

Day 3
17 September 2021

6th Innovative
Learning Spaces
Summit
Berlin, Germany

08:30 Check-In and Welcome Coffee

09:00 Opening Address from the Chairman

CAREER-FOCUSED EDUCATION DESIGN

09:10 ### The Post Pandemic Campus:
A Network of Environments

This is a continuously evolving seminar from Herman Miller that looks at the impact of design on students, staff and pedagogy post pandemic. Global best practice examples, resources and placemaking considerations will be shared in the areas of design, pedagogic practice and student experience.

Lauren Bell
Head of Education
Hermann Miller

09:40 ### The Show Must Go On:
Hybrid Learning Theatre

What if meaningful interaction between lecturer and students would take place in an intimate, cozy setting where students feel immediately engaged? On the 31st of August 2020 the Hybrid Learning Theatre was launched. The comfortable sofas, two large screens, professional lighting, sound and three cameras, form the perfect mixture for the ultimate learning experience. This hybrid classroom allows 13 on-site students, 1500+ students online, and includes a 4.5×2.5m 'Zoom Wall', where 100 participants can be projected on the screen for real-time interaction. The set-up and technology enable active participation, in-class discussions, and therefore gives students the opportunity to benefit from an engaging learning experience. In this session we will dive into this concrete best practice by explaining both the technical aspects and the didactical aspects, followed by an open discussion about how this type of setting might be expanded and integrated in our education of the future. Are you curious now? We are looking forward to save an (online) spot for you in the theatre!

Maud Pols
Project Leader Educational Innovation
The University of Amsterdam

10:10 ### Hack their Brain, Change their Story

The saying goes:"you are what you believe". When it comes to student success, the same principle applies. The stories students have about themselves, their lives, who they are and what they can become directly impacts the way they perceive and act in the world.
Subsequently helping students to succeed, especially in these times is more about their stories than ever before.
Teachers, through their teaching practice - play a powerful role in constructing and maintaining the stories students tell themselves.
In this workshop you are taken on a a teachers journey where you find out how she helps her students to identify their stories, change their student learning experience, and experience success.

Jean-Marie Molina
*Philosophical Educationalist,
Senior Lecturer*
**Rotterdam University
of Applied Sciences**

10:40 Morning Coffee and Networking Break

11:00 ### Practical and Abstract thoughts to
Developing Spaces for Future Ready Learners

At Munich International School we have created a strategic plan centered around developing spaces for students to explore, collaborate, take risks and be innovative thinkers whilst completing traditional curricula requirements. This has involved us developing innovation and making spaces for students aged 4 to 19 years of age.
We have developed specific spaces that allow for multi-modal teaching and learning whilst also encompassing emerging technologies within a secure budgeted maintenance plan. We have techniques to measure the experience for students and have successfully incorporated these practical skills and techniques beyond the traditional design lesson scope.
We are now planning to overhaul the Library and learning tools to encompass a space where learning can be both private and collaborative. It is important to note that this style of learning sits alongside the traditional delivery of content and not as a total replacement, but to further nourish the experience to allow for the best possibility and settings for our International students.

Daragh Comerford
Director of Learning Technologies
Munich International School

11:30 ### Career-focussed Principles that Underpin
the Design of a Vibrant Physical, Virtual
and Industry Campus Student Experience at
International College of Management Sydney

- Designing a professional mentoring ecosystem that encompasses physical, virtual and industry spaces
- Blending contemporary physical and virtual learning spaces with 19th Century Architecture to ensure career-focused education
- Empowering students through work-integrated learning to collaborate and thrive in industry placements and future employment.

Michael Keppell
Deputy Vice-Chancellor, Learning and Teaching
**International College
of Management Sydney**

12:00 ### Shape the Future with Design Thinking

Sherif Osman
Knowledge Manager
**Hasso Plattner Institute
School of Design Thinking**

12:30 Business Lunch

13:30 ### The Challenges Creating Hybrid Classrooms
in Higher Education

The number of Hybrid Classrooms has grown enormously in the last school year due to the introduction of Hybrid Education. They vary in execution from low-end to high-tech. The Dutch SURF community Learning Spaces has conducted a research, collected experiences, and built a website. In this session we want to give an overview of Hybrid Classrooms and their component. And most importantly we want to discuss the various challenges that exist regarding the realization of these innovative educational spaces.

Marij Veugelers
*Consultant Future Learning Spaces and
Chair SURF Community Learning Spaces*
SURF

14:10 ### Enhancing the Student Engagement,
Employability and Digital Experience

Many teachers have been "forced" due to the COVID-19 pandemic to redesign/reshape their module structure and/or delivery process. A third-year module has been initially designed to meet the needs of University blended learning environment and the 21st century demands including 1. weekly face-to-face lectures, 2. fortnightly online seminars, 3. monthly face-to-face journal clubs and 4. online employability opportunities through students' assessment process.
Due to the COVID-19 pandemic, this module has been delivered fully online, but the flexible module design process allowed students and teachers to work online without learning disruptions. The aim of this session is to promote discussions about a flexible module design process supporting blended and/or online learning allowing students to enhance employability and digital capabilities skills meeting the 21st century demands.

Maria Limniou
Lecturer in Digital Education & Innovation
University of Liverpool

14:50 ### Innovating Education for the Future:
Preparing Tomorrow's Workforce

The Global Educational Landscape is shifting rapidly. The forces of change include gaps between public and private education, digital literacy's impact on student performance, and the skills gap in the education workforce. At the same time, employer perspectives on the role and function of education has changed as well. Some employers are devaluing degrees in favor of their own internal credentialing programs. How can we think more innovatively about today's challenges and plan for the shifts we see in the future? How can we meet student's needs Join this workshop to learn more about AR/VR, Competency Based Education, and how education can proactively plan for the world after COVID-19.

Shelly Blair
Dean of Innovative Learning & Career Education
Coastline College

15:30 Chairman's Closing Remarks and End of Summit

Mark Swales
Vice Chair
DN Colleges Group

Mark has worked in the Higher Education Sector at a senior leadership level since 1988 with a strong focus on the development of estates and facilities management services. He has chaired four UK national sector bodies bringing together higher education professionals from a wide range of disciplines to share best practice and improve performance.

From August 2021 Mark will be the Vice Chair of DN Colleges Group which is a dynamic education provider in South Yorkshire, Greater Lincolnshire and the Humber Region in the UK, focused on transforming its communities through learning. The Group was awarded the AoC Beacon Award which celebrated the Groups outstanding international work and the exceptional strategies to embed international activity within the broader groups aims.

Mark was Chief Estates and Facilities Officer for Sheffield Hallam University between 2010 and 2020, one of the largest providers of Higher Education in the United Kingdom where he was primarily responsible for its estates, facilities, commercial and academic timetabling functions. He has throughout his career held a strong interest in education and training and the difference this makes to students fulfilling their ambitions through all stages of their lives, whatever their starting point. Placing students are the heart of the education system is an approach he has followed, whether this is in the design of learning spaces or helping to shape the services which support learning and the wider student experience.

David Hopkins
Senior Learning Designer
Coventry University

David Hopkins - An experienced, strategic, and creative learning specialist who's developed his understanding and passion for educational technologies into an award-winning career in UK Higher Education. This passion has enabled David to develop into a respected senior learning technology/management role where he shares and shapes strategy, project definition, design, and deployment of learning initiatives. He strives to understand and improve the "implementation of appropriate and considered uses of technology", and to ultimately enhance the student experience. David believes the encouragement of creativity and entrepreneurship is an integral part of the design and development process, and actively encourages his team to embrace their creativity.

Maria Limniou
Lecturer in Digital Education & Innovation
University of Liverpool

Dr Maria Limniou is a lecturer in Digital Education and Innovation at the University of Liverpool (UK) and Senior Fellow of the UK Advance Higher Education. Her research interests include the influence of technology on the teaching and learning process inside and/or outside class. In her most recent journal publications, she discusses the curriculum design process, digital capabilities, multitasking and the influence of technology on the teaching and learning process, especially under the perspectives of how people learn, how people can be facilitated to learn and how technology design assist students to learn.

Daragh Comerford
Director of Learning Technologies
Munich International School

Daragh's first Degree is in Computer Science and Human Computer Interaction and consequent Post-Graduate study in Education, from Kings College London. He has taught in United Kingdom State Education sector, Private Schools in the United Kingdom, British International School in Belgium and, his current employer, Munich International School in Germany. He is the Director of Learning Technologies at MIS where he oversees the development of technologies and innovation spaces within and outside of the curricula with a focus on innovation, making and sustainability. He leads of Team of dedicated Makers, Technologists and Teachers. He has been in this and similar roles for over 15 years and has extensive experience of watching the educational technology and focus on innovation develop, mature and explode.

Jonathan Powles
Vice-Principal and PVC Learning, Teaching and Students
University of the West of Scotland

Professor Jonathan Powles joined UWS in August 2020 as Vice-Principal, Learning and Students.

An Australian, Jonathan has had an academic career in Australia and the UK with a focus on academic innovation, learning and teaching. He joins UWS from the University of New England in Australia where he helds the post of Pro Vice-Chancellor Academic Innovation since 2017.

In that role Jonathan had responsibility for strategic programs for academic innovation, transformation and student success. He led several institution-wide programs and services in a wide range of teaching, student and technology-centred areas including revising the portfolio of programs across UNE; curriculum design and innovation; academic development; learner analytics; learning technology refreshment; online and face-to-face mentoring and personal tutoring for students; and the provision of relevant and up-to-date services and support for students including academic skills, registry, careers, counselling, library services and student orientation.

Prior to his Pro-Vice chancellor role, Jonathan has fulfilled a number of senior roles related to learning and teaching, Director of Teaching and Learning at the University of Canberra (2013-2017); Director of Education within the School of Music at the Australian National University (ANU); Director of Educational Development within the College of Law at ANU; Associate Director (academic) within the Office of the Vice-Chancellor at ANU; and Head of the Department of Musicology in the School of Music at ANU.

Jonathan worked in the UK between 1993 and 2000 as a lecturer in Music at Liverpool Hope University. As a musician, he is a composer, conductor and lecturer in music history and theory. He conducted the Liverpool Hope orchestra from 1993-1999 and the ANU choral society from 2002-2012.

Alongside his professional and academic track record Jonathan is a keen amateur astronomer – and his work in spectroscopy and variable star photometry has seen him making contributions to pro-am observing campaigns and research – and he is an author on several published and submitted papers in astronomy and astrophysics.

Donn Gonda
Instructional Designer
The University of Hong Kong

Donn Gonda is an instructional designer at the Center for the Enhancement of Teaching and Learning and a lecturer at the Faculty of Education at the University of Hong Kong. His areas of expertise are developing and evaluating higher education courses, teaching and training instructional design skills, and leveraging analytics and research to innovate teaching and learning. Donn has broad experience in higher education and worked with leading Universities in Hong Kong, Singapore, and the Philippines. He has led several e-learning projects, including MOOC, SPOC, blended learning, and flipped classroom.

Patrice Torcivia Prusko
Associate Director, Learning Design, Teaching and Learning Lab
Harvard University Graduate School of Education

Dr. Prusko is Associate Director of Learning Design within the Teaching and Learning Lab at the Harvard Graduate School of Education. She oversees the design, development and project management of online and technology enhanced courses in the TLL portfolio.

Prior to joining the TLL team Dr. Prusko worked as an Instructional Designer at Cornell University in the Center for Teaching Innovation, and as a faculty member at State University of New York, Empire State College, Center for Distance Learning and International Programs. She is passionate about increasing global access to STEM education for all women, and believes by increasing access to education for women we can enable more communities across the globe to thrive and flourish.

She holds a degree in Mechanical Engineering (B.S.), and Business Management (MBA) from Union College, and Curriculum and Instruction (Ph.D.) from University at Albany.

Ella Vize
Head of Talent and Learning
UpSkill Digital

Ella Vize is the Head of Learning at UpSkill Digital, a learning and transformation organisation that delivers human-centred, experiential learning programmes for businesses looking to empower people and drive growth through digital skills.

With a background in the creative arts, Ella is passionate about the power of creativity and storytelling in delivering impactful and inclusive learning in the digital sphere. She has designed several international and award-winning digital transformation and social impact programmes, for clients such as Google, Adidas, Lloyds Bank and the NHS, reaching over 300,000 learners across EMEA, SSA and APAC.

Michael Keppell
Deputy Vice-Chancellor, Learning and Teaching
International College of Management Sydney

Mike is Deputy Vice-Chancellor, Learning and Teaching at the International College of Management Sydney (ICMS). He is responsible for academic leadership, development, academic excellence and administrative management at ICMS. ICMS focuses on ensuring academic excellence in delivering career-focused student outcomes. It has created qualifications with industry and integrates workplace experiences and real-world internship into the curriculum.

Mike is an experienced academic leader and has held formal leadership roles across seven universities. He has been a full Professor since 2007. His previous positions include Pro Vice-Chancellor, Learning and Teaching at Taylor's University, Malaysia; Pro Vice-Chancellor, Learning Transformations at Swinburne University; Executive Director of the Digital Futures Institute at the University of Southern Queensland; Director of the Flexible Learning Institute at Charles Sturt University. He was also Head of the Centre for Learning, Teaching & Technology at the Education University of Hong Kong; Head of the Biomedical Multimedia Unit at The University of Melbourne and Head of the Interactive Multimedia Unit at Central Queensland University.

At Taylor's University, he led the implementation of Taylor's Curriculum Framework (TCF), which transformed thirty-six undergraduate programmes and over 750 modules. He also redesigned and implemented university-wide assessment, blended learning, and designed, implemented and facilitated the professional development programme for 600 staff. He also led the professional development of 600 teaching staff to embrace online teaching, learning and assessment during the COVID-19 Pandemic. He is passionate about higher education curriculum, assessment and learning and teaching in face-to-face and online environments.

He has a strong scholarship and research background in higher education, educational technology and innovative learning design. He has edited five books, authored over 100 peer-reviewed publications, and worked on research projects valued at $AUS16M. He has led numerous multi-national research, innovation and development groups and cross-institutional projects. He served on the ASCILITE Executive from 2000–2011 as Board Member and President (3 years) and was granted Life Membership in 2011.

He is an internationally recognised thought-leader who has worked in four different countries and seven universities. He has completed over 40 keynote presentations in over 20 countries. He is fascinated by different cultures and lives and works in different cultures to understand different perspectives.

Jean-Marie Molina
Philosophical Educationalist, Senior Lecturer
Rotterdam University of Applied Sciences

Jean-Marie Molina (1979) is a philosophical educationalist, child and family pedagogue and a senior university lecturer at the Rotterdam University of Applied Sciences. She is specialized in: Academic Retention, Metacognition, Study Success, and Student Succes achievement from a theoretical, historical and cross-cultural perspective. Her present focus is on academic retention amongst at risk and long term students.

In 2006, Molina, introduced her teaching model termed " Tough Love" which uses the principles of applied behavioral sciences to increase competence and learning in at risk/long term students thereby increasing their chances of study success. Over the past years, Molina has used her method to successfully guide these students to completion of their academic track.

Anna Donato
Lecturer and Team-Coach for Creative Solutions
Anna Donato - Creative Workshop Design

Anna Donato is communication and marketing manager at Technical University of Munich (TUM) and a self-employed workshop designer for team and organizational development.

She is a certified LEGO SERIOUS PLAY facilitator and uses the method to help teams and groups develop their out-of-the-box-thinking and foster creative and deep work. As a lecturer for a Munich business school, she uses the method also for providing a creative and safe learning tool in discussions and idea development with students.

Anna Donato used to work for the LEGO Group in Munich and was trained in LEGO SERIOUS PLAY by the founder of the method. The focus of her workshop designs lies on value-based solutions, soft skills, innovation and creativity – all individually developed for respective teams and organisations.

Per Ebbe Hansson
Lead Design Architect and Head of Learning
Henning Larsen Architect

As a lead designer, Per has been involved in a wide range of projects for the last 20 years. The main area of activity has been public buildings, e.g., townhalls, museums and public sports facilities, and more specifically, learning environments, from primary schools to universities and campus developments. With this experience, he now heads the learning department, being responsible for design and knowledge within this field.

Spotlight On Our Speakers

Frank A. Mathiasen
Head of Development and Innovation
Copenhagen Business Academy

Frank A. Mathiasen holds a Master of Business Administration and Marketing and brings with him more than 20 years of experience in strategic and operational business development, innovation and management within higher education, entrepreneurship, SMEs and large business as well as experience as founder and partner of a start-up company.

Frank specializes in development and innovation and has a broad experience with dissemination about general business development, strategy, management, innovation and entrepreneurship in countless forums. For the past seven years he has been working as Head of Development and Innovation at Cphbusiness - University of applied sciences in Copenhagen/Denmark.

Lauren Bell
Head of Education
Hermann Miller

Lauren is Head of Education for Herman Miller, a company focused on improving people's lives through the power of design.

Lauren joined Herman Miller over a decade ago and has worked in the US and the UK, and focuses on developing insights and design solutions around Education and Design.

Learning from university students and staff is key to Lauren's work, and she believes learning and teaching can happen anywhere, any time.

Sherif Osman
Knowledge Manager
Hasso Plattner Institute
School of Design Thinking

Sherif has been working as a Knowledge Manager at the Hasso Plattner Institute School of Design Thinking since 2018. Before that, he taught creative thinking, design thinking and game thinking at the American University in Cairo (AUC). While at AUC, he also worked as a faculty developer at the University's Center for Learning and Teaching, where he designed, consulted and directed several courses, workshops, online courses and MOOCs. He also designed and directed a development program for teaching assistants and graduate students. Prior to that, he worked as a high school teacher and network support analyst. In recent years he has co-founded start-ups in educational and innovation design and educational technology.

Sherif graduated from the University of Liverpool with a Bachelor of Science degree in 2007, obtained a Post Graduate Certificate of Education from Liverpool Hope University in 2010 and completed his Masters degree at the same institution in 2012. His research interests focus on learning experience design, game thinking, creative pedagogy, and design thinking.

Arne Hessenbruch
Lecturer
Massachusetts Institute of Technology (MIT)

Arne Hessenbruch is a Lecturer at MIT, teaching innovation in a way that resembles an apprenticeship. One version of the course has been available on edX for almost a decade.

Andrew Wright
Director, Learning Design
Cambridge Education Group

Andy is the Director of Learning Design at CEG Digital, who provide a unique combination of teaching & learning expertise, global market insights and financial resources to unlock the online learning market for both students and universities.

Andy has been designing and developing online courses for over ten years, initially at the University of Birmingham, where he led on the development of full, online programmes and Futurelearn short courses for the College of Medical and Dental Sciences.

Having moved to CEG Digital in early 2017, Andy is now responsible for academic content creation and academic quality right across CEG Digital's partnership portfolio of seven UK universities. He manages a team of 15-20 Learning Designers and is a member of CEG Digital's Senior Leadership Team (SLT).

Marij Veugelers
Consultant Future Learning Spaces and Chair SURF Community Learning Spaces
SURF

Marij is a consultant Future Learning Spaces and was the last 2 year the chair of the Dutch community Learning Spaces. From 2016 till March 2020 she was working by Campus Development UvA as Future Learning expert with the aim to connect future-proof innovative learning spaces in campus buildings. Since 2009 involved in the international movement Future Learning and new learning and working spaces in higher education. Advisor for several other innovative learning spaces in the Higher Education at the UvA and in the NL. What are the possibilities of IT and AV for rooms and how can this influence the pedagogy of learning. Always she likes to share her and other knowledge and is regularly on (international) conferences and meetings a speaker or workshop leader.

Gunter Van Rompaey
Staff Officer Blended Learning
University of Antwerp

Gunter is an experienced educational professional who, after working in the creative sector, converted himself to a marketing-communications lecturer at college level. He focused on problem-based learning as in that function he was module coordinator at the Stenden University of Applied Sciences in Leeuwarden (Netherlands). Through his experiences there with international students, he became interested in differentiated and student-centred (online) learning.

In Belgium, he held the position of programme manager for many years at Artveldehogeschool and Thomas More, among others.

At the University of Antwerp, he is also responsible for remote examinations via proctoring.

Shelly Blair
Dean of Innovative Learning & Career Education
Coastline College

Shelly Blair graduated from Texas A&M with a PhD in Communication with an emphasis in organizations, as well as a graduate certificate in Women's in Gender Studies. She also has a BA in Communications with a concentration in Public Address from Point Loma Nazarene University, and an MA in Communication Studies from SDSU. Shelly was a faculty member for 9 years, most recently at Saint Louis University in Madrid, Spain. She then worked in corporate organizational development before becoming the Dean of Innovative Learning at Coastline in 2017. In 2020, her role was expanded to become the Dean of Innovative Learning and Career Education at Coastline.

At Coastline, Shelly oversees Online & Distance Learning, including our program to serve currently incarcerated students, the Faculty Center for Innovation & Excellence, College-wide Professional Development, the library, Career Education (CTE) programs, OEI/CVC participation, web accessibility, and multiple grants. Shelly also spearheads innovative programs including Guided Pathways, AR/VR, and our Competency-Based education efforts. She is a trained Institute For the Future Foresight Practitioner.

Stuart Allan
Director of Online Learning
Heriot-Watt University

Stuart Allan is Director of Online Learning at Heriot-Watt Online, where he leads the development of large-scale online programmes and innovation in digital pedagogy. Previously he led the transformation of the online MBA and doctoral programmes at Heriot-Watt University's business school. Stuart is also a PhD student at the University of Edinburgh's Centre for Research in Digital Education, investigating relationships between digital technologies and student subjectivity in developing countries.

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Twitter: *https://twitter.com/OpenPlanStuart*

Claire Macken
Associate Deputy Vice-Chancellor Learning and Teaching
RMIT University

Professor Claire Macken is the Associate Deputy Vice Chancellor (Learning and Teaching) in the College of Business and Law at RMIT University in Australia. Prior to this appointment, Claire was Director of Future Learning at RMIT Online. She has previously held roles as a Director of Education at KPMG, and also at Apple, leading Higher Education and Industry. Claire held various senior roles in Australian Universities, including as Pro Vice-Chancellor (Innovation and Future Learning) and Director of Online and Blended Learning at La Trobe University, and as an Associate Dean (Teaching and Learning) in the School of Law at Deakin University. Claire is a nationally-award winning teacher, with an Australian Award for Teaching Excellence, and an Australian Citation for her work in relation Student Engagement. Claire holds a Doctor of Philosophy (PhD), a Master of Business Administration, a Graduate Certificate in Higher Education, Bachelor of Arts and Bachelor of Law degrees with Honours and is the author of nine books and multiple book chapters and journal articles in both law and education.

To De Bondt
Educational Quality and Educational Innovation
University of Antwerp

To De Bondt graduated in 2018 with a master's degree in educational sciences. This master suited her completely and she loved the combination of research, theory and practice. During her studies she won the Educational designer of the Year award. After graduating, she enthusiastically began her career as a staff member for educational quality and innovation at the Faculty of Applied Engineering at the University of Antwerp. There she got the freedom and trust to apply what she learned in her master's (and much more). Covid19 and its influence offered To the chance to take on new challenges, seize existing opportunities and above all, learn a lot in a short time. Together with her colleague Joke Wauters, To is responsible for the educational quality and educational innovation of the faculty. They are both very passionate about (re)designing education in a structured and scientifically based way and they are both very eager to see what the future will bring.

Maud Pols
Project Leader Educational Innovation
The University of Amsterdam

Maud Pols is working as a Project Leader Educational Innovation for the Amsterdam Business School and Amsterdam School of Economics of the University of Amsterdam. Next to leading innovative projects for teaching staff, she was responsible for implementing educational software during the transition to online education, and set up the Hybrid Learning Theatre, the main hybrid project at the University of Amsterdam. After this first hybrid project, she set-up the permanent construction of a more advanced Hybrid Learning Theatre, based on the learnings of the previous pilots on hybrid learning. Maud completed her bachelor's in Psychology, Educational Sciences, and Cultural Anthropology at Leiden University, and her master's degree in Business Administration (Digital Business) at the University of Amsterdam. She is fascinated by the combination of technology and education and will be addressing this in her contribution of this event.

Alejandro Armellini
Dean of Digital and Distributed Learning
University of Portsmouth

Alejandro (Ale) Armellini is Professor and Dean of Digital and Distributed Learning at the University of Portsmouth in the United Kingdom. His key role is to provide leadership in digital learning and learning innovation, including on-campus and distance provision, across all Faculties. Before joining Portsmouth, Ale was Dean of Learning and Teaching at the University of Northampton, where he was the strategic lead for the redesign of all programmes for active blended learning. Ale is a Principal Fellow of the Higher Education Academy and Fellow of the Royal Society for the Encouragement of Arts, Manufactures and Commerce. Ale's research and doctoral supervision focus on learning innovation, blended and online pedagogy, institutional capacity building and open practices. He holds visiting professorships at several UK and overseas universities.