



**THE OBSERVATORY**  
on Borderless Higher Education

**The OBHE Global Forum 2017**

**Ready or Not?**

**The Role of Online and Blended Learning in Higher Education**



**11th – 12th December**

**One Drummond Gate, London**

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## Program

### The OBHE Global Forum

#### Ready or Not? The Role of Online and Blended Learning in Higher Education

We are pleased to welcome you to One Drummond Gate for our Global Forum. Please see below some useful information regarding the event. We hope you find the event informative and enjoyable and look forward to the discussion over the next few days. Thank you for your participation and support.

#### Event contact

The main contacts for the Global Forum are [Rachel Worley](#) and [Reece Obasuyi](#).

To get in contact, please email them at [Rachel.Worley@i-graduate.org](mailto:Rachel.Worley@i-graduate.org) and [Reece.Obasuyi@tribalgrou.com](mailto:Reece.Obasuyi@tribalgrou.com) or phone Rachel on 07833 455955.

#### Refreshments

All refreshments are available in the main restaurant, just along from our conference room at One Drummond Gate. Please help yourself to tea, coffee and water throughout the day. Lunch will also be served here at 12:45. **If you have notified us of any dietary requirements, please make yourself known to the catering staff.**

#### Join the conversation online

The Global Forum 2017 Twitter and Instagram hashtag is #OBHE17.

#### Wifi log in details

Network: etc venues

Password: 74528563

#### Presentations

Presentations will be posted on the OBHE website after the conference.

#### Special offer

We are delighted to offer all Global Forum 2017 delegates a special offer on Observatory Membership.

**Save 20% if you sign up before 31st January 2018.**

Please contact [info@obhe.org](mailto:info@obhe.org) to find out more or become a member.

#### More information about The Observatory

[info@obhe.org](mailto:info@obhe.org)

Follow us on Twitter [@theobhe](#)

[Obhe.org](http://Obhe.org)

[i-graduate.org](http://i-graduate.org)

Connect with us on LinkedIn: 'The Observatory on Borderless Higher Education'

## Program

### Monday 11th December

09:00-09:30 **Registration and Refreshments**

09:30-09:45 **Welcome (Richard Garrett, Director, OBHE)**

09:45-10:30 **Key Takeaways from the Observatory's 2017 Online Higher Education Country Case Studies (Richard Garrett, Director, OBHE)**

In 2017, the Observatory assessed the state of online and blended higher education around the world, from the United States to India, and Mexico to China. Hear our take on whether, where and why online learning is ready for action.

10:30-11:00 **Coffee and Networking**

11:00-11:45 **Simon Nelson, CEO, FutureLearn**

FutureLearn is one of the world's major MOOC providers, with university and other partners in the UK and internationally. Simon Nelson will discuss the impact of MOOCs to date, MOOC degrees, and FutureLearn's evolving business model.

11:45-12:45 **WORLD CAFÉ- PART 1**

Always one of the most popular features of our Global Forums, the World Café is all about small-group discussion. Delegates have the opportunity to talk directly with experts on online learning from around the world, and to share their own goals and challenges. Hosts and delegates learn a lot.

You will have the opportunity to visit three tables during the hour with 20 minutes at each.

**All World Café tables will be available on both days of the conference.** Choose from the following discussion groups:

- **Case Study in Innovation in Inter-Disciplinary Virtual Formats**

**Michael Horowitz**, President, TCS Education System and **Emily Brinkmoeller Karem**, Vice President, Global Engagement, TCS Education System, US

What happens when five different HEIs from different fields of study join together to tackle the topic of immigration? TCS Education System leverages online learning for students to create global, inter-disciplinary experiences that cannot be paralleled in the on-campus format.

- **Professional Development Models**

**Mirjam Hauck**, Senior Lecturer, Department of Languages, The Open University and **Stephen Tippett**, Collaborative Online International Learning (COIL) Course Development Coordinator, State University of New York COIL Center, US

COIL/Virtual Exchange is an approach to learning and teaching which provides low-cost internationalization strategies by linking classes from different countries in virtual environments for online interaction and collaboration. Faculty and students work with their peers across time zones and geographical distance to explore topical issues in their subject areas and in cross-curricula tailor-made modules preparing learners to work in a multi-cultural and connected world. SUNY COIL Center and UNICollaboration will host this World Café session to provide a discussion around the rationale, processes, and impacts of COIL/Virtual Exchange in our respective programs and among the wider higher education field in Europe, the US, and around the world.

- **Building a Student Community Across Time and Space: online learning at British university in Dubai**

**Chris Hill**, Director, Doctoral Training Center, Associate Professor, Faculty of Education, British University in Dubai

The British University in Dubai is a research-only postgraduate institution. The student population is largely professional and teaching takes place in the evenings and weekends. Chris Hill will discuss the opportunities and challenges of leveraging online and blended learning to enhance knowledge exchange, skill development and community building.

## Monday 11th December

- **How to Meet the Challenges of Online, International Education: a practice from Utrecht**

**Maggy Ovaa**, Strategic Advisor to the Executive Board on International Affairs and Strategic Collaborations, University Medical Center Utrecht, The Netherlands, and **Renée Filius**, Program Manager, Elevate Health and Researcher in Online Education

Maggy Ovaa and Renée Filius will share their research results and lessons learned on the different online educational models used in various international programs. Topics of discussion are the existing online educational models (MOOCs and SPOCs), models tailored to your ambition and audience and engaging (teaching) staff in your online programs.

- **Transitioning into Online Learning**

**Susi Peacock**, Center for Academic Practice, Queen Margaret University, Edinburgh

Online learning can provide a dynamic educational space, allowing students access to educational opportunities, whilst retaining employment, and fulfilling their familial responsibilities. However, we still know very little about the online learner experience and particularly how we, as educational institutions, can assist our often under-prepared students in this virtual space. We discuss early findings about learner experiences of moving online, shine a light onto our learners' expectations of online learning and consider the challenges students face in meeting their professional and personal aspirations.

- **University of London International Program (ULIP) and the MA in Refugee Protection and Forced Migration Studies**

**Sarah Singer**, Lecturer in Refugee Law, ULIP

A case study on using online learning to contribute to the educational sector's response to the global 'refugee crisis'; and employing online learning to 'cross borders', serving a diverse and mobile workforce in the refugee and humanitarian field.

- **Assessing the Performance of MOOCs: an empirical case study of PoliMi Open Knowledge (POK) experience**

**Mara Soncin**, PhD Candidate, Dept of Management, Economics, and Industrial Engineering, Politecnico di Milano, Italy

POK (PoliMi Open Knowledge) is the MOOC platform used by Politecnico di Milano, a technical University in Milan, Italy. Mara Soncin will discuss research into which MOOC course characteristics are associated with higher completion rates, and the influence of campus-based exams.

12:45-14:00

**Lunch**

13:25-13:55

**Special Lunchtime Session****Online Pedagogy: a car is not a horseless carriage**

**Lucian Cosinschi**, Regional Manager, Europe, Minerva

This session will discuss the pedagogy employed at Minerva, an innovative undergraduate institution combining online and in-person learning.

Minerva was founded in 2012, in California, to re-think the undergraduate student experience. Contemporary undergraduate education needs to be multidimensional, developing students' intellects across disciplines, imparting critical life skills. Known as Minerva Schools at KGI (Keck Graduate Institute, one of the Claremont Colleges), Minerva offers a unique education for the brightest, most motivated students, building professional capabilities, and reinforcing key aspects of personal character. Minerva students are nurtured through rigorous academic and experiential learning programs, including extensive time abroad, to gain critical wisdom, to become better leaders, smarter innovators, life-long learners and more informed global citizens.

Minerva will run a complementary session during lunch on both days. Global Forum attendees are encouraged to attend one or both sessions.

## Program

### Monday 11th December

- 14:00-14:45**      **Swinburne Online and SEEK**  
**Duncan Bentley**, DVC (Academic), Swinburne University of Technology, Australia and **Kay Lipson**, Executive Director at Online Education Services  
 Swinburne Online has quickly become Australia's leading provider of online degrees. Founded in 2012, in partnership with SEEK, Australia's top jobs and career marketplace, Swinburne Online now enrolls over 10,000 students. Duncan Bentley and Kay Lipson will explore Swinburne's model and plans for international expansion.
- 14:45-15:30**      **Alternative Providers, Institutions and Online Learning**  
 Mary Bishop is a member of the HE Commission, which recently held an enquiry into innovation in HE. The Commission published the "One Size Doesn't Fit All" report, launched at the Houses of Parliament in September 2017. Mary's previous roles include ACCA Director of Learning and Business School Executive. In this session she explores the themes of alternative provision in HE, professional accreditation and innovative digital pedagogy, in the context of the current global drivers of change, and with leaders of institutions who have responded with innovative solutions.  
**Chair: Mary Bishop**, ACCA Global Forum for Education  
**Panelists:**  
**Roxanne Stockwell**, Vice President of HE, Pearson College  
**Tiska Wiedermann**, Postgraduate Program Director, Raindance  
**James Wakefield**, Director of the Council of the Inns of Court (COIC) and Dean of the Inns of Court College of Advocacy (ICCA)
- 15:30-15:45**      **Coffee and Networking**
- 15:45-16:30**      **Contemporary Challenges and Opportunities of Online Universities**  
**Josep Planell**, Rector, Universitat Oberta Catalunya (UOC), Spain  
 The Open University of Catalonia (UOC), founded in 1994, is one of the world's pioneer fully online universities. Today the university enrolls over 50,000 students in Catalonia, in Spain, and around the globe, not least in Latin America. Programs are offered in Spanish and English, as well as Catalan. Josep Planell will reflect on lessons learned, and offer his take on the future of fully online and blended learning.
- 16:30-17:15**      **Online Learning in Practice - international institutional case studies**  
**Chair: Robin Middlehurst**, Emeritus Professor of Higher Education, Kingston University  
**Panelists:**  
**Carlos Gonzalez**, Accreditation Liaison Officer at CETYS University, Mexico  
**Jo Smedley**, Director of USW Online, University of South Wales  
**Marinke Sussenbach**, Delft University of Technology, The Netherlands  
**Jon Taylor**, Teaching Fellow for Technology-Enhanced Learning, Aston University
- 17:15-18:15**      **Drinks Reception**

# Program

## Tuesday 12th December

|             |  |
|-------------|--|
| 09:00-09:30 | <b>Arrival Refreshments</b>  |
| 09:30-09:45 | <b>Welcome and Introduction to Day 2- The Observatory</b>  |
| 09:45-10:30 | <p><b>Mary Stiasny</b>, PVC (International) and Chief Executive, University of London International Programs</p> <p>The University of London has unrivalled experience with cross-border distance learning, and runs one of the biggest operations of its kind in the world. Mary Stiasny will explain the history and key features of the International Programs model, and some of the pedagogical and technological innovations under development.</p>  |
| 10:30-11:00 | <b>Coffee and Networking</b>   |
| 11:00-11:45 | <p><b>Quality Assurance Panel- how to handle cross-border online learning</b></p> <p>Online learning casts aside geographical borders but must contend with national quality assurance agencies. This session will hear from quality assurance leaders from around the world about different national efforts to accommodate cross-border online delivery, and a unique initiative to enhance quality assurance through inter-agency cooperation.</p> <p><b>Chair:</b> <b>Carolyn Campbell</b>, Senior Consultant, OBHE</p> <p><b>Panelists:</b></p> <p><b>Joe Hong</b>, Registrar, Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ), Hong Kong SAR</p> <p><b>Nitesh Sughnani</b>, Director, University Quality Assurance, Knowledge &amp; Human Development Authority (KHDA), Dubai, UAE</p> |
| 11:45-12:45 | <p><b>WORLD CAFÉ- PART 2</b></p> <p>Always one of the most popular features of our Global Forums, the World Café is all about small-group discussion. Delegates have the opportunity to talk directly with experts on online learning from around the world, and to share their own goals and challenges. Hosts and delegates learn a lot. Please see World Café session on Day 1 for details.</p>   |
| 12:45-14:00 | <b>Lunch</b>   |
| 13:25-13:55 | <p><b>Special Lunchtime Session</b></p> <p><b>Online/Offline Learning Mix: finding the right balance</b></p> <p><b>Lucian Cosinschi</b>, Regional Manager, Europe, Minerva</p> <p>This session will explore how Minerva has developed specific online and offline learning experiences, helping students foster practical and adaptable skills, and an understanding of how to apply them in the world.</p> <p>Please see Minerva's lunch session on Day 1 for company background.</p>   |
| 14:00-14:45 | <p><b>Learning Analytics- sizing up the promise</b></p> <p>The generation of granular, personalized insights about learning effectiveness is the tantalizing promise of learning analytics. A panel of companies and institutions will showcase some innovative partnerships and sift rhetoric from reality in this complex area.</p> <p><b>Chair:</b> <b>Phil Richards</b>, CIO, Jisc</p> <p><b>Panelists:</b></p> <p><b>Ben Betts</b>, CEO, HT2 Labs</p> <p><b>Nick Moore</b>, Director of LTI, University of Gloucestershire</p> <p><b>Richard Palmer</b>, Product Manager – Student Insight, Management Systems &amp; Solutions, Tribal Group</p> <p><b>Katie Piatt</b>, eLearning Services Manager, University of Brighton</p>  |

# Program

## Tuesday 12th December

14:45-15:30

### Expert Panel

Chair: **Richard Garrett**, Director, OBHE

Panelists:

**Chris Ziguras**, Professor and Deputy Dean at RMIT, Australia

**Paul Bacsich**, Sero Consulting and Matic Media

**Helen O'Sullivan**, Associate PVC Online Learning, University of Liverpool

Three of the world's experts on transnational education and cross-border online learning give their views on why online has been slower to take off than many expected, and whether the future holds evolution or revolution.

15:30-15:45

### Closing Comments- OBHE

## Speaker Profiles

### **Paul Bacsich, SERO Consulting and Matic Media**

Paul Bacsich is an expert in online, open and distance learning. He worked for many years at the UK Open University in several academic, operational and research departments, and was one of the three co-founders of the Knowledge Media Institute. He introduced the first modern Windows-based virtual learning environment at the Open University in 1992, which stayed in use for 15 years.

He later moved to Sheffield Hallam University as Professor and Head of Division of Computing and Networks where he set up one of the earliest Virtual Campus Programs, and taught online and on-campus on postgraduate courses on networking and business. After a period at the UK e-University as Director of Special Projects, he became a full-time consultant in e-learning and led many collaborative projects on online and open learning for national and international funders.

He has carried out many market research and competitor research studies since he set up his first competitor research team in 1995. More or less continuously since 2003 he has advised many English, Welsh, Canadian, Irish and Swedish universities – and several open universities – on most aspects of online learning, as well as HEFCE, Jisc, EU, European Parliament, UNESCO, national government agencies and venture funds. Many studies involved one or more of an extensive range of country-specific studies, policy analyses and recommendations, and global competitor analysis of proposed programs.

In recent years he has particularly studied alternative providers – especially online-enabled “challenger institutions” – and is now advising two such institutions, in UK and on the continent of Europe. He has extensive in-country experience in EU countries as well as Canada, New Zealand, Australia, Rwanda and Brazil.

He has been external examiner for the Open University, Arab Open University, Middlesex University Global Campus and University of Oxford Delegacy for Continuing Education. He has also chaired a high-level review of online learning at Uppsala University and of library services at the Open University.

He has an MA in Mathematics from the University of Cambridge and a PhD in Mathematical Logic from the University of Bristol, then was an EPSRC Post-doctoral Research Fellow at the Mathematical Institute and Wolfson College, University of Oxford. He was pleased to be back in Oxford earlier this year where with a colleague he advised on specification and purchase of a range of virtual learning and collaboration systems for the globally-focused Atlantic Institute, based at the Rhodes Trust.

### **Duncan Bentley, DVC (Academic), Swinburne University of Technology, Australia**

Professor Duncan Bentley is Deputy Vice-Chancellor (Academic) at Swinburne University of Technology, headquartered in Melbourne, Australia. He also serves on the Board of Swinburne (Sarawak) in Malaysia and oversees Swinburne’s offshore partnerships and operations. Professor Bentley’s career has centered on internationalization and innovation in education. He has recently launched an ambitious Learning Transformation Strategy at Swinburne. Focused on creating employability and an outstanding student experience for the globally diverse cohorts of Swinburne students it is designed to deliver qualifications and microcredentials in a form and place that suits each stage of learners’ lifelong journey.

Professor Bentley has held senior executive positions in public, private and dual sector universities across Australia for twenty years. He is one of the leading international scholars in taxpayers’ rights, a Fellow of the Academy of Law and an Honorary Fellow of the South African Institute of Tax Practitioners. Professor Bentley plays an active role in professional and community bodies and has served as a director of several not-for-profit and start-up companies.

### **Ben Betts, CEO, HT2 Labs**

Ben leads the passionate and high-performing team at HT2 Labs, the R&D company for Learning & Performance Technology.

Since raising seed investment in 2013, Ben has transformed HT2 Labs into one of Learning Technologies most exciting startups. With market-leading products, including Curatr, Learning Locker and Red Panda, Ben’s focus is to make online learning more personal, more social and more measurable. In 2017 Ben led HT2 Labs’ Series A investment, securing a seven figure growth deal led by City & Guilds New Venture Fund.

Ben is a thought-leader in Learning Technology with more than 15 years experience. His doctorate broke new ground studying the impact of gamification on adult social learning. He has authored and contributed chapters for four books in the last three years, published peer-reviewed academic papers and presented at TEDx.

## Speaker Profiles

### **Mary Bishop, ACCA Global Forum for Education**

A fellow of the Chartered Association for Certified Accountants for 20 years, Mary has had an executive career in industry, HE and Professional Education. Previous executive roles include Director of Learning, ACCA, where she launched a new syllabus in 2016 and co-led and launched an integrated Masters in Professional Accounting with the University of London (UCL) in 2015. As Business School executive she has designed transformation of change programs around academic development and internationalization. As a senior leader in industry she was responsible for digitization and accounting systems development, as well as the European funded research projects for Hewlett Packard Laboratories.

Experienced in global delivery and digital transformation of education, Mary is passionate about accessible education, Mary recently served on the government's apprenticeship standard setting group for accounting and taxation, and was, until recently, on the editorial board for the European Association for International Education (EAIE). She currently holds a portfolio of non-executive roles. As Commissioner on the HE Commission she was part of the recent enquiry into innovation in education which led to the report "One Size Doesn't Fit All", launched at the Houses of Parliament in September 2017. A Council Member for the Architectural Association, an education expert on the ACCA Global Forum for Education and a member of the JISC Student Experience Expert Group. A strong advocate of academic development, Mary is a Principal Fellow of the HEA. In her spare time Mary is a practicing artist and a trustee for Puppet Place in Bristol.

### **Lucian Cosinschi, Regional Manager, Europe, Minerva**

Lucian spent the better part of a decade in a variety of roles to make education the catalyst to a rich and fulfilling life. Currently, Lucian advances across Europe Minerva's groundbreaking effort in higher education: building a learning-centric university, using 21st century tools and knowledge to prepare driven, inquisitive, socially minded global citizens. He initially joined Minerva to build a network of partners and design programming to spark insights, curiosity and inspiration for students in Minerva's first ever international city: Berlin, Germany. Previously Lucian started a learning design consultancy, helped NYU settle in Berlin and contributed, while studying, to a newly established European College of Liberal Arts, now Bard Berlin.

### **Renée Filius, Program Manager, Elevate Health and Researcher in Online Education**

Renée Filius (R.M. Filius) is Program Manager/ Head R&D of an online platform called 'Elevate Health'. This platform is an initiative of Utrecht University the University Medical Center (UMC) of Utrecht, The Netherlands. She is responsible for research and development for learning technologies, capability & capacity building for blended and online programs and integration of digital technologies.

Renée also conducts research on online education. Her main interest lies at how to improve pedagogical understanding of learning in online settings and how to design courses and their virtual learning environments to promote deep and meaningful learning in these settings.

Renée has a background in Educational Sciences and more than 20 years of experience in both campus education and fully online education.

### **Carlos Gonzalez, Dean Institutional Effectiveness and Accreditation, CETYS University, Mexico**

Carlos is an experienced bilingual academic administrator who brings a broad view to higher education, which comes not only from teaching, but also from working with industry and government, on quality improvement and supply chain projects. He holds a degree in Manufacturing Systems, D.Eng., from Arizona State University awarded by CETYS.

At the beginning of his career, he took part in the group that begun industry-academia quality improvement efforts, working closely with government, private industry and the fishing industry, becoming certified in their quality systems (FDA Certificate).

Later work turned to Mexico's National Science Council (CONACYT), by becoming a Registered Technology Consultant, and taking part in the committees that review national engineering projects for funding; as of late, the attention has been in the State of Baja California National Quality Award where he worked as Lead Evaluator across the state on various industries.

The classroom is never far away, class is taught to senior undergraduate engineers, graduate students, and in this day and age, online education.

During his time at CETYS he's had responsibility as Dean of Engineering, Academic Affairs, Internationalization, and Accreditation/Quality Improvement. Results have been on developing hands-on teaching labs, Engineering showcase

## Speaker Profiles

for students to demonstrate to the community and industry their knowledge and skills (30th anniversary in 2018), instrumental in obtaining accreditation (individual programs and system wide – national and internationally), and advancing internationalization options for students and faculty.

Life's experiences have led to a personal commitment of working to help students with their academic, professional and personal development.

A former Fellow of the American Council on Education, having done Institutes on Internationalization, Engineering, Academic Officer and an international member of the Committee for Substantive Change of the Western Senior College and University Commission.

### **Mirjam Hauck, Senior Lecturer, Department of Languages, The Open University**

Mirjam Hauck is a Senior Lecturer in the School of Languages and Applied Linguistics at the Open University/UK and a Senior Fellow of the UK's Higher Education Academy. She has written numerous articles and book chapters on the use of technologies for the learning and teaching of languages and cultures covering aspects such as task design, tutor role and training, and intercultural communicative competence. Between 2014 and 2016 she was on an invited secondment to the SUNY Center for Online International Learning (COIL) in NYC where she was responsible for professional development across all 64 SUNY colleges. She is the President of the European Association for Computer Assisted Language Learning and presents regularly at conferences, seminars and workshops worldwide. She also serves as Associate Editor of the CALL Journal and is a member of the editorial board of ReCALL. More recently her scholarly work and publications have centered on the impact of mediation and the relevance of digital literacy skills in collaborative online (language) learning and teaching including MOOCs and SPOCs.

### **Chris Hill, Director Doctoral Training Center, Associate Professor, Faculty of Education, British University in Dubai**

Dr Hill has worked in the field of international higher education for the past decade and has extensive experience with the branch campus model in both Asia and the Middle East. Dr Hill is an OBHE Associate and a Fellow of the Higher Education Academy. In 2012, Dr Hill was awarded a U21 Teaching and Learning Network Fellowship to research internationalization and global citizenry and the World Education Congress Education Leadership Award in 2015.

Dr Hill's research interests include transnational education and its impact on national systems, the role of online learning and the development of international education and the student experience in the global arena. Dr Hill has worked on international education projects in the UK, Tanzania, Ghana, China, Malaysia, Pakistan and the Philippines. He has worked with universities to develop PhD supervisors and research capacity in the Kurdistan region of Iraq and Thailand and with the British Council in Taiwan to support internationalization of teaching and learning at key institutions. Dr Hill supports this work with conference and journal publications, research grants, teaching and research and is a regular keynote speaker on the subject of international education, cultural teaching, TNE and institutional development.

Dr Hill's recent publications include *Education in the Asian Century: The European Legacy and the Future of Transnational Education in the ASEAN Region*. Hill, C. and Fernandez-Chung, R. (eds). (Routledge, Oxford: January 2017) and *The Scale and Scope of UK Higher Education Transnational Education*. (2016) (Siora, G. Baig, H. Dickinson, P. Hooper, E. Brown, R. Hill, C. Healey, N.) In 2017, Dr Hill wrote a series of country case studies for the OBHE looking at the role, impact and challenges on online learning in higher education around the world.

### **Joe Hong, Registrar, Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ)**

Joe holds a PhD in education from the University of Hong Kong. He has over 25 years of academic and administrative experience in higher education. His early career had focused on academic planning, development and management, ICT in education and teaching in a number of UGC funded institutions in Hong Kong. Such experience has allowed Joe to bring insight and changes to the planning, delivery and quality assurance of self-financed transnational education programs in Hong Kong.

He has often been invited by government agencies, international quality assurance bodies, local self-financed institutions and overseas universities to share his expertise on the transnational education operation and to advise them on the regulatory and operational environment in Hong Kong. Joe is currently working with different international quality assurance agencies to develop accreditation model for online education.

## Speaker Profiles

### **Michael Horowitz, President, TCS Education System**

With a 30-year career as an innovator in higher education, Dr Horowitz is a nationally recognized strategic leader. Having served numerous roles as faculty member, administrator and entrepreneur, he was inspired in 2009 to forge a new path in higher education that leads to improved student outcomes and better communities around the world. As a result of that inspiration, he founded TCS – a nonprofit system advancing student success and community impact.

The colleges and universities within TCS include The Chicago School of Professional Psychology, Pacific Oaks College & Children's School, Dallas Nursing Institute, The Santa Barbara & Ventura Colleges of Law, and Saybrook University – each offering a wide range of national on-ground and online programs. Under his guidance as TCS President, the system provides operational support to these institutions, allowing them to collectively educate approximately 7,000 students each year, and maintain the relationships they hold with more than 27,000 collective alumni. The system's global engagement efforts also link its colleges and universities to more than 20 international academic partners.

Dr. Horowitz is a past president of the National Council of Schools and Programs of Professional Psychology, a former trustee of North Central University, and has previous affiliations with various accreditation and regulation bodies. He holds a B.A. in Psychology from Columbia University and a Ph.D. in Clinical Psychology from Northwestern University. Beyond his work at TCS, he currently lends his expertise as a Consultant Evaluator/Team Chair for the WASC Senior College and University Commission (WSCUC).

### **Emily Brinkmoeller Karem, Vice President, Global Engagement, TCS Education System**

Emily Brinkmoeller Karem has served as Vice President of Global Engagement for TCS Education System since its inception in 2010. She brings to the role a passion for global education rooted in a belief that it is our obligation to prepare students to live in a world unlimited by geographic boundaries. She believes that global education creates a ripple effect of positive community impact by exposing students, faculty and administration to international experiences, strategies and insights that will help create an appreciation for cultural diversity that spreads beyond the classroom.

Prior to TCS, Ms Karem co-founded and led a consulting firm, Overseas Strategies, which created international growth strategies for small businesses, governments, nonprofits and NGOs. Notable clients included the Switzerland Trade & Investment Promotion Agency, the Government of Canada, the U.S. India Chamber of Commerce – Midwest, AmCham Brazil, the Trade Commission of Spain in Chicago and Threadless. Overseas Strategies was built on the heels of Ms. Karem's work with the World Trade Center Chicago, a nonprofit association committed to creating global peace through international trade. She draws on many of these relationships for her current work and often models TCS's global programming from those prior projects, which laid a foundation for scalability, sustainability and innovation.

Ms Karem earned a bachelor's degree in psychology with a focus on cross-cultural communication from the University of Kentucky in Lexington, KY; an international business development certificate from Thunderbird University in Phoenix, AZ; an MBA with concentrations in international business, marketing and entrepreneurship/innovation from Northwestern University's Kellogg School of Management in Chicago, IL; and a certificate in Innovation and Social Entrepreneurship, from Kellogg's Center for Non-Profit Management. During her education, she completed coursework in the Netherlands, Thailand and South Africa, experiences she also draws from in her work with TCS.

### **Kay Lipson, Executive Director, Online Education Services**

Kay Lipson is Executive Director of Growth Initiatives at OES. In this role she pursues a growth and innovation agenda, exploring new opportunities for the company as well as initiatives which optimise the learning experience for all students. Kay has had many years experience in the delivery and management of online education in both the university and corporate sectors. Kay joined OES in July, 2011, as the inaugural Academic Dean, responsible for the design and delivery of the online student experience. Her understanding of pedagogy, and in particular the challenges facing an online student, inform much of the OES approach to online learning.

Prior to joining OES Kay had undertaken academic roles at the University of Melbourne, Monash University, and Swinburne University of Technology, with her most recent academic role in leadership as Dean of the Faculty of Higher Education, Lilydale, at Swinburne University of Technology. Her academic discipline area is Statistics. She is a well-published author of secondary level mathematics text books, and has research interests in the areas of assessment and teaching with technology.

### **Nick Moore, Director of LTI, University of Gloucestershire**

After completing his PhD in Astrophysics, Nick has spent his career in IT project management and IT service delivery. He spent nearly 20 years in Government IT managing infrastructure projects and progressing to leading the infrastructure services

## Speaker Profiles

division of a large Government department. Three years ago he made the move across to Higher Education taking up the post of Director of IT Services for the University of Gloucestershire. Since joining the University he has led the convergence of the IT and Library functions and is now Director of Library, Technology and Information Service and is working on Phase Two of the University's Information Strategy.

### **Simon Nelson, CEO, Futurelearn**

Simon Nelson is Chief Executive of FutureLearn, the leading social learning platform and first UK-based provider of massive open online courses (MOOCs), which has now evolved to offer fully online degrees.

The Open University-backed FutureLearn site went live in October 2013; since then, it has attracted over 6.5 million registered learners studying 14 million courses between them.

In May 2015, FutureLearn delivered the biggest single run of a MOOC ever, with a record of more than 440,000 people signing up for the IELTS course from the British Council. In May 2016, FutureLearn launched its first credit-bearing MOOCs, a milestone followed by its partnership with Deakin University in December 2016 and Coventry University in June this year, offering a suite of fully online degrees.

To date, FutureLearn has partnered with a quarter of the world's top 200 universities, including over 90 UK and international universities, and 36 specialist education providers and centers of excellence, including the British Council, European Space Agency, Houses of Parliament, Raspberry Pi and Cancer Research UK, to deliver free and paid for online courses to its global community of learners.

The company was named "Start-up of the Year" at the 2014 British Interactive Media Awards and won 'Best Education or Learning Experience' and overall 'Best User Experience' categories at the 2015 UXUK Awards. The company also won 'Free Digital Content/Open Educational Resources' category at the BETT 2017 Awards.

Simon Nelson has a background in digital disruption as a pioneer in taking media brands and content online. He spent 14 years at the BBC, where he was instrumental in putting radio online, and overseeing its podcasting service and the innovative Radio Player. He then moved to head up all digital content activities for its television divisions where he led the development of the BBC iPlayer and other ground-breaking online products and services.

### **Helen O'Sullivan, Associate PVC Online Learning, University of Liverpool**

Helen O'Sullivan is responsible for Liverpool Online; a partnership between University of Liverpool and Laureate Online Education to deliver wholly online post-graduate programs to working professionals across the globe. She acts as champion for technology enhanced learning within the University and leads on a range of projects that support the use of technology to enhance the student experience.

### **Maggy Ovaa, Strategic Advisor to the Executive Board on International Affairs and Strategic Collaborations, University Medical Center Utrecht**

Maggy Ovaa, a Strategic Advisor to the Executive Board of the University Medical Center Utrecht / Faculty of Medicine of Utrecht University with a focus on for international affairs and strategic collaborations. During the last three years she has designed and implemented several online and blended programs in collaboration with international, strategic partners of the University Medical Center Utrecht. She holds an MA in International Affairs from Utrecht University and has over 15 years in Internationalization of Higher Education.

### **Richard Palmer, Product Manager, Student Insight, Management Systems & Solutions, Tribal Group**

Richard is a self-described 'recovering software developer' who has been with Tribal for over 10 years. He is the product manager for Tribal's predictive learning analytics platform Student Insight. This role puts him in contact with education providers, technology providers, and end users to try and understand to what uses the vast and myriad sources of data that are collected and stored about students and their education can be put in order to provide the best outcomes for students and their education providers.

## Speaker Profiles

### **Susi Peacock, Center for Academic Practice, Queen Margaret University, Edinburgh**

Dr Susi Peacock is a senior lecturer at Queen Margaret University where she, and her team, support the institutional implementation of learning and technologies. Based in the Center for Academic Practice, she leads staff development activities for academics, within and outwith the UK, aligned with institutional strategies and the UK Professional Standards Framework. She is a member of the program team for the online MSc in Professional and Higher Education, leading a core module in learning and technologies and co-ordinating two others entitled Education and Action. She undertakes research into the student and tutor experiences of online learning. Her current work is exploring online learner's sense of belonging and transitioning into and through online learning. Her PhD was a constructive, conceptual, analytical review of the Community of Inquiry Framework.

### **Josep Planell, Rector, Universitat Oberta Catalunya (UOC)**

Josep A. Planell Estany graduated in Physics from the University of Barcelona in 1975 and earned his doctorate in Materials Science from Queen Mary, University of London in 1983. Since 1992 he has been a full professor in the Materials Science and Metallurgy department of the Barcelona School of Industrial Engineering at the Universitat Politècnica de Catalunya (UPC). Currently, and since October 2016, he is the president of the Centro Internacional de Desarrollo (CINDA).

He was director of the Center of Research for Biomedical Engineering (CREB) at the UPC from its creation in 1997 until 2006, and during that time was also director of the Center of Reference in Bioengineering of Catalonia (CREBEC) from April 2003 until December 2005. That same month saw the creation of the Institute of Bioengineering of Catalonia (IBEC), of which Planell was the director until April 2013, when he took office as president of the Universitat Oberta de Catalunya.

In 2013 he was presented with the George Winter Award from the European Society for Biomaterials, becoming the first scientist from Spain ever to receive it.

Dr Planell has received the Government of Catalonia's Distinction for Promoting University Research in 2001, and the City of Barcelona award in the category of technological research in 2006. He has been a member of the Royal European Academy of Doctors since 2006 and is also a member of the Royal Academy of Sciences and Arts of Barcelona.

He has served as vice-president of the European Society for Biomaterials and as editor-in-chief of the Journal of Materials Science: Materials in Medicine. He is on the editorial board for a number of scientific journals.

His main areas of research are biomaterials and tissue engineering for applications in regenerative medicine. He has authored or co-authored more than 270 articles published in nationally and internationally indexed journals, and around 100 more in non-indexed journals. He has also published more than 300 abstracts and proceedings in conferences, congresses and symposia.

Dr Planell has registered ten Spanish patents, and has directed and supervised thirteen doctoral theses, all of which received the highest possible marks. As regards his research work, he has been lead scientist on ten projects funded by the Spanish government, and was coordinator for a STReP project funded by the European Commission.

### **Phil Richards, CIO, Jisc**

Phil has a first class honours degree in physics and a doctorate in nuclear structure physics, both from St Edmund Hall, University of Oxford, with data-intensive experiments performed at Daresbury Laboratory (UK), Oak Ridge National Laboratory (Tennessee) and CERN (Geneva) - during the period the World Wide Web was developed there.

Following an early career in higher education E-Learning at Cardiff, Hull, and King's College London, Phil moved into IT senior leadership, first as Assistant Director of Information Services at Aberystwyth University, next as Head of ICT at Plymouth University, and most recently as Director of IT at Loughborough University.

As Jisc's Chief Innovation Officer, Phil is responsible for leading the development of new Jisc services, including in learning analytics and the next generation of personalized learning platforms.

### **Sarah Singer, Lecturer in Refugee Law, University of London International Programs**

Dr Sarah Singer is a Lecturer in Refugee Law at the Refugee Law Initiative, School of Advanced Study, University of London. She is Program Director of the distance-learning MA in Refugee Protection and Forced Migration Studies, Managing Editor of the International Community Law Review journal and teaches the law component of the MA in Understanding and Securing Human Rights at the School of Advanced Study. Sarah's research interests are refugee law and policy, human rights and migration. She has published broadly on the topic of asylum seekers and migrants suspected of serious criminality.

## Speaker Profiles

### **Jo Smedley, Director of USW Online, University of South Wales**

Professor Jo Smedley has worked in Further and Higher Education for over 35 years in the UK and Europe. Following University studies, rather than continue with a more traditional route of theoretically based research, Jo preferred a more action focused on-the-job learning approach to progress her passion for teaching. This invaluable experience of academic and vocational learning using practical and professional teaching styles have enabled engagement in various earning and learning developments using various technologies and working with a diverse mix of students of all ages, motivations and learning experiences. Online learning has been at the heart of positions at four UK Universities with a Visiting Position at another in Sweden. Action research developments center particularly on the academic and business cusp and associated learning and teaching developments.

Her current role as the Director of University of South Wales Online is enabling local, regional, national and international earning and learning students to access UK Higher Education as part of enhancing their continuing professional development.

### **Mara Soncin, PhD Candidate, Dept of Management, Economics, and Industrial Engineering, Politecnico di Milano, Italy**

Mara Soncin is a PhD candidate in Management Engineering at Politecnico di Milano (Italy), Department of Management, Economics and Industrial Engineering. Her dissertation concerns the evaluation of the performances of digital learning initiatives in higher education. Her research interests also involve school management and leadership and the use of econometric models for the evaluation of educational policies, in particular related to the introduction of digital technologies.

Since 2015, she serves as assistant teacher in Business Economics (at bachelor's level) and Public Management (at master's level). Since 2015, she collaborates in one of the Politecnico di Milano Grant for Basic Research (FARB) with a project (under the supervision of Tommaso Agasisti, Emanuele Lettieri, Anna Paganoni and Francesca Ieva) about the use of statistical modelling for developing performance evaluations of schools and hospitals (project's title: "Public Management Research: Health and Education Systems Assessment"). Since 2016, she is involved with other faculty members in a H2020 Project named Education Economics Network (EdEn) together with KU Leuven (Belgium), Maastricht University (Netherlands) and CERSHAS (Hungary). In (June-July) 2016 and in (July) 2017 she spent doctoral visiting periods at Teachers College Columbia University (USA) under the supervision of Prof. Alex J. Bowers, working on educational leadership research.

### **Mary Stiasny, PVC (International) and Chief Executive, University of London International Programs**

Dr Mary Stiasny is the Pro Vice-Chancellor (International) and Chief Executive of the International Programs of the University of London. The International Programs (formerly known as the University of London External System) has been in existence for more than 150 years, and provides distance and flexible learning with academic direction from the Institutions of the University.

The International Programs has 54,000 students in over 180 countries worldwide. Set up to provide accessible education for students everywhere, regardless of race, gender, religion and available wherever the student resides, study programs at both undergraduate and postgraduate level are now available either solely as distance learning or with additional tuition support in-country from a local teaching institution.

Previously Dr Stiasny, who started her career as a school teacher, teaching Social and Environmental Studies at Holland Park School, spent much of her career as a teacher trainer, firstly at Goldsmiths College, where she also began a long commitment to internationalization of education. Latterly Deputy Head of the Department of Education, she moved from Goldsmiths to Oxford Brookes as Deputy Head of the School of Education, and from there returned to London to take up a post as Head of the School of Education at the University of Greenwich. Moving to the British Council as Director of Education and Training, Dr Stiasny had the opportunity then to focus on the internationalization of education, and worked with schools and HEIs in the UK and overseas, and led the work on the Prime Minister's Initiative to increase recruitment of international students to the UK.

### **Roxanne Stockwell, Vice President of Higher Education, Pearson College**

As Principal, Roxanne has overall responsibility for Pearson's strategy direction and management. She is strongly committed to bringing together academic excellence and outstanding industry involvement, to give students the best of both worlds and the benefit of the multiple perspectives.

Roxanne joined Pearson in 2011 as Managing Director of the Higher Education Awards division, with the aim of helping Pearson set up its own university. Roxanne graduated with a BA and LLB from the University of Sydney and worked as a solicitor in equity and trusts law, before becoming an in-house corporate lawyer in intellectual property. She later completed

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an MA in Directing at the University of Western Sydney, while managing a theatre company touring plays to students across New South Wales, many of whom were seeing live theatre for the very first time.

This inspired Roxanne with a strong interest in education and on moving to the UK she completed an LLM in Intellectual and Cultural Property at University College London and took up a lectureship at BPP University College, where she became subject head for Intellectual Property and Dean of Learning and Teaching. She was then promoted to the board of directors as Chief Innovation Officer with overall responsibility for innovation, learning and teaching.

### **Nitesh Sughnani, Director, University Quality Assurance, Knowledge & Human Development Authority Dubai (KHDA)**

Nitesh Sughnani is the Director of University Quality Assurance at the Higher Education Department for the Knowledge and Human Development Authority (KHDA). Nitesh, has been with the KHDA for over 9 years and is responsible for managing the quality assurance activities of the University Quality Assurance International Board (UQAIB). UQAIB is an advisory board that is responsible for the quality assurance of all international branch campuses and the programs they offer in Dubai. Nitesh also works closely with the government on the strategic development of the higher education sector in Dubai and is also responsible for KHDA's international engagements with partner quality assurance agencies. Nitesh Sughnani is currently pursuing his doctoral degree in higher education management at the University of Bath, UK.

### **Marinke Sussenbach, Delft University of Technology, The Netherlands**

Marinke Sussenbach studied Industrial Engineering and Management at the University of Twente. She graduated in change management in the public sector.

In 2004 she started at the Ministry of Education, Culture and Science in the Netherlands, first as a change agent optimizing the supporting processes and subsequently in policy making.

Marinke has wide ranging policy experience in the educational sector in a highly political national and European environment. She has a background in managing, organizing, conceptualizing, developing, coordinating and implementing national policies, subsidy schemes and laws. Her areas of expertise are quality assurance, innovation and internationalization. In 2014 she started working at the TU Delft at the department of Education & Student Affairs in the division of open and online education. Her mission is to slowly but steadily transform higher education with regard to new target groups, enhancing student's portfolio and new ways of pedagogy. She leads the project with regard to global virtual exchange program, where students have the opportunity to take credit bearing online courses from an alliance of higher education institutes.

### **Jon Taylor, Teaching Fellow for Technology-Enhanced Learning, Aston University**

Jon Taylor is a Teaching Fellow for Technology Enhanced Learning in the Center for Learning Innovation and Professional Practice, Aston University, Birmingham, UK. He has spent the last 20 years working mostly within Business Schools developing a range of distance, online and blended learning undergraduate and postgraduate programs. Jon has worked extensively in the transformation of paper-based distance learning courses to online offerings, exploring and supporting academics, and increasingly the administrative support structure, in enhancing the student learning experience as technology has been embraced with varying levels of commitment and strategy. Latterly, with a move to a smaller University he has overseen and actively mentored a shift towards academics having more ownership of content production methodologies and developing their own teaching methodologies through effective use of virtual classrooms, primarily to support MBA studies. He has engaged as a learner, a tutor, a teacher, educational technologist, author, project manager, surrogate program administrator, and eLearning director, developing a broad experience and understanding of many aspects of the delivery and facilitation of online learning.

Since moving to a teaching position Jon has developed and led modules in embedding technology in campus-wide online teaching activities, and is in the early stages of establishing and chairing a University-wide digital capabilities working group. His current research interests are mostly focused on exploring and understanding how academics incorporate the use of simulations into their teaching.

### **Stephen Tippett, Collaborative Online International Learning (COIL) Course Development Coordinator, SUNY COIL Center**

Stephen Tippett is COIL Course Development Coordinator at the COIL Center, at the State University of New York. He leads faculty professional development for the 64 SUNY campuses in New York to guide curricular internationalization through the COIL and virtual exchange modality. Stephen has taught in elementary, secondary, and tertiary schools and he worked

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for several years in South America in both Ecuador and Chile. His work varies between international student mobility, intercultural education, and the use of technology in teaching and learning. In fall 2017 he graduated with his doctorate from the School of Education at the University of Delaware.

### **James Wakefield, Director of the Council of the Inns of Court (COIC) and Dean of the Inns of Court College of Advocacy (ICCA)**

James is the Director of the Council of the Inns of Court (COIC) and Dean of the Inns of Court College of Advocacy (ICCA). Through these two roles James supports the Inns as they work together to form common policies and as they enhance the educational support they provide to members and advocates around the world. The motto of the College is 'Excellence in Advocacy'. The College has been actively exploring the use of online and blended learning in a global and highly regulated context.

Prior to joining the Inns in 2013, James was the leader of two Bar courses, firstly at Nottingham Trent University and then at Kaplan Law School. James has been a Bar Standards Board external examiner at five institutions. He has provided consultancy advice to a number of academic and training institutions and has spoken at numerous educational conferences. James was called to the Bar in 1993.

### **Tiška Wiedermann, Postgraduate Program Director, Raindance**

Tiška Wiedermann is a Film Producer and the Program Director and head of academics for the Raindance Postgraduate Film Degree, an innovative negotiated Masters Degree designed in negotiation with industry mentors. Raindance Film Festival in London has been showcasing emerging talent, now in its 25th year, and the British Independent Film Awards, founded by Raindance, is a gateway for new filmmakers with its Discovery Award. Over 200 filmmakers from around the world currently participate in a blended online postgraduate delivery platform.

Tiška holds a degree in philosophy from McMaster University, a Masters degree in distance education from Athabasca University, and has a passion for education innovation and life-long learning. She mentors film students across 5 continents and supports and coaches over 30 professional filmmakers in UK, Europe, US and Canada in delivering effective online mentoring to film students. Outside her postgraduate degree role, Tiška produces films, most recently the 2017 short film, *Eleftheromania*, starring Oscar-winning actress Olympia Dukakis; and she was an executive producer on *When They Awake*, a Canadian culture and music feature documentary which was the 2017 opening gala film at the Calgary International Film Festival.

### **Chris Ziguras, Deputy Dean, International, School of Global Urban and Social Studies, RMIT**

Professor Christopher Ziguras is President of the International Education Association of Australia and Deputy Dean, International in the School of Global, Urban and Social Studies at RMIT University studies. Chris has been highly engaged in international education for nearly two decades, through scholarship, public commentary and active industry engagement. His research explores varied aspects of the globalization of education, particularly the ways in which regulatory agencies, markets, education providers and other actors shape cross-border provision of higher education. His latest book is *Governing Cross-Border Higher Education* (Routledge, 2015). Chris received the RMIT University Vice-Chancellor's Distinguished Teaching Award in 2011, and is a member of the Scientific Committee of the Center for Higher Education Internationalization at Università Cattolica Del Sacro Cuore in Milan, where he was Tony Adams Visiting Senior Scholar in 2013.



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