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SEI Center
FOR ADVANCED STUDIES IN MANAGEMENT

QS STARS | AWARDS 2016
REIMAGINE EDUCATION

2016

REIMAGINE EDUCATION AWARDS

The "*Oscars of Higher Education*" 2016

The winners of the third annual Reimagine Education Awards, a yearlong global competition designed to uncover transformative initiatives across the educational sector, were announced exclusive gala dinner held at the National Constitution Center in Philadelphia on Tuesday 6th December.

The Awards served the conclusion to the 2016 Reimagine Education Conference, organized by The Wharton School – SEI Center at the University of Philadelphia, and QS Quacquarelli Symonds, compiler of the QS World University Rankings.

The conference attracted 400 international delegates and featured panel debates from 40 inspirational speakers including Jonathan Rochelle, Director of Product Management at Google, Rob Curtin Director Higher Education, Worldwide Public Sector at Microsoft, Prof. Martin Seligman, founder of Positive Psychology and Dr. Satya Nitta, Global Head and Program Director of Cognitive Science and Education Technology, IBM Research.
The conference also featured presentations from a number of this year's shortlisted applicants, allowing attendees to gain first-hand access to those at the forefront of educational change.

The global Reimagine Education competition attracted **807 submissions** from **56** countries.
527 entries were accepted and **140 shortlisted**. The international panel of judges consisted of 40 experts who evaluated the projects based on three main criteria: **innovation, impact**, **depth or scalability**.
The winners of the fourteen award categories were announced, in addition to disciplinary and regional awards. The Overall Award worth **US$50,000,** was shared among two joint winners, **Labster** and the **London School of Economics and Political Science,** chosen among the top ten scoring projects. The overall winners were determined by a panel of distinguished judges and by the 350 attendees of the awards ceremony. The judges were:

- Larry Nelson, Worldwide Managing Director Global Education Partners at Microsoft
- Dr. Satya Nitta, Global Head and Program Director of Cognitive Science and Education Technology, IBM Research
- Brittany Bir, COO, 42 USA
- Dr. Barbara Kurshan, Executive Director of Academic Innovation, PennGSE
- Prof. Yoram Wind, The Lauder Professor and Professor of Marketing at The Wharton School; Director of the The SEI Center for Advanced Studies in Management
Nunzio Quacquarelli, CEO, QS Quacquarelli Symonds

Over 500 ambitious entrepreneurs and academics from six different continents contributed to this year's record submissions call, and QS's CEO, Nunzio Quacquarelli, expects several applicants to gain widespread recognition for their potential to transform educational practice.
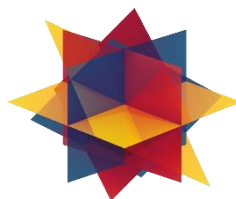
Quacquarelli said: "In praising the originality, initiative, and effectiveness of our applicant cohort – these three qualities were to be found in abundance – I speak on behalf of all of our judges."

In acknowledgement of the projects exhibiting strong potential, an inaugural 'Ones to Watch' category serves to identify initiatives and research that administrators, students, and teachers should observe closely over the coming months and years. Four new awards have been introduced this year: the Cultivating Curiosity Award, sponsored by the *Center for Curiosity*; the Sustainability Award, sponsored by Chinese development firm *Agile Property*; the Ethical Leadership Award, sponsored by *The Global Education and Leadership Foundation*; and the Social Enterprise Award.

The **call for submissions** for the fourth edition of the Reimagine Education Awards
 will **open on 1st March** and **close on 31st July.**

For more information, please contact:

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CONTENT

Awards categories 2016

Main Awards	Regional Awards	Disciplines Awards	Special Awards
Best Use of ICT	Africa	Arts & Humanities	Ones to Watch
Cultivating Curiosity	Asia	Engineering & IT	Social Enterprise
Digital Content	Europe	Life Sciences	
Educational App	Latin America	MBA & Professional Education	
e-Learning	Middle East	Natural Sciences	
Ethical Leadership	Oceania	Social Sciences	
Hybrid Learning	USA & Canada	STEM	
ICT Support & Services			
ICT Tools for Learning & Teaching			
K12			
Learning Assessment			
Nurturing Employability			
Presence Learning			
Sustainability			
Teaching Delivery			

Overall Winners

Labster, *Denmark*

Project: <u>Game-changer: In the future everyone can build their own 3D virtual high-tech laboratory for laptops, tablets and in virtual reality</u>

Labster provides virtual lab simulations used for scientific experiments which are too costly, difficult, or dangerous to perform in physical labs, showing an increase in learning outcomes and self-efficacy for participant students. Their partners include more than 120 educational institutions, with 6 of the world's 10 most renowned universities among them.

www.labster.com

London School of Economics, *United Kingdom*

Project: <u>Students as Producers @ LSE</u>

Students as Producers @ LSE is a series of linked projects designed to transform the learning, teaching and assessment experience through supporting, embedding and scaling the role of students as co-producers and co-constructers of course content and knowledge. Over 70 successful interconnected initiatives have been undertaken across a three-year period.

http://lti.lse.ac.uk/students-as-producers-lse

Overall EdTech Winner

Sponsored by Queensland University of Technology

BYJU's The Learning App, *India*

Project: BYJU's The Learning App - Making millions fall in love with learning

BYJU's is India's largest Ed-tech company and the creator of India's largest K-12 learning app offering highly adaptive, engaging and effective learning programs. Launching in 2015, it has over 5.5 million users and 250,000 annual paid subscribers. It is the first Asian company to receive an investment from the Chan-Zuckerberg Initiative.

www.byjus.com

Best Use of ICT Tools

GOLD AWARD
Inspark Teaching Network, United States
Project: _The Inspark Teaching Network_
Inspark Teaching Network is a global team creating and sharing next-generation courses to revolutionize science education and teach it as it really is: exploration of the unknown. Inspark has created two next-generation courses for higher education: HabWorlds (an introductory general education science course) and BioBeyond (an interdisciplinary introductory biology course).
inspark.education

SILVER AWARD
Tecnológico de Monterrey, Mexico
Project: _Professor Avatar: Telepresence Model_
Professor Avatar invokes a model of telepresence that enhances the teaching and learning process for distance education, contributing to the humanization and reappraisal of the social presence of the professor and students in distance learning models. Since the beginning of the project, it has impacted more than 2,150 students.
profesoravatar._com_

BRONZE AWARD
Hong Kong Polytechnic University, Hong Kong S.A.R, China
Project: _Collaborative Learning with Technology - Peer Instructions with Clickers for Large Classes_
To meet the challenges of engaging and motivating students in large classes at institutions in Hong Kong, this project examines how a peer instruction (PI) program, with the assistance of a student response system (SRS), can provide a sustainable solution to this important issue. Institutional uptake of this solution is increasing.
www.polyu.edu.hk

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Cultivating Curiosity *sponsored by* center for CURIOSITY

GOLD AWARD

Institute for Human and Machine Cognition, FL and University of Maine at Machias, United States
Project: Facilitating Self-directed Knowledge Seeking and Problem Solving in the Classroom
This project will apply novel and innovative learning techniques using available, but underutilized, methodologies and is capable of being easily tailored to individual learners, both in regard to their specific learning-goals and self-regulatory strategies in learning and problem-solving.
www.ihmc.us www.machias.edu

SILVER AWARD

Università degli Studi di Milano-Bicocca, Italy
Project: Enhancing Curiosity through Music
A new approach to music that combines elements of piano concert, lecture, interactive teaching and theatrical performance, putting the listener at the center of an exciting process of discovery and growth.
www.unimib.it

BRONZE AWARD - JOINT

Shanghai Jiao Tong University, China
Project: A Zhiyuan's Education Initiative in Cultivating Curiosity-based Learning
Zhiyuan College at Shanghai Jiao Tong University is dedicated to train curiosity-driven future scientists by transforming students' curiosities into an aspired learning experience and self-initiated creative activities. **http://zhiyuan.sjtu.edu.cn**

BRONZE AWARD - JOINT

University of Trento, Italy
Project: Augmented Lectures: When Scientists Meet Artists
What happens when a scientist and an artist meet and turn scientific storytelling into an artistic endeavour? In other words, what happens when high level science communication meets the realms of poetry, of theatre, of music, of video, of figurative arts? What common ground can be found? Science contains the seeds of art because it deals with exploration and the creation of new ideas. That is what this program explores by creating the opportunity for scientists to meet artists and generate the proper conditions for them to work together. **www.unitn.it/en**

Digital Content

GOLD AWARD
ELSA, Corp., United States
Project: *ELSA is the world's most advanced A.I. that teaches 1.5 billion language learners how to speak English with an American accent, powered by our proprietary speech recognition and deep learning technology.* **www.elsanoa.io**

SILVER AWARD - JOINT
Manhattan Prep School, United States
Project: Interactive Video Course Manhattan Prep
Manhattan Prep have developed an interactive e-learning platform that uses branching video and adaptive technology to replicate the expertise, empathy, and guidance that one would receive from a seasoned teacher. Over 4,700 students have studied with their Interact courses since launch, with high satisfaction scores received thus far. **www.manhattanprep.com**

SILVER AWARD - JOINT
Lecturio, Germany
Project: Lecturio Medical Education
Lecturio.com enables healthcare students and professionals to become fluent in medical concepts and keep their knowledge up to date with video lectures, quiz questions and text reviews by award-winning educators from around the world. Having entered the US market in 2015, Lecturio.com is used in 85 different countries. **www.lecturio.com**

BRONZE AWARD
Woofbert VR, United States
Project: WoofbertVR: Art. Virtually. Anywhere
The WoofbertVR (WbVR) team is a group of professional curators and educators committed to partnering with museums and cultural heritage sites to develop VR-based educational experiences. They are in discussions with over 30 museums, and over 165,000 viewers have downloaded their app to virtually explore art and culture experiences. **http://woofbert.com**

Educational App

GOLD AWARD - JOINT

BYJU's The Learning App, India
Project: BYJU's The Learning App - Making millions fall in love with learning
BYJU's is India's largest Ed-tech company and the creator of India's largest K-12 learning app offering highly adaptive, engaging and effective learning programs. Launching in 2015, it has over 5.5 million users and 250,000 annual paid subscribers. It is the first Asian company to receive an investment from the Chan-Zuckerberg Initiative.
www.byjus.com

GOLD AWARD - JOINT

Duolingo, United States
Project: *Duolingo is known for its free, science -based language education platform selected by Apple as iPhone App of the Year, by Google as Best of the Best app for Android, and by TechCrunch as Best Education Startup. With over 150 million users, Duolingo is by far the most popular way to learn languages online.*
www.duolingo.com

SILVER AWARD

Memorang Inc., United States
Project: Memorang: Leveling the playing field in higher education
Memorang is a web and mobile learning platform that helps students master any topic through adaptive instruction, premium content, peer-to-peer learning, gamification, and deep personalization. After launching in 2014 Memorang has grown to over 100,000 students from over 200 countries who have uploaded 15 million facts and answered 50 million questions.
www.memorangapp.com

Educational App (continued)

BRONZE AWARD – JOINT

REDIdea Co., Ltd., Taiwan
Project: *VoiceTube*
This English learning platform has recently won the 2016 Facebook App of the Year award for empowering users to learn English using YouTube videos as natural teaching materials. VoiceTube provides over 20,000 translated subtitled videos, and has over 1.4 million registered users and 200,000 daily active users.
www.voicetube.com

BRONZE AWARD – JOINT

Voscreen, Turkey
Project: *Voscreen - The World's First Language Learning Accelerator Voscreen is a language learning application that expedites language acquisition by delivering engaging video content. 100% free to use, it enables learners to improve their English in an entertaining and highly effective way. With over 1.3 million users across 74 different countries, Voscreen has already begun to revolutionise how English is learned and taught.*
www.voscreen.com

e-Learning

GOLD AWARD - JOINT
Inspark, United States
Project: BioBeyond
BioBeyond is an innovative, engaging courseware whose primary objective is to improve learner success in entry-level Biology for disengaged students. It does not start by outlining a syllabus and list of lesson objectives, but encourages students to use 'Big Questions' as a hook. Leading research universities contributed to the course design.
inspark.education/biobeyond

GOLD AWARD – JOINT
Smartly Pedago, United States
Project: Pedago
Pedago is a new edtech startup disrupting online learning by offering a free, fully-mobile MBA degree program, eliminating debt and minimizing the opportunity cost for students. Upon completion, students will be connected to relevant employers through an interactive recruiting platform, where companies can browse, schedule interviews, and hire optimum candidates.
http://pedago.com

SILVER AWARD
Arizona State University, United States
Project: Redefining Teacher Professional Development
The Sanford Inspire Program is reimagining how teachers experience professional development (PD) by creating engaging, research-based, personalized, online professional development experiences called On-Demand Modules. Rather than requiring teachers to participate in workshops with variable quality, cost, and effectiveness, these modules allow teachers to exercise autonomy over their own professional development.
http://www.asu.edu

e-Learning (continued)

BRONZE AWARD- JOINT
Cogent Education, United States

Project: A Problem-Solving Approach to Science Education

To encourage a needful problem-solving approach to the teaching of scientific disciplines, Cogent Education identified leveraged gamification to engage younger learners. Their proprietary software authoring system interfaces with a unique 3D videogame engine to produce gamified educational modules for any device, with real-time data empowering educators to intervene as necessary.

www.cogenteducation.com

BRONZE AWARD- JOINT
Expii Inc., United States

Project: Free Personalized Learning through Mathematical Algorithms and Crowdsourcing

Founded by Carnegie Mellon mathematics professor Po-Shen Loh, and guided by Michelle Newstadt, former researcher at the University of Pittsburgh School of Education, Expii use a unique combination of quantitative algorithms and an interface inspired by Google Maps to solve the problem of personalized learning as student-teacher ratios continue increasing.

www.expii.com
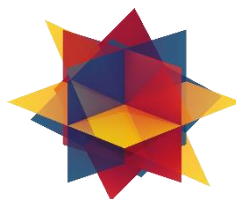
Ethical Leadership *sponsored by*

GOLD AWARD

Williamson College of the Trades, United States
Project: Synchronizing Vocational Education and Character Development to Impact Employability
Williamson conducts vocational training in an immersive educational environment, simultaneously focusing on character and skill development. Substantiated by exceptional yield, graduation, and employment rates, and by rigorous third-party research, Williamson's approach serves as a model for innovative, alternative post-secondary education. **www.williamson.edu**

SILVER AWARD

Defiance College, United States
Project: The FAGIN Project @ Defiance College
The FAGIN Project aims to develop a facial recognition tool to help law enforcement to identify and assist victims of global human trafficking. Students from DFS, criminal justice, and forensic science majors also recently planned and run the college's summer camp, which introduces students to crime scene investigations and forensics. **www.defiance.edu**

BRONZE AWARD – JOINT

LUISS Guido Carli, Italy
Project*: Students' Training and Development Opportunities: A New Leadership for the Future
This project seeks to provide a wide range of training opportunities driven by the combination of soft skills and personal awareness based on three core values: Ethics, Responsibility and Sustainability. Every student, helped by their personal tutor, can choose suitable training opportunities, creating a bespoke CV according to their wish. **www.luiss.edu**

BRONZE AWARD - JOINT

The Hong Kong Polytechnic University*,* **Hong Kong S.A.R., China**
Project: Service Leadership
HKPU has developed a credit-bearing subject entitled 'Service Leadership 'based on the Service Leadership and Management (SLAM) curriculum framework proposed by Po Chung, the Co-founder of DHL International. The subject includes topics on the basic service leadership theory and three essential leadership qualities, and enrolment continues to grow. **www.polyu.edu.hk**

Hybrid Learning

GOLD AWARD - JOINT

London School of Economics, United Kingdom
Project: Students as Producers @ LSE
Students as Producers @ LSE is a series of linked projects designed to transform the learning, teaching and assessment experience through supporting, embedding and scaling the role of students as co-producers and co-constructers of course content and knowledge. Over 70 successful interconnected initiatives have been undertaken across a three-year period.
http://lti.lse.ac.uk/students-as-producers-lse

GOLD AWARD- JOINT

California State University, United States
Project: Caseworx
Caseworx re-imagines experiential learning through video-based, interactive case-learning environments. It takes the case study - a core pedagogy in numerous disciplines - into a videobased, interactive learning environment. We solve for traditional students who are expecting interactive, multimedia learning, as well as non-traditional learners often excluded from high infrastructure experiential learning.
http://www.caseworx.co/corporate-learning

SILVER AWARD

Good Work Foundation
Project: The Open Learning Academy
This is a model that focuses on English literacy, maths literacy, digital literacy, and life skills for rural, school-aged children. In addition, conservation learning is added for all participating learners on a monthly basis supporting a need in South Africa to educate rural communities on environmental sustainability.
http://www.goodworkfoundation.org

Hybrid Learning (continued)

BRONZE AWARD- JOINT

Florida State University, United States

Project: Omprakash EdGE: A scalable model for deepening global engagement through online learning and immersive international internships

Omprakash is a non-profi t working at the intersection of technology, higher education, and international development to create mutually beneficial relationships between students and grassroots social impact projects in over fifty countries. Organizations use Omprakash to recruit, fundraise, and connect, while students can find international volunteering and internship opportunities, and fundraise.
www.omprakash.org/edge

BRONZE AWARD- JOINT

MIT Sloan, United States

Project: X LAB

The Experimental Innovation Lab (X-Lab) is a new course for MBA and other students based at the MIT Sloan School of Management designed to teach and run field experiments in businesses. It consists of a taught class, as well as randomized controlled trial projects answering real business questions in companies.
http://mitsloan.mit.edu/actionlearning/labs/x-lab.php

ICT Support and Services

GOLD AWARD

2gno.me, United States

Project: Personalized PD for K-12 Teachers

As technology transforms classrooms, school districts are having a hard time identifying which teachers need what kind of professional development. In this light, 2gno.me has a unique, personalized approach to assess skills and address skill gaps, based on the ISTE Standards for Teachers, and is currently used in six districts.

2gno.me

SILVER AWARD

Whetstone Education, United States

Project: Whetstone Observation and Coaching Platform Whetstone

It gives school leaders one unified platform to capture observations, share feedback with teachers, set goals, and analyze data to target PD to teachers' unique needs. The platform helps solve two common challenges in teacher coaching - organizational headaches and fragmented data - and is used by over 290 schools nationwide.

www.whetstoneeducation.com

BRONZE AWARD

Libraries without Borders, France

Project: The Ideas Box

Libraries Without Borders partnered with UNHCR to develop a portable multi-media kit that quickly unpacks into a library, a school, a media or community center: the Ideas Box, thus creating safe spaces and provides curated ICT tools that support the world's refugees. Today, demands for Ideas Box programs have extended beyond the refugee context, serving numerous isolated and under-resourced communities.

www.ideas-box.org

ICT Tools for Learning & Teaching

GOLD AWARD

Labster, Denmark

Project: Game-changer: In the future everyone can build their own 3D virtual high-tech laboratory for laptops, tablets and in virtual reality

Labster provides virtual lab simulations used for scientific experiments which are too costly, difficult, or dangerous to perform in physical labs, showing an increase in learning outcomes and self-efficacy for participant students. Their partners include more than 120 educational institutions, with 6 of the world's 10 most renowned universities among them.

www.labster.com

SILVER AWARD

Acarya ORT, France

Project*: Acarya is a web-based intelligent (AI) personal tutor creating student success for learners with educational performance issues. Acarya is a learner-centric platform, including a Lifelong Curriculum System, including all formal, informal and non-formal education, competences and skills, on a unique digital Portfolio. 800,000 students will be reached starting January 2017.*

ort.asso.fr

BRONZE AWARD

SmartyPal Inc., United States

Project: SmartyPal, Inc. - Interactivity and Personalization Platform
SmartyPal is a technology platform designed to streamline the process of enhancing traditional educational content to increase how personalized, interactive, and educational that content can be. The technology was designed as a scalable solution to the problem of creating highly engaging educational technology that can truly transform the educational experience.

www.smartypal.com

K12

GOLD AWARD
ThinkCERCA, United States
Project**:** *ThinkCERCA's personalized literacy curriculum and platform empowers teachers to grow students' critical thinking skills. Through standards-aligned close reading and academic writing lessons for English language arts, science, social studies, and math, ThinkCERCA's systems level solution to literacy instruction prepares students for post-secondary life by building their analytical skills in every subject.* **www.thinkcerca.com**

SILVER AWARD - JOINT
Edorble, United States
Project**:** *Edorble is a private, 3D virtual world platform that is purpose built for teachers and students. Edorble has facilitated global collaboration projects which have brought together students and teachers from different continents and backgrounds. It's being tested by universities, high schools, and a non-profit that will facilitate language learning experiences for displaced youth in the Middle East.* **www.edorble.com**

SILVER AWARD- JOINT
Matific, United States
Project**:** *Matific provides online math resources covering the K-6 curriculum, whose approach to teaching K-6 math involves using interactive mini-games. These immersive bite-sized apps for tablets and computers are based on a modular and progressive spiral learning system designed to help students develop a deeper understanding of fundamental skills and concepts.* **www.matific.com**

BRONZE AWARD - JOINT
Readorium, United States
Project**:** *Readorium is a supplemental web-based program teaching students strategies and wordlearning skills needed to comprehend grade-appropriate science text. All Readorium content is based on NGSS and state science standards. Readorium won the 2016 National CODiE Award for Best Reading/English/Language Arts/Instructional Solution, and is recommended by the National Science Teachers Association.* **www.readorium.com**

K12 (continued)

BRONZE AWARD – JOINT

SMART COOS, United States

Project**:** *Smart Coos web-based platform provides assessment and bilingual web-based instruction to help English Language Learners, including migrant students, learn English and excel in their native language. Unfortunately, both in the U.S. and worldwide, no program currently exists to help children language learners learn both their native (first) language and their learning (second) language. This void exists despite the fact that research shows that students who are learning English as a second language will learn it, along with other subjects, better if they also learn English alongside their native language. Smart Coos views bilingualism as an asset that should be nurtured. This is illustrated by the methodology of our web-based platform. First, Smart Coos provides a bilingual assessment in the student's native language (L1) and learning language (L2). Second, after the assessment, students across as school or district are able to participate in live web-based instruction with a language guide who is fluent in both their L1 and L2.*

Third, students are able to attend weekly web-based sessions at home with their parents (who are not required to know their children's L2). Furthermore, weekly bilingual text nudges reinforce the content of sessions with parents and students. Finally, educators are able to compare the students' initial assessment in their L1 and L2 in light of their weekly progress in those languages.

be.smartcoos.com

Learning Assessment

GOLD AWARD

DigiExam, United States
Project: *DigiExam is the leading digital assessment provider for creating, delivering and grading academic tests. Its comprehensive, integrated set of tools allows instructors to prepare and grade exams, helping students to take tests more efficiently, and encouraging sustainability by reducing paper waste. DigiExam currently serves over 1,600 universities and schools.*
www.digiexam.com

SILVER AWARD

Branching Minds Inc., United States
Project: *Branching Minds is a web application combining learning science and technology to help school districts streamline, focus, and personalize the way they support struggling learners. Branching Minds is used as an intervention solution in 20 school districts across nine states; these districts are responsible for educating over 100,000 students.*
www.branchingminds.com

BRONZE AWARD

Digital Assess, United Kingdom
Project: Adaptive Comparative Judgement
ACJ is a unique web-enabled approach to student coursework assessment, applying the Law of Comparative Judgement. Developed in conjunction with Goldsmiths College, University of London as part of the e-Scape research project, which focused on GCSE-Level Design & Technology, it replaces formal test marking with the collective professional judgments of assessors.
www.digitalassess.com

Nurturing Employability

GOLD AWARD – JOINT
Tecnológico de Monterrey, Mexico
Project: The Incubation Cells
Incubation Cells nurture employability by teaching entrepreneurial skills and by unlocking the economic potential of doctoral research through creating tech start-ups. The results include 39 doctoral students with self-employment experience, over 30 undergraduate students involved in entrepreneurship, over 60 jobs created, and more than US$3 million invested in start-ups. **www.tec.mx**

GOLD AWARD – JOINT
University of North Carolina at Greensboro
Project: X-Culture: The International Business Collaboration Project **www.x-culture.org/challenges**
USA X-Culture is a partnership of about 300 Business professors from over 40 countries. Students are placed in international teams and work on projects during a semester. Dealing with numerous international collaboration challenges, participants apply knowledge gained on International Business courses. Over 4,000 students from 120 universities participate every semester.

SILVER AWARD
Trinity College Dublin, Ireland
Project: Business Competencies Analytics
This mobile peer feedback app allows contextualized, continuous formative peer assessment of transversal competencies based on near to real time on-the-job performance. The app supports informal social learning - critical in today's workplace. It ensures that feedback is always event based; for example, it can be based on a meeting or presentation. **www.tcd.ie**

BRONZE AWARD
Queensland University of Technology, Australia
Project: The Google Online Marketing Challenge **www.google.com/onlinechallenge**
The Google Online Marketing Challenge, the largest student marketing competition worldwide, develops the digital marketing skills of global students through working with real clients using Google AdWords. Since 2008, over 135,000 students from almost 100 countries have developed their digital marketing skillset and enhanced their employability through the Challenge.

Presence Learning

GOLD AWARD
Queensland University of Technology, Australia
Project: STIMulate: integrated maths, science and IT support for learning
STIMulate is a systemic and innovative support-for-learning program, engaging thousands of students annually to boost success in maths, science and IT. It caters for diverse student abilities by providing an integrated learning community. Over 10,000 students have participated in the program in the period from January 2013 to July 2016. **www.qut.edu.au/about/services-and-facilities/all-services/stimulate**

SILVER AWARD
University of Texas at Austin, United States
Project: The Freshman Research Initiative University
Students in the Freshmen Research Initiative work on faculty-led research projects integrated into the curriculum, increasing the likelihood that they will graduate with the skills and resilience needed in today's economy. Over 6,000 undergraduates over the past decade have participated, while the program currently serves 900 additional students each year. **cns.utexas.edu/fri**

BRONZE AWARD - JOINT
Falmouth University, United Kingdom
Project: Launchpad Entrepreneurship Program Pilot
Launchpad is a proven, innovative post-graduate business incubation and acceleration program which creates a new generation of companies in high-value and high-growth Smart Specialization markets. Launchpad aligns skilled graduates, a bespoke package of specialist support and the University's RD&I infrastructure with clearly defined business opportunities, encouraging regionally specific economic development. **www.falmouth.ac.uk**

BRONZE AWARD - JOINT
University of Technology Sydney, Australia
Project: BCII: Create the Future
The BCII combines knowledge cultures from 25 degrees and 7 university Faculties, in collaboration with industry, public sector organizations and communities, to prepare students who can lead innovation in a rapidly changing world. In its first year, 2660 applications were recorded for 150 places, increasing to 3547 in its third year. **www.uts.edu.au**

Sustainability *sponsored by Agile Property Holding*

GOLD AWARD

University of Exeter, United Kingdom

Project*:* Green Consultants

Green Consultants is an award winning training program involving facilitated learning for students interested in pursuing a career with an environmental or sustainability focus. Students undertake a training programme followed by an on-campus project which helps meet institutional sustainability KPIs. This precedes an industry internship devoted to developing practical skills.

www.exeter.ac.uk/greenconsultants

SILVER AWARD

Tongji University, China

Project: Twelve Year's Leadership Program for Sustainable Development

Since 2004, 336 emerging leaders from 42 countries and organizations have benefited from this annual leadership program, of which more than 30 countries are from the Asia-Pacific region. The program has also attracted participants from North America, Africa, and Europe.

www.tongji.edu.cn/english

BRONZE AWARD

Columbia University, United States

Project: Teaching and Learning in Racially Diverse Schools

Columbia University's professional development Institute offers educators knowledge and skills to make racially diverse schools better learning settings, fostering higher achievement and sustaining a juster, more democratic society. The pilot year of the Reimagining Education Institute enrolled 100 professional educators alongside 30 Teachers College graduate students, receiving broadly positive feedback.

teacherscollege.columbia.edu

Teaching Delivery

GOLD AWARD
Universiti Sains Malaysia, Malaysia
Project: Promoting Resilience and Preventing Burnout in Medical Students through the DEAL-Based Practice
Participants in the DEAL-based practice program acquire greater insight about personal ability to handle problems via self-awareness, experience, and conscious effort that allows problems to be handled in effective ways. Eventually, students achieve autonomy by developing the skills necessary efficiently deal with common problems faced in a tertiary education environment.
www.usm.my

SILVER AWARD
University of the Philippines Diliman, The Philippines
Project: HIRIT: Higher education Institutional Readiness for Innovation and Technopreneurship
HIRIT is an innovation and technopreneurship class for designed to help students accelerate technology translation and startup formation. It provides students with the basic tools and skills to identify and pursue market opportunities, as well as the opportunity to network with, and pitch to, technopreneurs, investors, and industry partners worldwide.
http://upd.edu.ph

BRONZE AWARD- JOINT
National Institute of Education, Singapore
Project: Teaching Delivery Building Theory-Practice Nexus in Pre-Service Physics Teacher Education Through Problem-Based Learning
This project employs problem-based learning (PBL), an approach that overcomes the acquisition of bodies of inert knowledge by engaging medical students in authentic problem-solving, complete with the complexities and challenges of a real working environment. The learning environment supports learners by giving them ownership of the problem, and solution development.
www.nie.edu.sg

Teaching Delivery (continued)

BRONZE AWARD- JOINT

30hands Learning, United States

Project: T*eaching and Learning are Connected through Digital Storytelling initially released as an app, Digital Storytelling helps teachers deliver better learning materials and allows students to learn more deeply through using narrative to explain concepts. Its creators explored project-based and hands-on learning programs such as coding, robotics, entrepreneurship and applied PBL, discovering that storytelling empowers all of these approaches.*

http://30hands.com/

SPECIAL AWARDS

SOCIAL ENTERPRISE

GOLD AWARD

Kepler, Rwanda
Project: Kepler: Reinventing Higher Education in Africa
*Kepler has received the **Gold Award** in the **Social Enterprise** category for providing an innovative program for holistic skills development proving strongly conducive to improved employability.*
A daring global experiment using a blended learning model of online courses and local teacher support to bring top tier instruction and job readiness to the neediest parts of the planet, where the number of young graduates is soaring. Kepler is a university program that developed organically out of an organization called Generation Rwanda (GR). Beginning a decade after the 1994 Genocide, GR raised support to send talented students who lacked financial means to universities in Rwanda and provide them with wrap around services such as technology, language support, housing, and mentorship to make them successful.
www.kepler.org

SILVER AWARD

Florida State University, United States
Project: Omprakash EdGE: A scalable model for deepening global engagement through online learning and immersive international internships
*This project has received the **Silver Award** in the **Social Enterprise** category for of its attempt to reconfigure the 'voluntourism' industry, and, in the process, improving student employability outcomes. It combines online education with immersive in internships. Having piloted at FSU and elsewhere, it is ready to disrupt global engagement in higher education to make it more ethical, affordable, and impactful. Omprakash is a non-profit that works at the intersection of technology, higher education, and international development to create mutually beneficial relationships between students and grassroots social impact projects in over fifty countries around the world. Organizations use the Omprakash platform to recruit talent, raise funds, and connect with each other, and meanwhile students use the platform to find international volunteer and internship opportunities, to raise funds, and to receive accredited online training and mentorship.* **www.omprakash.org/edge**

SOCIAL ENTERPRISE (continued)

BRONZE AWARD

Hong Kong Polytechnic University, Hong Kong S.A.R., China
Project: Service Leadership

*The project has received the **Bronze Award** in the **Social Enterprise** category for creating a pedagogical approach to ethical leadership that acknowledges that the intrapersonal competencies are as pertinent as the hard skills that enable successful leadership. Service Leadership through Serving Children and Families with Special Needs is a 3-credit Service-Learning subject offered by the Department of Applied Social Sciences (APSS), The Hong Kong Polytechnic University. This subject is designed to enable students to understand the core attributes of service leaders, apply the core components of service leadership through the engagement of community-based service activities, develop self-awareness of sharing and empathy to others and the community, and reflect on their service leadership qualities particularly intrapersonal and interpersonal competencies.*

www.polyu.edu.hk

Ones to Watch

Career Angels, **India**

Project: *Career Angels acknowledges that India produces 24 Million graduates each year, of which 6.72 Million are unemployed. Career Angels will train and empower these unemployed youths, and help them gain employment. This training will be done through a mobile app/ computer program that has an online and offline component both and can be accessed by people living in remote villages as well.*

http://kgef.org.in

Kytabu, **Kenya**

Project: *Kytabu is an android application for phones and tablets that enables teachers and students to rent curriculum textbooks using mobile money. The fractured content reduces the dependence of learners on teachers, while additional ability to lease the fractured content for either an hour, day, week, month or school term, reduces the cost and data costs of the content by as much as 72%, and in some cases, by 1/1000 of the original price.*

http://kytabu.com

Story Time, **United States**

Project: *Storytime provides children unlimited access to thousands of children's books, and the technology to read along with family members all over the world; for example, giving parents the ability to read to their child from anywhere in the world. Their software allows parents to do this by combining the concepts of live video chat with screen sharing, ensuring that parents never have to miss reading to their child due to circumstances.*

www.readstorytime.com

REGIONAL AWARDS

Note*: only schools and universities are eligible to win these awards*

ASIA

Sponsored by

GOLD AWARD

The Hong Kong Polytechnic University
Project: Platform for Remote-Controlled Physics Experiments
*This project has received the **Asia gold award** for creating a novel, true-to-life remote laboratory to enhance student understanding of experimental methodologies and outcomes.*
www.polyu.edu.hk

SILVER AWARD

University of the Philippines Diliman, The Philippines
Project: HIRIT: Higher education Institutional Readiness for Innovation and Technopreneurship
*This project has received the **Asia silver award** because HIRIT is an innovation and technopreneurship class for designed to help students accelerate technology translation and startup formation. It provides students with the basic tools and skills to identify and pursue market opportunities, as well as the opportunity to network with, and pitch to, technopreneurs, investors, and industry partners worldwide.*
http://upd.edu.ph

BRONZE AWARD

The University of Hong Kong
Project: Problem-based learning and Educational Technologies in Clinical Education
- An Interactional Ethnography
*This project has received the **Asia bronze award** for supporting presence learning to move PBL into a digital, multimodal and information-rich era.*
www.hku.hk

AFRICA

GOLD AWARD

University of Pretoria, South Africa

Project: Enhancing post-graduate student achievement: from Honours to PhD

*This project has received the **Africa Gold Award** for creating effective, quality online postgraduate courses that improve learning outcomes for vulnerable students, including those with disabilities. A successful blended learning postgraduate program has been developed for augmentative and alternative communication leading to innovative, socially responsive graduates.*

www.up.ac.za

EUROPE

GOLD AWARD

Graz University of Technology, Austria

Project: Pocket Code: Computational Thinking Skills for All Humankind

*This project has received the **Europe Gold Award** because of the way in which it leverages smartphone technology successfully and innovatively to improve coding knowledge.*

With Pocket Code, users from all over the world, especially regions where PCs are virtually inaccessible, learn to code in a fun and enticing way, thereby increasing their chances for a better future. Developed as free open source software, the Android version of Pocket Code was downloaded 500,000 times since 2014 and is now available in over 30 languages. Pocket Code not just fosters individual learning how to code, it also allows teachers and educational organizations to use it in classes to teach in a more interactive way. Featured by Google for Education, Pocket Code has already been used in math, science, art, and foreign language classes around the world, thus helping students to engage intensively with their curricular subjects. With a dedicated and thriving online platform for educators, we provide curricular materials and tutorials that help teachers to use smartphones or tablets with Pocket Code during their classes and assist them to make learning a digital experience.

www.tugraz.at

EUROPE (continued)

SILVER AWARD

Falmouth University, United Kingdom

Project: Launchpad Entrepreneurship Programme Pilot

*Launchpad received the **Europe Silver Award** because is a proven, innovative post-graduate business incubation and acceleration program which creates a new generation of companies in high-value and high-growth Smart Specialization markets. This approach significantly reduces the high failure rates associated with conventional business support models. From concept to incorporation, incubation and acceleration, the whole operation remains highly responsive to market demand.*

Launchpad aligns skilled graduates, a bespoke package of specialist support and the University's RD&I infrastructure with clearly defined business opportunities. This approach will attract and retain entrepreneurial talent and draw high-quality investment into Cornwall for the long-term benefit of the local economy.

www.falmouth.ac.uk

BRONZE AWARD

Delft University of Technology, Netherlands

Project: Energy Friendly Renovation Processes

*This project received the **Europe Bronze Award** because it acknowledges that successful pedagogies and courses cannot be confined to the academic environment, but ideally must unite multiple relevant stakeholders. Energy Friendly Renovation Processes is an online course for building professionals and a blended course for MSc students, integrating case studies and academic research. Sustainable housing and neighborhood transformation are hot topics in the built environment in the Netherlands and the rest of Europe. However, high energy ambitions are hard to realize in practice. This is mostly due to residents having limited interest in energy efficiency, financial limitations and failing processes. The living environment is an emotionally charged topic, so an understanding of the behavior and needs of residents and a cooperative attitude within the dynamics of the modern-day development team, are vital for successful projects. These behavioral topics make the content of this course innovative.*

www.tudelft.nl/en

LATIN AMERICA

GOLD AWARD

Tecnológico de Monterrey, Mexico
Project: Semester i - a new way of learning
*This project received the **Latin America Gold Award** for providing curricular innovation that sees pedagogy target towards practically applying knowledge towards solving industry challenges, thus providing a superior means of preparing students for workplace challenges.*
Semester I is a redesigned term that seeks to provide students an innovative learning approach which is based on getting hands dirty by working on industry challenges. New generations are changing and so should do learning environments. This initiative intends to enhance students' competences and knowledge though collaboration, teamwork and a strong focus on results.
www.itesm.mx

SILVER AWARD

Federal University of Ceara, Brazil
Project: Education on construction site
*This project received the **Latin America Silver Award** for addressing the lack of practical exposure found in some Civil Engineering courses. Many top universities have a high percentage of PhD among faculty. While Building Construction faculty have a deep understanding of optimization techniques, material technology, construction administration and productivity, the majority of them haven't built a single building in their entire career. This course was completely delivered on BS Design Construction Site through an agreement with a private construction company (BSPar) that is erecting an A+ classified commercial building (BS Design). The weekly classes were given by engineers under the construction company responsibility and by the building designers and assisted by the formal lecturer from the university. After each class the group used to visit the construction site, guided by the chief engineer, to observe the weekly construction evolution. Allowing students to access the knowledge in a systemic format, integrating all of construction stages based on the reference building construction site experience, proved successful and inspiring.* **www.ufc.br**

LATIN AMERICA (continued)

BRONZE AWARD

São Paulo University State (Universidade Estadual Paulista - UNESP)

Project: Accessibility and Inclusion in Higher Education: Digital Information and Communication Technologies and Assistive Technology

*This project received the **Latin America Bronze Award** for recognising the need to improve access to high-quality education for students with special/additional educational needs, and for practically applying DICT and AT to bring this about. The Constructionist, Contextualized and Meaningful Approach combined with Digital and Assistive Technologies contribute in the inclusion process, in the training of teachers and, in the development of students with special/additional educational needs. Digital Information and Communication Technologies (DICT) and Assistive Technologies (AT) can be resources employed aiming learning in general and accessibility of those with disabilities in the context of Higher Education, meeting the principles of Universal Design. They encounter difficulties in learning caused by inadequacy in Virtual Learning Environments (VLE), teaching materials and teaching methodologies, imposing barriers to their participation in educational processes, depriving them of equality in learning opportunities. These networks can enable the establishment of an inclusive and technological culture, generating potential so the students with special/additional educational needs will have the opportunity to learn with autonomy and independence through VLE, accessible materials, and innovative methodologies of teaching and learning.*

www.unesp.br/eng

MIDDLE EAST

GOLD AWARD
Hamdan Bin Mohammed Smart University, United Arab Emirates
Project: ICT-Enhanced Feedback Systems to Optimize Learning in Online Environment
*This project received the **Middle East Gold Award** for creating and successfully implementing a feedback management system designed to facilitate learner improvement through the use of cutting-edge ICT Tools like BlackBoard Collaborate. The university's vision is centered around shaping education and learning using innovative solutions. To achieve this, HBMSU has implemented a unique blended learning environment suited to the Arab culture and needs of learners in the Emirates.* **www.hbmsu.ac.ae**

SILVER AWARD
Project: AL-Bairaq
Qatar University, Qatar
*This project received the **Middle East Silver Award** for altering the relationship between learner and teacher, moving from a dynamic that is explicitly hierarchical, to one that makes explicit a shared goal, and places the student into the role of co-creator of knowledge. AL-Bairaq is a non-traditional educational project, in which students at high schools work in teams with university-level scientists on practical scientific problems in authentic contexts.* **www.qu.edu.qa**

BRONZE AWARD
Arabian Gulf University, Kingdom of Bahrain
Project: UNIO: Cloud based Learning Operating System for Blended Learning in Medicine
*This project received the **Middle East Bronze Award** for the Cloud based electronic Learning Operating System for Blended Learning which is device and browser agnostic; it is mainly employed in the College of Medicine at AGU, which has adopted since its establishment the non-traditional Problem Based Learning (PBL) method for teaching Medicine. This electronic operating system (UNIO), changes the currency of teaching and learning offering many chances for student interaction and collaborative learning during tutorial sessions, and most importantly keeps the students maximally engaged within the group.*
www.agu.edu.bh

OCEANIA

GOLD AWARD

Queensland University of Technology, Australia
Project: STIMulate: integrated maths, science and IT support for learning
*This project received the **Oceania Gold Award** for being a systemic and innovative support-for-learning program, engages thousands of students annually to boost success in maths, science and IT. It caters for diverse student abilities through an integrated learning community.*
www.qut.edu.au/about/services-and-facilities/all-services/stimulate

SILVER AWARD

The Australian National University, Australia
Project: ANU College of Business and Economics Internship Program
*This project received the **Oceania Silver Award** for seeking to take steps towards transforming their curriculum to ensure that employment-focused training is an integral part of the student experience. The CBE Internship Program was developed in 2016 to address student demands, providing them with the opportunity to apply knowledge, gain practical experience and knowledge of the Australia professional workplace, and to develop and apply valuable employability skills. The Program also sought to act as a tool to expose local businesses, and especially small to medium enterprises to the quality and caliber of ANU students (especially international students) to provide more accessible avenues to employment for ANU graduates.* **www.anu.edu.au**

BRONZE AWARD

Swinburne University of Technology / Scapegrace Pty Ltd, Australia
Project: Quitch: Mobile Learning and Gamification for Better Higher Education Outcomes
*This project received the **Oceania Bronze Award** because of its innovative synthesis of a number of cutting-edge learning techniques and resources, including scalable cloud architecture, use of data analytics, individualised progression paths, and real-time data feedback. Quitch is a gamified, mobile learning platform, for teaching within higher education and which can be used in a range of disciplines.* **www.swinburne.edu.au**

USA & CANADA
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GOLD AWARD

Arizona State University
Project: Redefining Teacher Professional Development
*This project received the **USA & Canada Gold Award** because of the way that it innovatively reconfigures professional development for teachers, using e-learning platforms to allow teachers to identify personal weakness areas and construct their own individualized development programs accordingly.*
Today, more than ever, teachers and districts are being held accountable for their role in student learning. Schools implement a variety of evaluation systems to measure teacher effectiveness and rely on professional development to bridge identified gaps in teacher pedagogy.
The professional development (PD) programs they turn to often vary in terms of quality and cost and lack empirical evidence of their own effectiveness.
We reimagine how teachers experience and interact with PD by creating engaging, research-based, personalized, online professional development experiences called On-Demand Modules.
There are currently 45 modules in use and over 1,500 unique educators from 32 states and 7 countries (including the US, Ireland, Australia, Mexico, Pakistan, Canada and Great Britain) that have completed modules. The impact of the modules has been both far reaching and extremely effective.
www.asu.edu

USA & CANADA (continued)

SILVER AWARD

University of Illinois at Urbana-Champaign

Project: Facilitating Learning through the Scholar Social Knowledge Platform

*This project received the **USA & Canada Silver Award** for its innovative, insightful application of their Seven Affordances framework to create an e-learning platform that moves beyond learning-as-transmission models. Scholar is a "Social Knowledge" platform that blends elements of social media with Learning Management Systems (LMS) to facilitate learning. Technology allows for increased peer interaction that can be scaffolded, supervised, and moderated by the instructor. Instead of having the sage on the stage lecturing in front of the class, each learner can be asked to research information on a subject and present it in an online space. This shifts agency from the teacher to the student, who should be encouraged to become a lifelong learner. In order to promote these goals Scholar is built on the Seven Affordances of e-Learning: 1) Ubiquitous Learning, 2) Active Knowledge Making, 3) Multimodal Meaning, 4) Recursive Feedback, 5) Collaborative Intelligence, 6) Metacognition, and 7) Differentiated Learning.*
http://info.cgscholar.com illinois.edu

BRONZE AWARD

Indiana University Purdue University Indianapolis

Project: Cyber Peer-Led Team Learning (cPLTL)

*This project received the **USA & Canada Bronze Award** for finding novel uses of web conferencing software and best practices of presence learning environments to construct an innovative online pedagogy. cPLTL methods engage students as active participants, not passive recipients, in online activities that involve complex problem solving, working collaboratively, communicating effectively, and fostering self-directed learning. Peer-Led Team Learning (PLTL) is a model of teaching that preserves the lecture and replaces recitation in science courses with a weekly two-hour session.*
During these interactive sessions (workshops), six to eight students work as a team to solve carefully constructed problems under the guidance of a peer leader.
Web conferencing software makes it possible to adapt this face to face pedagogy to a synchronous online environment. This led to the development of cyber Peer-Led Team Learning (cPLTL).
Students' input has been used formatively to improve implementation of this model each semester.
cpltl.iupui.edu

DISCIPLINES AWARDS

Note: *only schools and universities are eligible to win these awards*

ARTS & HUMANITIES

GOLD AWARD

Coventry University, United Kingdom and Tampere University, Finland
Project: Coriolanus Online:
celebrating Shakespeare's year through immersive telepresence-enabled virtual mobility
*Received the **Arts & Humanities Gold Award** because of the way in which it assists the development of pedagogies suitable for innovative international learning - pedagogy that allows groups of students to exchange and create knowledge without having to do so within a presence learning framework.*
This project explored international co-operation in acting in a foreign language (a particular expertise of the University of Tampere) within a system that promotes a more environmentally sustainable model, eliminating (or at least diminishing) the need to move large groups of student actors across the globe for rehearsals, workshops and even performances.
www.telepresenceintheatre.coventry.domains/iterations/coriolanus-online

SILVER AWARD

University of Southern California, United States
Project: Reality Ends Here
*Received the **Arts & Humanities Silver Award** for using a highly creative gamification approach to improve not only learning outcomes, but also a key subset of soft skills that improve employability: networking, learning as team-oriented practice, and inclusivity. This is a pervasive/alternate reality game intervention designed to encourage cross-collaboration, diversity, and positive creative habits. For the past six years, game designers inside the USC School of Cinematic Arts have been running a secret game based on the lore of the school. The game, Reality Ends Here, presents as a secret underground game that has been played since the founding of the school, in which players are tasked with impressing a mysterious Committee of watchers by working together and building creative projects. The more players impress, the more likely they are to be rewarded by the Committee with special encounters, access to unique experiences, or hands-on with tools they couldn't otherwise reach.*
www.ignite.usc.edu

ARTS & HUMANITIES (continued)

BRONZE AWARD

Singapore Management University
Project: SMU-X: Transforming Presence-Based Learning for a New Generation of Graduates
*Received the **Arts & Humanities Bronze Award** for its radical approach to presence learning, SMU-X is an innovative curriculum and pedagogy design that equips students with a broader set of skills beyond those acquired in the classroom. By combining academic with experiential learning through heavy use of projects aimed at solving current issues faced by client partners, SMU-X modules provide students with opportunities for collaborative learning, interactive experiences, access to subject-matter experts from academia and industry, and a deepened understanding of diversity and interconnectedness.*
As of August 2016, SMU-X had grown to 26 modules and 2,320 places. Rated favourably by students, SMU-X modules were credited for contributing to learning outcomes such as enhanced problem-solving, analytical, reasoning and communication skills via the use of an interdisciplinary and experiential learning approach. Equally supportive were client partners who cited benefits such as obtaining business solutions to current problems, and having the opportunity to learn new ideas and knowledge through interacting with the students.
www.smu.edu.sg

ENGINEERING & IT

GOLD AWARD

Deakin University, Australia
Project: DeakinAR
*Received the **Engineering & IT Gold Award** for bringing an exciting digital dimension to Deakin University's education, research and campus services, through delivery of a pioneering Augmented Reality solution and set of capabilities. The DeakinAR program is part of Deakin's ambitious 'Immersive Digital Reality' strategy, which incorporates Augmented Reality (AR), Virtual Reality (VR) and mixed/blended reality. AR technologies offer a live view of the real world supplemented by computer-generated inputs like video or graphics. Recognizing early the huge potential of AR, Deakin has explored the domain extensively over the last two years and commenced DeakinAR in 2016 as a three-phase, multi-year program of work. Phase 1 is the first step towards delivering an enterprise-scale solution for the creation and management of Augmented Reality (AR) experiences across teaching and learning, campus experience, and student services and support.*
www.deakin.edu.au

SILVER AWARD

Delft University of Technology, Netherlands
Project: FeedbackFruits
*Received the **Engineering & IT Silver Award** for allowing teachers to personalize their course didactics utilizing artificial intelligence. FeedbackFruits gathers information from all the courses a student takes and analyzes this information to suggest personalized learning pathways per course for each student. Through this solution teachers receive more information about the learner than before.*
FeedbackFruits provides opportunities for teachers to create learning pathways for their course filled with a range of study activities (like Duolingo for instance).
These learning pathways can be personalized through scripting and the use of artificial intelligence. FeedbackFruits is a TU Delft start-up.
Over the past two years FeedbackFruits has reached more than 35,000 registered users and more than 16 institutions have connected in the Netherlands, Switzerland, UK and Finland.
So far FeedbackFruits has turned over one million euros.
www.icto.tudelft.nl/en/tools/feedbackfruits

ENGINEERING & IT (continued)

BRONZE AWARD

Arizona State University, United States

Project: ThoTh Lab: A Hands-on E-Learning Platform for Cybersecurity Education

*Received the **Engineering & IT Bronze Award** because ThoTh Lab addresses the hands-on labs issues for cybersecurity education by providing an online laboratory to enable instructors to easily design and deploy hands-on lab-running environments, build and share lab guidance, and foster students' engagement to improve their learning outcomes. It can significantly reduce existing labor intensive laboratory setup and maintenance from a few hundred hours to just a few minutes; additionally, it provides 24/7 web-based remote access and allows educators and students to share knowledge and practical experience. Furthermore, ThoTh Lab provides intelligent personalized learning capability to improve the learning outcomes based on individual users' education background, learning habits and goals*. **www.thothlab.org**

LIFE SCIENCES

GOLD AWARD

Queen Mary University of London, United Kingdom
Project: Queen Mary University of London Virtual Lab
*This project received the **Life Sciences Gold Award** for being the only UK University to have converted laboratory-based instruction into a virtual environment to-date. A 3D virtual platform that allows students to learn lab skills in bioengineering and the life sciences.*
The concept of the virtual lab was launched in 2012 and the interface integrated with an e-learning system to produce a 3D Virtual Lab to improve lab skills for students in Queen Mary University of London (QMUL's) School of Engineering and Materials Science. Since then, the platform has been rolled out across QMUL and has also been adopted by UCL, Eindhoven University and the Open University. **www.qmul.ac.uk**

SILVER AWARD

Université Laval, Canada
Project: Making sustainability a way of life for students and employees
*This project received the **Life Sciences Silver Award** for raising awareness that training in sustainable development (SD) represents an essential tool for adaptation and transformation of societies towards a better understanding of limits to current models. In this context, universities are responsible for meeting the training needs in sustainability in order to ensure a better future to our societies. Université Laval's main goal is to answer this question: "How do you teach SD in a way that enables students to incorporate it into their lives and become agents of change through awareness and global initiatives involving education and learning methods that take into account lifestyles, standards of living, and living environments?" The university wants to encourage its students, employees, and partners to voluntarily participate and adopt SD: once people and administrative units are committed to SD, they become stakeholders, doing whatever they can to achieve these goals and furthering the cause with new ideas and proposals, to the point that it all becomes self-sustaining. Université Laval's willingness to embrace a global approach to sustainability education is what sets it apart. Although sustainability has been addressed in the classroom by individuals in the past, it is now being articulated in a collective and cohesive vision.* www.**ulaval**.ca

LIFE SCIENCES (continued)

BRONZE AWARD

The University of Hong Kong, Hong Kong S.A.R., China
Project: Interprofessional Team-based Learning (IPTBL) for Health Professional Students
*This project received the **Life Sciences Bronze Award** for creating Asia's first large-scale interprofessional education program, thereby innovating within the university's regional context. This is a cross-faculty, cross-institution project on interprofessional education (IPE) for teams of students from various healtha and social care programmes, facilitated by the online Learning Activity Management System (LAMS).*
www.tl.hku.hk/tag/interprofessional-team-based-learning

MBA & PROFESSIONAL EDUCATION

GOLD AWARD
Trinity College Dublin, Ireland
Project: Business Competencies Analytics
*This project received the **MBA & Professional Education Gold Award** for successfully synthesising mobile technology, data science, and social learning in the form of peer review in an original way to improve understanding of business-centred competencies. This mobile peer feedback app allows for contextualized, continuous formative peer assessment of transversal competencies based on near to real time on-the-job performance. Through the peer feedback, competency data is captured regularly, analyzed and visualized. This not only gives relevant, timely, and actionable insights to the employee, it also delivers more accurate data to the organization.* **www.tcd.ie**

SILVER AWARD
Coursera and the University of Illinois, Urbana Champaign, United States
Project: iMBA: Expanding access to business education
*This project received the **MBA & Professional Education Silver Award** for its successful partnership with Coursera, which brings about a highly interactive, flexible MBA learning experience. The University of Illinois, Urbana Champaign and Coursera launched a unique MBA program (iMBA) as a convenient, stackable way to earn a graduate business degree at a fraction of the cost of traditional on-campus degree programs.***www.coursera.org/university-programs/imba/**

BRONZE AWARD
Florida International University, United States
Project: The Talent Development Network- Creating an internship culture in Miami-Dade
*This project received the **MBA & Professional Education Bronze Award** for trying to create a spatially-specific paradigm shift: for taking steps towards making student internship culture a norm, and in doing so reduce the regional 'brain drain'. For the South Florida economy to continue to grow and thrive, talented and highly skilled college and university graduates must be able to find the quality, high-paying jobs they desire. To retain the region's intellectual capital, Florida International University has teamed up with local academic and economic development institutions to provide students with meaningful work experience in key, targeted industries.* **www.tdnmiami.com**

NATURAL SCIENCES

GOLD AWARD
Duke University
Project: DATA+
*This project received the **Natural Sciences Gold Award** for successfully creating and implementing an innovative, original approach to the teaching of data science, encouraging students to use data science to solve key industry and/or academic issues, and in doing so improving employability outcomes. Data+ is an interdisciplinary research experience that exposes undergraduates to modern data science in a peer learning community and provides professional development for graduate student mentors. Imagine a program: where industry, civic leaders, university administrators, and faculty unite to design projects that expose students to data-related problems and applications, that teaches students relevant skills in demand in diverse fields, that vertically mentors undergraduate and graduate students in the application of those skills in a team environment, and that has strong, strategic, institutional commitment. That program is Data+.* **www.bigdata.duke.edu/data**

SILVER AWARD
National Institute of Education, Singapore
Project: Building Theory-Practice Nexus in Pre-Service Physics Teacher Education through
        Problem-Based Learning
*This project received the **Natural Sciences Silver Award** for innovatively synthesising insights from problem-based learning with open-source platforms like Google Site to improve instructor competency. In this model, pre-service teachers are engaged with iterative cycles of self- directed and collaborative learning, with the aid of information and communication technology, as they go about finding solutions to authentic learning problems in physics encountered by students from a local high school, and implementing and reflecting on their solutions.* **www.nie.edu.sg**

BRONZE AWARD
Shanghai Jiao Tong University, China
Project: *A Zhiyuan's Education Initiative in Cultivating Curiosity-based Learning*
*This project received the **Natural Sciences Bronze Award** because Zhiyuan College at Shanghai Jiao Tong University is dedicated to train curiosity-driven future scientists by transforming students' curiosities into an aspired learning experience and self-initiated creative activities.* **http://zhiyuan.sjtu.edu.cn**

SOCIAL SCIENCES

GOLD AWARD
University of New South Wales, Australia / LionsHeart Studios
Project: UniPlay: A Platform to Reinvent Higher Education
*Received the **Social Sciences Gold Award** because of the way in which it allows instructors in higher education institutions to create innovative, gamified pedagogical approaches to their subject. UniPlay allows instructors to create university courses that are indistinguishable from videogames. Traditional instructions are seamlessly integrated, transforming study hours into leisure time. UniPlay is used by 12,000+ students and 22+ instructors from several disciplines (Business, Medicine, Engineering and Law) across various universities. The courses range from Economics and International Tax to Pediatrics and Campus Orientation. The goal is to educate and attract and retain as many people as possible --- not just university students via: 1) Experiential Learning, 2) Next-Gen Analytics 3) Courses indistinguishable from a videogame 4) A Community of Innovators.*
www.lionsheartstudios.com

SILVER AWARD
Florida State University, United States
Project: Omprakash EdGE: A scalable model for deepening global engagement through online learning and immersive international internships
*This project received the **Social Sciences Silver Award** because Omprakash is a non-profi t working at the intersection of technology, higher education, and international development to create mutually beneficial relationships between students and grassroots social impact projects in over fifty countries. Organizations use Omprakash to recruit, fundraise, and connect, while students can find international volunteering and internship opportunities, and fundraise.* **www.omprakash.org/edge**

BRONZE AWARD
Monash University, Australia
Project: Teaching Innovation
*This project received the **Social Sciences Bronze Award** for creating an innovative technological space conducive to the improvement of interdisciplinary understanding. STARLab is an exemplar technological room meeting initial curriculum goals and creating an environment for a clear focus on technology in teaching and learning in the banking and finance curriculum.*
www.business.monash.edu/the-school/facilities-and-infrastructure/starlab

STEM

GOLD AWARD
The University of Texas at Austin
Project: The Freshman Research Initiative
*This project received the **STEM Gold Award** because students in the Freshmen Research Initiative work on faculty-led research projects that are integrated into the curriculum, increasing the likelihood that they will graduate with the skills and resilience needed in today's economy.*
The Freshmen Research Initiative (FRI) is an undergraduate program at the University of Texas at Austin that engages undergraduate students in hands-on research during their first year on campus. FRI excites and retains students by teaming them with faculty to work on authentic, scientific research. More than 6,000 undergraduate students over the past decade have participated in FRI. The program currently serves 900 additional students each year at UT, and the model is being replicated at other institutions nationwide. **cns.utexas.edu/fri**

SILVER AWARD
University of the Philippines Diliman, The Philippines
Project: HIRIT: Higher education Institutional Readiness for Innovation and Technopreneurship
*This project has received the **STEM Silver Award** because HIRIT is an innovation and technopreneurship class for designed to help students accelerate technology translation and startup formation. It provides students with the basic tools and skills to identify and pursue market opportunities, as well as the opportunity to network with, and pitch to, technopreneurs, investors, and industry partners worldwide.* **http://upd.edu.ph**

BRONZE AWARD
Indian Institute of technology Kanpur
Project: Tinker toys as pedagogical tools for STEM education in rural India
*This project has received the **STEM Bronze Award** because it targets the curiosity and a desire to learn innate in every child irrespective of their caste, religion or economic background. Quality education for all still remains a huge challenge in India. The teacher to student ratio in the government run primary schools in urban regions is 1:30, and that in rural regions is as high as 1:40. While the most basic education struggles to find its ground, the education standards in STEM subjects are acutely far from the required levels. To tackle this problem, an approach of leveraging the intrinsic learning potential of children has been adopted for this project.* **www.iitk.ac.in**

THANK YOU

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