Wharton UNIVERSITY of PENNSYLVANIA

SEI Center FOR ADVANCED STUDIES IN MANAGEMENT

QS STARS | AWARDS 2016
REIMAGINE EDUCATION

Reimagine Education 2016

APPLICATION GUIDE

Dear Reader,

With every year that passes, our world is changing. A constantly-shifting economy and a constantly-shifting employment market are the consequences of new challenges, and new opportunities, that we all face. If these challenges are to be overcome and these opportunities are to be successfully taken, **the way in which we educate needs to be constantly reimagined** as well.

The **Wharton-QS Stars Reimagine Education Awards & Conference** is global competition and conference which encourages educators everywhere to spot problems that prevent optimal learning and/or pedagogical outcomes, and find creative, innovative solutions to these problems. By doing so – by reimagining the way education is conceived of and conducted – all participants have the chance to bring forth a vibrant, dynamic generation of highly educated, highly employable, highly motivated problem solvers.

Doing so, however, involves collaboration as well as innovation. The Wharton School of Business at the University of Pennsylvania and QS Quacquarelli Symonds have teamed up with top investors and venture capitalists to offer a series of prizes, ranging from US$25,000 to US$50,000, to be awarded to the best Reimaginers each year.

This e-guide is designed to explain everything one needs to know about Reimagine Education: the origins and objectives of the conference, the application process (including an exemplar project), the categories in which projects can be submitted, and a detailed guide to previous projects that our panel of esteemed judges have selected as most likely to reimagine education. We hope you find this e-guide useful, warmly invite you to submit your most exciting innovations to our competition, and would be delighted to welcome you to Philadelphia in December.

Yours faithfully,

Professor Jerry Wind   &   Nunzio Quacquarelli

Reimagine Education: An Introduction

The digital age is now in full flow, with most aspects of life becoming digitalized.

The attempt to link the world together is also gaining momentum.

In 2007 – under a decade ago – only 1.3 billion people had internet access (20.6% of the world's estimated population. In little over eight years, that figure has more than doubled: 2.9 billion people ended 2014 with internet access, or slightly over 40% of the world's population.

Education has long been a universal right, but until recently, the global infrastructure necessary for high-quality, affordable education accessible to all has not been in place.

The huge leaps forward we have made towards a fully connected world mean that we can finally start to imagine, and implement, the steps necessary for bringing education in line with technological process – in other words, the steps necessary to reimagine education for a fully digitalized, fully connected age.

Reimagine Education was set up in 2014 Professor Jerry Wind, Lauder Professor at the University of Pennsylvania and by Nunzio Quacquarelli, CEO at QS Quacquarelli Symonds to help innovators, thought leaders, and true Reimaginers around the world bring this goal about. It takes the form of a **highly contested awards competition – in 2015 over 500 projects competed for awards in over twenty categories** – and **a flagship conference** held at The Wharton School at the University of Pennsylvania in early December. The awards acknowledge projects that bring education in line with this new social moment, while the conference provides outstanding projects with the opportunity to present their projects. More than that, it allows all attendees to hear education thought-leaders speak about what reimagining education means; enter into dynamic, insightful discourse about how to reimagine it; and form the sort of high-powered networks necessary for collaboration and re-imagination.

Last year's awards and conference saw our project grow, and all attendees benefited from keynote talks from Jaime Casap of Google and Jeremy Rifkin, author of bestselling treatise The Third Industrial Revolution. Wharton and QS Stars will again collaborate this year to turn Reimagine 2016 into a space that allows the best thinkers, innovators, educators, and investors to come together.

For this to be a success, Reimagine requires the energy, enthusiasm, and creativity of those reading this. We're putting together another team of global higher education experts and industry leaders to judge our competition this year, and they are all eagerly anticipating reading your submissions. What problems do you see in the world of education today? What opportunities can you and your team create? How can you and your team put together a project that provides concrete, creative answers to these questions? By doing so, you become a Reimaginer. By doing so, you will change the higher education landscape. By doing so, learning outcomes will become optimised, and the employability of learners will be enhanced as a result.

Much of this e-guide is designed to assist you as much as possible with your attempt to answer these questions. We'll take you through our Gold Winners – last year's winning Reimaginers – and provide a step-by-step walkthrough example, giving you all the information necessary to impress our judges. We hope you have all you need to be inspired to become a Reimaginer this year!

Judging Criteria

When applying for Reimagine 2016, you'll be asked to fill in five sections explaining your project: (1) Project Objective, (2) Project Approach, (3) Project Engagement, (4) Project Impact/Project Results, and (5) Next Steps. Each of these sections will be analysed by our panel of judges, and graded based on their success in meeting certain criteria – criteria that are explained below.

1. Project Objective (20%)

Does the project identify a clear problem in the world of education?

Is the project attempting to solve a specific, realistic issue?

Are the creators of the project filling a space that does not already have concrete solutions to that problem?

Does the project seek to create educational opportunity, or improve specific employability issues in an easily-identifiable area?

This section is essential because it is the basis by which our judges can assess whether your project has succeeded in achieving its objectives – clear objectives that can be clearly assessed will stand a greater chance of winning our judges' favour.

2. Project Approach (20%)

Does the project use innovative learning techniques to solve the problem you have created?

Is your project approach able to adapt to the various different learning styles learners have? Does it put into action cutting-edge research, new technology, or modern methodology? Does it provide a novel way to apply existing educational theory?

Finally, does it encourage collaborative learning, whether through creating mentor-student dynamics, or through encouraging peer-to-peer learning? Does it move beyond conceiving of learning as simply transmission?
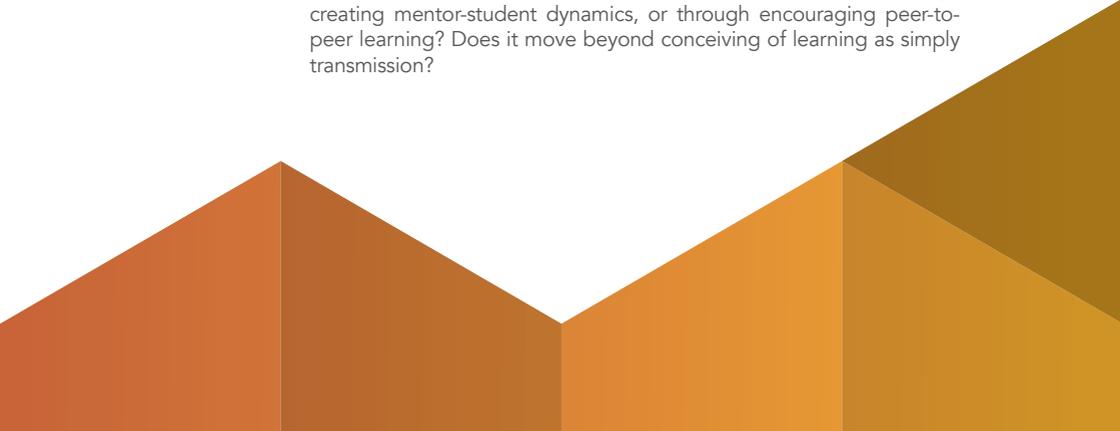
3. Project Engagement? (20%)

How many students have you reached with your project?

How many institutions have decided to engage with your project?

What proportion of students have engaged with your project voluntarily?

What social media channels have you set up connected to your project, and how much engagement can you demonstrate on these channels?

How satisfied are students with your project? Is the engagement predominantly positive or negative?

Projects that provide evidence for their answers in the form of student survey results, institution survey results, staff survey results, and social media figures will provide our judges with more opportunity to provide a favourable score in this category.

4. Project Impact/Results (20%)

In what quantitative ways has your project improved learning outcomes?

For example, has it improved grades? Has it improved attendance, or other quantitative metrics?

Has its methodology been the inspiration for published research papers, or newspaper articles?

Has it improved understanding of badly understood curricula?

Has it received research grants, or venture capital?

Has it caught the attention of angel investors or government education officials?

Projects that fulfil these criteria will become more likely to receive favourable scores from our judges.

5. Next Steps (20%)

Are you able to scale your project for more than one company/institution in a feasible, cost-effective way?

Is your project approach applicable to improving pedagogy in other subjects?

Is your project approach applicable to improving employability for other subjects?

Is your project approach applicable to other educational stages (i.e. K12/K5 for a tertiary education project)?

Have you begun to seek further investment?

Do you have a business plan detailing where you envisage your project being in one year, five years, or ten years?

Does your institution or company plan to partake in, or fund, research around your approach, with the goal of honing it ever-further?

Projects that can be scaled for a wider audience, projects that have well-conceived and feasible business plans, and projects that are applicable to numerous subjects will be more likely to receive a favourable score from our judges.

After lengthy consultation with our advisory board and in-house members, and with the desire to constantly evolve, Wharton-QS Stars recognize that projects at an earlier stage of completion will be less able to demonstrate engagement and/or impact. Therefore, for projects at an earlier stage of development, the 'Project Impact' and 'Project Engagement' criteria will be replaced by a 'Initial Research' criterion and a 'Feasibility Analysis' criterion, each also worth 20%. The replacement criteria are explained below.
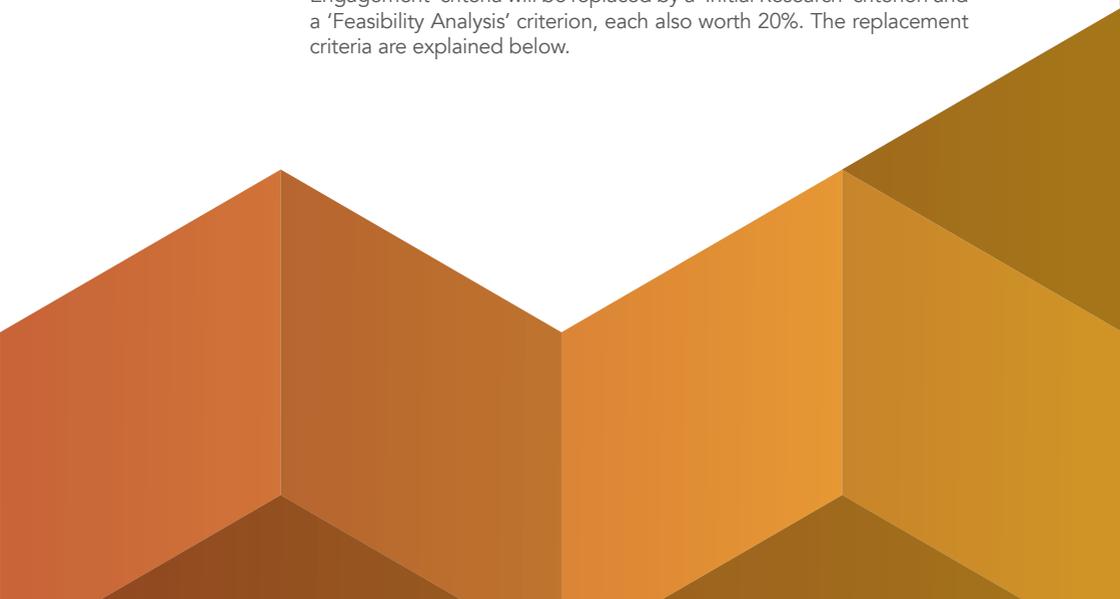
6. *Initial research*

Has your project identified a market/intellectual lacuna that needs to be filled?

Has your project conducted research into the root causes of the problem you are looking to solve (academic studies, reading peer-reviewed papers, discussions with experts), and has that research yielded clear answers?

Has your project sought to use well-established, peer-reviewed educational/business/neuroscientific theory when establishing the causes and potential solutions to the problem you wish to solve?

Projects that have conducted their research according to rigorous academic standards will be more likely to come up with workable solutions, and therefore will receive a higher score from our judges. Projects based on personal intuition, anecdotal evidence, or aim to solve a non-existent/unsolvable problem will be more likely to receive a lower score from our judges.

7. *Feasibility analysis (20%)*

Once a solution has been found, have you done SWOT analyses to assess how your project will fare in the educational marketplace?

Have you done research to discover whether your project adheres to copyright laws?

Is your solution likely to undermine somebody else's intellectual property rights?

Is your project going to be cost-effective, both to create and to implement?

Is your project going to be cost-effective to scale upwards if necessary?

Applying for Reimagine 2016: Key dates and FAQs

Key dates (subject to change):

April 21st 2016: Wharton-QS Stars Reimagine Education Awards Competition 2016 opens.

September 25th 2016: Awards Competition 2016 closes.

December 5th 2016: Start of the Wharton-QS Stars Reimagine Education Conference 2016.

December 7th 2016: End of the 2016 Conference.

- **This competition sounds excellent! When can I start submitting my project? And how long do I have to reimagine education this year?**

  Call for Submissions is now open and the application window will run until **September 25th 2016**. We want to give our panel of expert judges as long as possible to devote the necessary attention to each of the shortlisted projects, and this window will allow this.

- **How do I apply for this year's awards? Do I have to pay to enter?**

  To start an application, please go to http://bit.ly/Reimagine2016APPLY It's part of our ethos that the application process should be as accessible as the new pedagogies we're trying to inspire, so application is free for all participants.

- **I really want to enter, but I haven't got a project ready yet! What do I do?**

  Our tailored application process means that you can revisit your project whenever you want, and develop it as much as you want until the September 25th. All we want when you apply is your set of personal details/institution details, and a Team Leader that we can contact with crucial Reimagine information. Otherwise, the specific project sections don't need to be complete until 23:59 GMT on the September 25th 2016, giving you all the time you need to hone your innovation to perfection.

- **Do I have to come to the conference to stand a chance of winning an award? If I do win, do I have to attend to receive my prize?**

  No! It is simply impossible for our panel of judges to fairly and comprehensively analyse hundreds of projects within the day and a half between the start of the conference and our gala awards dinner. All winners will be finalised and contacted well before the conference commences (we tentatively predict early to mid-November). However, we can't emphasise enough that Wharton and QS Stars are collaborating tirelessly to create a conference agenda that brings together the world's best innovators, educators, speakers, and thought leaders. We ardently believe that the value of our conference goes far beyond simply discovering the best new educational innovations – for all attendees. For those who win an Oscar of Higher Education but are sadly unable to attend, we'll be delighted to send your award to the institution/company address you provide us during the registration process.
  There is an exception: the overall winner/s will be determined by a panel of expert judges which will gather at the conference and evaluate which of the winning project by the 12 awards category deserves to be the overall winner.

- **I don't know what category of award I should enter – I'm not sure if my project has a category at all, or I think that my project is applicable to multiple categories. What do I do?**

  This isn't a problem at all. If you don't think your project has a definitive category yet, or you think it belongs to multiple categories, simply choose the 'Other' option in the drop-down box on the 'Apply Now' page. Like the rest of our application process, this can be changed at any point up until the September 25th, so you are welcome to discuss it at length with your team before coming to a decision. However, we must stress that we will not be running a 'General Awards' category, so if you do not select a category before the September 25th, our judges will categorize it themselves.

- **I, or my institution/company, want to try reimagining multiple times. Can I/we? Will this lower my/our chances of winning?**

  You're welcome to enter as many projects as you want. There is no entry cost, so financial issues shouldn't deter you, and we welcome any project that is going to optimise pedagogy and/or employability for the 21st century. Our panel of judges will assess each project on its particular merits, and there is no judging penalty if you've applied with a different project already. If an institution or company produces three truly outstanding attempts at reimagining education, our judges will reward their insight and creativity with three awards.

- **My institution/company has been in contact with another, and we've come up with an excellent project idea for your competition. Is this allowed?**

  Absolutely! Wharton-QS Stars are passionate advocates for the value of collaboration – it is a cornerstone of the inclusive, accessible, dynamic educational culture that we want to help create. If you are collaborating, we advise entering the details of both (or all) relevant institutions in our 'Apply Now' section, and we also advise creating legally binding arrangements about prize distribution for safety's sake. Aside from these two minor points, feel free to collaborate away!

- **We won an award last year. Can we try to reimagine education again this year?**

  Please don't stop innovating!
  Only the overall winning projects are not allowed to re-enter the competition.

- **We didn't win an award last year. Should we try to reimagine education again this year?**

  Yes. Please don't stop innovating! If you didn't win one of our Awards in 2015 (or, indeed, 2014), keep trying! We've created this guide so that every single applicant understands what our panel and team are looking for, and how the best projects successfully reimagined education last year. Armed with this information, we believe that every applicant can succeed, if their project is truly innovative and is either scalable or has depth. This is also the case for projects that were shortlisted last year, but were not selected as a category winner. We urge you to keep thinking, and keep reviewing your project!

- **In which category should I enter my project? I think it's relevant for more than one, or am not sure it has one at all.**

  Please see http://www.reimagine-education.com/awards for the list of category descriptions. We hope this clarifies the nature of each category, and helps you to come to a decision. We also remind you that you don't need to decide just yet! The nature of our application process means that you can make this decision at the last minute, when your team has had ample opportunity to consider. We do, however, need to stress that if you decide to simply classify your project as 'Other/Unsure', our judges reserve the right to assign your project to a category based on their interpretation of your project's goals, applicability, and strengths.

  We also stress that you cannot enter your project for a Regional Award or a Discipline Award; your project is automatically entered for one of these awards based on the country of origin of the project's main institution/company or the discipline it focuses on.

- **Can I submit more than one project into the same category? Is this allowed?**

  Yes! If your institution/company feels like they have created – for example – three innovative projects for the Hybrid Learning category, then please do enter all three projects into this category!

- **Can I enter more than one project? Do I have to open a new account for each of my projects or can I upload all the projects in my first account?**

  Yes, you can enter as many projects you wish using the same account. However, for each new project, you will need to specify a team leader and participating institution. You do not need to create different accounts for different projects.

- **My project has not been implemented yet - it is still an idea and/or prototype, either because it has just been designed, our company/institution lacks sufficient funding, or because we are awaiting collaboration? May I submit the project for the awards anyway?**

  Of course! However, you should do everything that you can to enable the judges to understand the functionality and benefits of your product. If possible, please set up your entry with sample data, and ensure you provide us with links to the project as it stands. We recommend that you consider supporting your entry in some of the following ways:

1. Documents offering an insight into the introduction or implementation of your product into a particular context/ institution/ country and its scalability;

2. Readily available information about trials or tests conducted within the target audience of your project;

3. Project's reviews published in the educational, industry-specific, or local press;

4. Any other documentation that demonstrates how your project adds value to the world of education;

5. Evidence to show that you have undergone substantial initial research and feasibility analyses, which will form key aspects of the judging criteria for projects at an early developmental stage.

- **Do I receive feedback?**

  Due to the large amount of applications we are unable to give feedback to applicants who fail to pass our first judging stage. However, feedback is available upon request for projects that were shortlisted, but did not win.

- **Who is judging my product or service? How does the judging process work?**

  We will soon be able to make our global panel of esteemed judges available to the public – please keep consulting www.reimagine-education.com. Detailed information about the criteria our judges use to make their decisions can be found in this e-guide.
  This year, we are employing a four-step judging process, with the number of projects decreasing at each stage.
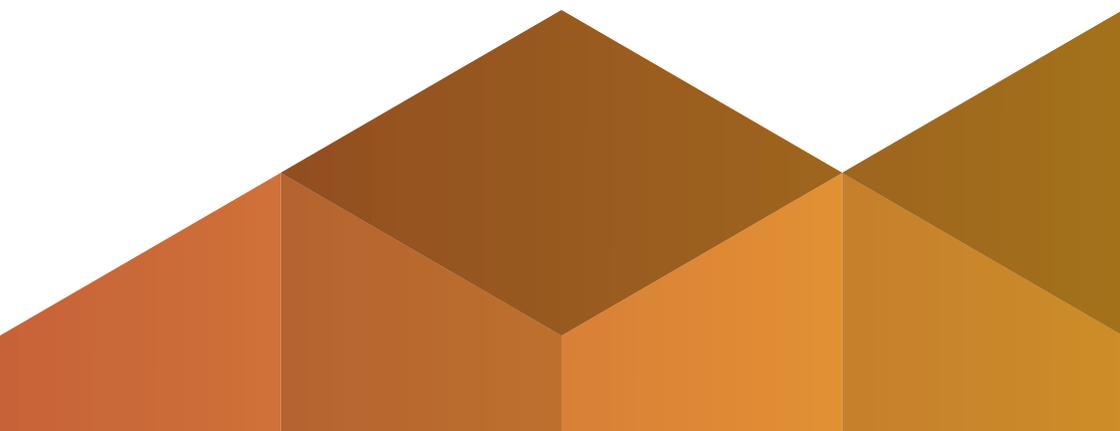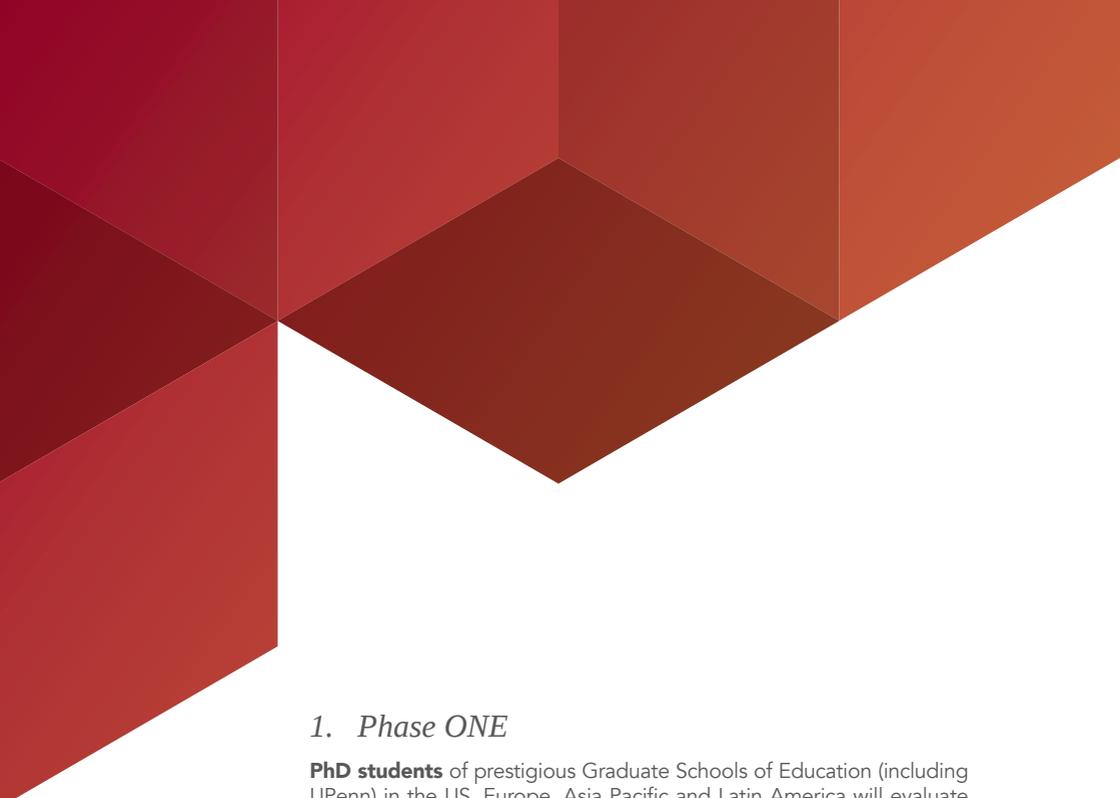
1. *Phase ONE*

PhD students of prestigious Graduate Schools of Education (including UPenn) in the US, Europe, Asia Pacific and Latin America will evaluate every single application received and produce a thorough evaluation based on the framework of the competition as illustrated in pages 3-5 of this guide.

The outcome of this first phase will be a longlist of the **best 20 entries by category**, based on the highest scoring projects.

Each project will be screened by two PhD students of different institutions.

Whenever a significant discrepancy of judgement will arise, the Advisory Board of the Reimagine Education Competition will be asked to review the project and reconcile the result.

2. *Phase TWO*

A panel of 20 international judges consisting of the above mentioned Advisory Board plus other experts in the awards categories will evaluate the long-listed entries. The judges will be assigned projects to evaluate based on their area of expertise. Each project will be reviewed by three judges.

The **five highest scoring projects** will be shortlisted in each category.

3. Phase THREE

A panel of 40 international judges consisting of external experts (Without any representative from Wharton, UPenn or QS) will be judging the shortlisted entries to determine the three finalists in each category.

The judging process will be completed by November 25th 2016.

The LAST phase of judging, which will determine the OVERALL WINNER/S of the

Wharton- QS Stars Reimagine Education Awards 2016 will take place at the Conference on December 6th 2016.

A panel of 12 distinguished judges will assist to the presentations of the finalists' projects and judge them. The highest scoring project will be awarded as the overall winner and receive US$ 50,000 in funding.

Though Wharton-QS Stars will ensure that informed, expert judges are part of the judging process at every stage, we believe this framework allows outstanding projects to be fairly, comprehensively judged, thus making our final choices as robust as possible.

- **When and how will I find out if I have been shortlisted/ if I have won?**

  Please consult the Key Dates section at the top of the FAQs. However, please note that this calendar is subject to change. All longlisted applicants will be notified by October 28th 2016 ensuring all successful applicants have time to book the conference and prepare their presentations.

- **Are Golden Winner and First Place the same thing?**

  Yes. To avoid confusion, we will this year categorise winning projects thus:
  - Gold Award
  - Silver Award
  - Bronze Award
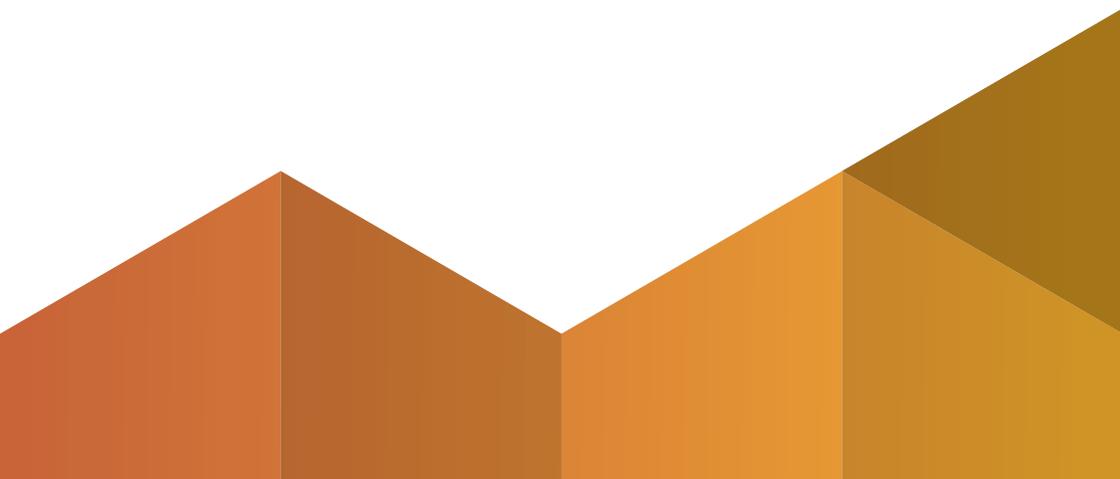
- **What is the reward for winners? Do shortlisted projects receive any recognition?**

  Reimagine Education Awards winners will receive a trophy and Winner Certificate at the Awards ceremony and Gala Dinner held in Philadelphia in December 2016. Winners will also receive a Reimagine Education Awards winning E-Badge to use for marketing and PR purposes. Shortlisted projects, universities and companies will receive a Reimagine Education Awards Shortlisted E-Badge. All winners will have the opportunity to showcase their project at the Reimagine Education 2016 Conference.

- **What happens if I don't receive a confirmation email after sending in my entry?**

  Please email reimagine@qs.com.

- **What should I do if I've lost my password?**

- Please email reimagine@qs.com. We'll provide you a new password as soon as possible.

Reimagine Award Categories – Explanations

1. E-Learning Innovation

This prize will be given to the best electronic learning project. We seek any innovative new technological tool, or any project that uses existing electronic learning tools in an innovative way. Such projects should facilitate and support learning through the use of information and communications technology

2. Hybrid Learning Innovation

For this category, we seek the best project that unifies web-based learning delivery and traditional learning practices. How can you and your team improve learning outcomes in a way that foregrounds the learning team (educator and present students), while also leveraging web-based internet resources?

3. Presence Learning Innovation

Reimagine Education is keen to emphasise that reimagining education involves more than devising ingenious technological solutions to problems. Presence learning is also in need of reimagining, reliant as it is on centuries-old teaching methods. How can you and your team reimagine presence-based pedagogies, and improve learning outcomes in traditional learning environments?

4. Teaching Delivery Award

This prize will be awarded to the project that demonstrates a link between an innovative approach to delivering course content and clear improvements in learning outcomes and/or student satisfaction. Can you and your team invoke new and/or existing educational theory to reimagine the way content is delivered? This may involve reimagining e-learning delivery, reimagining presence learning delivery, or both. outcomes in traditional learning environments?

5. Nurturing Employability Award

This prize will be awarded to the project that can clearly demonstrate a link between their project's approach and improved employability outcomes. What traits and/or skills do you find employers to be lacking in their hires, and how does your project help its users to enhance these traits and/or skills? Can your project help employers to better identify the traits and/or skills they desire in their graduate student hires?

6. Sustainability Award

This award will go to the most innovative approach for encouraging and teaching the principles and best practises of sustainable development.

This might involve economic, environmental and/or social sustainability.

7. Ethical Leadership Award

This award will be given to the best pedagogy encouraging the leadership qualities of the students it reaches, while also encouraging them to exercise these leadership qualities

8. ICT Tools for Teaching & Learning Award

This prize will be awarded to the company/institution that creates the most innovative Information Technology tool, and uses this tool to improve the educational experience of teachers, students, or both.

9. ICT Support & Services Award

This prize will be awarded to the company/institution that creates the best Information Technology tool that enhances the supportive framework upon which outstanding teaching and/or learning is constructed. For example, efficient IT interfaces are necessary for a successful feedback loop between teacher and learner, while comprehensive resource databases that can be consulted out of the classroom encourage independent thinking and learning.

10. Best Use of ICT Tools Award

This award will go to the project that best implements existing ICT technology to improve learning or employment outcomes.

11. Educational App Award

This prize will be awarded to the project that creates the most innovative, accessible, usable app, and that can demonstrate a clear link between use of the app and improved learning outcomes.

12. Digital Content Award

This prize will be awarded to the project that, either on a web or mobile learning platform, creates the most compelling, detailed, informative digital content, with an interface and medium designed to support learners everywhere. The winning project will be able to demonstrate a clear correlation, if not causal link, between use of this content and improved learning/employability outcomes.

13. Learning Assessment Award

Here, we are keen for projects to explore the deficiencies in the way we currently assess how much our students have learned, and how deeply they have understood what they have learned. How can you and your team create a project that reimagines the way we assess a student's grasp of course content/key skills?

14. Cultivating Curiosity Award

Curiosity is at the heart of learning; it is the impulse by which learners are encouraged to seek out both new questions and new answers. It is the catalyst by which learners acquire and use the soft skills necessary to become thinkers, problem-solvers, and creators: motivation, creativity, tolerance, civility, and resilience.

The Center for Curiosity is devoted to understanding curiosity. It seeks to understand how curiosity might be defined and measured, so that it might be harnessed in order to empower both teachers and learners. As such, it has partnered with Reimagine Education, offering US$10,000 to an outstanding project that can:

- Improve the existing framework through which curiosity is understood;
- Create robust tools or metrics by which curiosity might be measured;
- Suggest innovative ways in which curiosity might be harnessed to improve one or more learning outcomes;
- Demonstrate that their methods enhance curiosity among learners, and in doing so improve learning and/or employability outcomes.

Want to find out more about the Centre for Curiosity's mission before applying?

Their research can be found here: http://www.centerforcuriosity.com

Overall Award Winner: 'Osmosis: Knowledge Diffusion'

Osmosis is a web and mobile learning platform designed to assist medical students worldwide with understanding and retaining the vast amounts of content necessary for success in their course. Reaching over 29,000 students from over 300 medical schools worldwide, Osmosis's mission statement is to make medical school easier. To this end, it has drawn on a series of empirically verified insights from neuroscience and educational theory, with a team containing a mix of PhDs, practicing clinicians, and medical students. This has ensured that the learning strategies Osmosis users employ are based on sound cognitive techniques that help create optimal learning outcomes.

Its resource database includes tens of thousands of flashcards, videos, and questions, organized into a series of custom quizzes based on recently learned classroom material, and appealing gamification formats. Osmosis's reliance on concrete intellectual foundations is illustrated by the success of its research team, which has published peer-reviewed papers in, for example, the Annals of Internal Medicine. It is also currently actively engaged in research, having received a Stemmler Grant from the National Board of Medical Examiners.

Osmosis also won our E-Learning Award this year.

databases that can be consulted out of the classroom encourage independent thinking and learning.

Overall Enterprise Award: Kaizena

Kaizena's is to mission is to increase the speed and quality of feedback students receive on their work. Since our first moments on this planet, one uses feedback to learn about the world around us. From hearing oneself play a wrong note on the piano to a baseball coach guiding one's swing, feedback is essential to everyone's learning process: try, review and compare, try again.

Kaizena incorporates this natural approach to learning into the formal education system. After students finish a draft of a paper or project, they use Kaizena to request feedback from peers or educators. Reviewers make highlights on the work of students, commenting with voice comments inserted at the relevant section to convey tone and emotion, embedding Youtube videos to explain complex concepts, or tracking skills such as thesis construction or paragraph transition.

The desirability of Kaizena's attempt to increase the speed and depth of feedback is exemplified by its engagement figures: approximately 66,000 students joined the platform between September 2014 and July 2015, while nearly 3000 hours of verbal feedback were recorded over the same period.

Kaizena also won a Gold Award in our ICT Tools for Learning and Teaching category.

Digital Content Award: Science Bits

Science Bits is a repository of multimedia science lessons that promote the change from an educational model reliant on the transmission of facts from teacher to learner to a constructivist one based on inquiry, critical thinking, discovery and learning-by-doing. To do so, Science Bits empowers teachers by providing science lessons that adhere to this constructivist model, and promote real understanding by engaging students in science learning.

All Science Bits lessons include dozens of multimedia and interactive resources (videos, animations, simulators, 3D models), allowing one to teach and/or learn science by doing science. In addition, Science Bits' user-friendly Intranet allows teachers to create groups of students, assign them bundles of content, schedule exams, monitor student progress, and grade open-ended questions.

Hybrid Learning Award: Learning.Futures

Learning.Futures is a radical cross-university approach to creating a student learning experience that involves highly interactive and collaborative learning, combined with the best of online learning.

Over the past eight years University of Technology Sydney has rolled out a university-wide strategy to enhance students' capabilities to succeed in a changing and complex future world. The strategy transforms students' learning through aligning curriculum renewal and innovation, curriculum-led learning technologies, and new learning spaces.

This transformation has been supported by investing AU$1 billion to redevelop the UTS campus. The design of the new spaces has been driven by an educational vision characterised by blended and collaborative approaches including both online and face-to-face experiences. Thus, rather than standard lecture theatres, UTS's new campus comprises collaborative learning spaces, both formal and informal, to support this blended learning approach to its new curriculum. The Learning.Futures project has enhanced student learning outcomes, and better-than-average learner engagement scores in Australia's national University Experience Study, the section of the study that measures the quality of interpersonal study and the quality of interactive learning experiences.

ICT Support and Services Award: Watson@Deakin

In a world-first, Deakin University has implemented IBM's Watson to provide a smart 24/7/365 online student advisory service. It recognises natural language, processes data and adapts itself to offer a tailored reply instantly, allowing it to provide comprehensive answers to all questions students might have about any aspect of campus life.

Watson is a ground-breaking cognitive computing platform that first came to prominence as a contestant on Jeopardy!, an American quiz show. Deakin is using Watson to power an advisory service for students within DeakinSync -- a single interface platform and online personal hub for all students. Students can access Watson while logged into DeakinSync, ask as many questions as they like and receive instant online answers to a broad range of questions related to the student life and studies at university.

Watson engages students in conversation to ensure they get the information and advice they need. Over time, every student who asks Watson a question can expect tailored information based on a number of personal characteristics such as campus, course and enrolment status.

The first release of Watson in February 2015 resulted in a 5-10% reduction in enquiries to key service areas, with more than 30,000 questions asked in the first trimester, and student and staff feedback has been positive, with staff stating that Watson's replies have helped them respond to student queries better.

Learning Assessment Award: Cognii Virtual Learning Assistant

Cognii Virtual Learning Assistant is an Artificial Intelligence-based assessment and tutoring system which forms part of Cognii's mission to improve the quality and affordability of education through advanced technologies. Cognii's Virtual Learning Assistant uses Natural Language Processing (NLP) technology and is part of a new breed of Artificial Intelligent (AI) products such as Apple's Siri, Microsoft's Cortana, Google Now and IBM Watson. However, Cognii is the only company that is exclusively focused on applying the most advanced AI research to improve education.

With Cognii, open-response questions become practical: AI technology provides instant scoring, one-to-one tutoring, and formative assessment that engages students in a conversation until they master important concepts. This type of tutoring is known to improve students' learning by two standard deviations, as demonstrated by Benjamin Bloom in 1984. Cognii's research suggests this is a scalable solution that can facilitate students learn any topic, anywhere, anytime. Cognii has demonstrated this by deploying its solution to students at some of the most prominent universities and community colleges with a satisfaction rating above 95%. The students and teachers have found Cognii "very helpful", as well as being "the most innovative" ed-tech product they have used.

Nurturing Employability Award: Spoken Tutorial

Spoken Tutorial is a ten-minute audio-visual tutorial, created using Screencast methodology. It is designed to teach many aspects of an information technology course, such as computer programming, simulation, office productivity suite, graphics and animation software, etc. It is recorded using a script designed for beginners, thereby making it suitable for self-teaching. The spoken part is dubbed into all of the 22 official languages of India, thereby making it accessible to students who may not have English as a primary language. Keeping the video part of the tutorial in English helps retain employment opportunities, as students also enhance their English-language capabilities. We have created an application that helps create an offline version of the learning environment, which in turn allows our product benefits to reach those without Internet access. All the spoken tutorials are released under Creative Commons CC BY SA licensing. The self-learning capability allows us to conduct workshops through volunteers. These factors have helped us train a large number of students absolutely free of cost on many useful IT topics. We have trained close to 850,000 students in the past four years through the Spoken Tutorial methodology. The visits to our webpage are doubling every year.
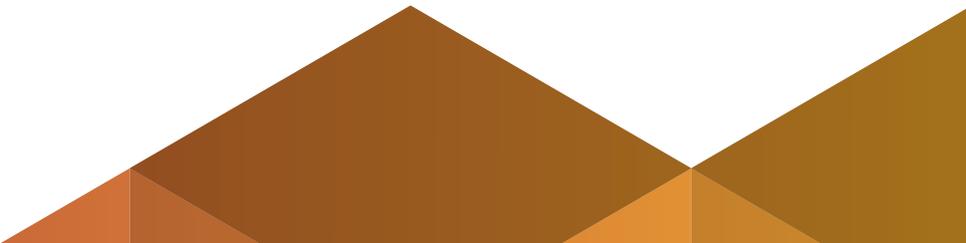
Presence Learning Award: Seeing The Light: The SpecUp Educational Spectrophotometer

Spectroscopy is an important component of tertiary science courses including Chemistry, Physics, and Pharmacy. Students often regard analytical instrumentation as black boxes which provide results, without properly conceptualising and understanding the components of which they are comprised. Limited hands-on learning opportunities are possible with commercial instrumentation due to their rugged design, and this is particularly true for spectrometers where typically the only direct interaction the student has with the instrument is the insertion of their sample. A kit was therefore designed from which students can build their own spectrophotometer, called the SpecUP (Spectrophotometer of the University of Pretoria), which can be used to generate analytically useful data. The SpecUP was designed with moveable components both to enhance student interaction with the equipment and encourage inquiry-based learning, which is important in the development of future creative scientists and equipment developers.

Teaching Delivery Award: A Method for Enabling Innovation Learning

This project aims to help people learn how to innovate in teams, regardless of their geographic location, or socio-economic context. Its origins lie in the experience of its developer first as a doctoral student at MIT's Engineering Systems Division, and then as a visiting scientist at MIT Medialab. The underlying objective is encouraging and teaching people to innovate in consistent and predictable ways.

Thus, the project has three sub-objectives: (i) understanding how learning occurs in high uncertainty, ambiguous, and risky environments, (ii) discovering insights that empower people to achieve what seems impossible, and (iii) generating a variety of instructional designs associated with the same curriculum material for different audiences with varied levels of impact achievement). As result, we have designed and continuously refined a method for enabling learning (very different from teaching) of innovation. We have created a Master in Innovation (MI): a one-week curriculum for undergraduates that produces better results than full-term courses, as well as MBAs and ExecEd courses, and firm-centred action learning experiments.

81% of MI theses raised an average of US$360.000 in funding during their developments. 51% have become startups and 30% corporate ventures. Many participating students have become serial entrepreneurs, and are recognized among national leaders on innovation. At the undergraduate level, the one-week full-immersion so-called innovation hellcamp has become more effective, engaging and demanded than full semester courses.

K12 Award: Smart Robot Coding School

Smart Robot Coding School is a software education program for children aged between 5 and 10 wherein they can create and verify their self-created coding programs by watching actual robots physically move, turning coding into an enjoyable experience for children. This enables children to learn the characteristics of already verified smart robots using creative education contents, improving their creative thinking.

About 200 Korean schools are expected to adopt the Smart Robot Coding School as part of their regular curricula. Furthermore, a group of expert Korean professors in the education-related field has verified the effects of the school and plan to publish explanatory, consciousness-raising papers in global academic journals.

Educational App Award: Multi-Platform English Learning

American & British Academy - ABA English – is an online, mobile, and e-learning academy designed to teach English by adopting an approach based on natural method principles, which simulate the intuitive way in which languages are learned via total immersion. The course can be followed on computers and mobile devices via the app 'Learn English with ABA English'. Full learning continuity is guaranteed regardless of the device used: a student can begin studying the course on a tablet in the morning, continue on a smartphone throughout the day and complete their day's work on their home computer in the evening.

Currently the English course can be studied in seven languages: English, French, German, Italian, Portuguese, Russian and Spanish, and it will soon be available in Turkish and Chinese. Six English levels are provided, from Beginner to Business, encompassing A1-C1 of the Common European Framework of Reference for Languages.

Each of the 144 course units revolves around a short film (ABA Film) with a modern real-life story which can be viewed with or without subtitles as many times as necessary. The lesson's eminently practical exercises are all based on this film. The student progressively covers all four basic skills in their natural learning order: first, listening and learning to speak and then learning to read and write. The grammar explanations, which are vital for consolidating learning, are covered towards the end of each unit.

Regional Awards 2015

Regional Award – Oceania: The Cube at QUT

The Cube at QUT, one of the world's largest interactive digital learning environments, provides inspiring exploratory and participatory educational experiences for intergenerational learners. Its objective is to bring STEM learning to the public, and brings alive science in a way young people best understand - through touch and giant two-storey screens that offer varied and immersive scientific experiences to 40,000 visitors a year. It is a physical demonstration of QUTs place as an ever-emerging home of technology and learning, introducing all generations to a cutting-edge building that houses research across Science, Technology, Engineering and Maths (STEM) disciplines.

Regional Award – Africa: Empowering 'Weak' Students: A Scaffolded Learning Approach

The University of Pretoria (South Africa) aims to develop students holistically in both content and professional skills. This builds a solid undergraduate foundation and aims to enhance student learning and employability. It provides dedicated support to students who need assistance in their development of critical thinking skills and focuses on the value of deeper conceptual understanding and practical skills.

Our teaching philosophy involves facilitating active learning, resulting in self-regulating, independent students. We aim to achieve this by means of a variety of innovative teaching methods, which are purposefully structured through constructively aligned processes.

Basic concepts are introduced during interactive lectures, which are then applied during Excel-based practical sessions. Concepts are reinforced, and critical thinking and reasoning skills are developed during tutorial sessions. Combined, these activities serve to scaffold student learning towards the final aim of completing an authentic enquiry-based project of their own choosing in a real-life setting.

Regional Award – Asia: Creating a Personal Learning Environment & Network (PLE & N)

This project adopts of a set of public domain tools to support personalised, peer-based social learning that supplements formal classroom learning. Hong Kong Polytechnic University introduced the use of a Personal Learning Environment & Network (PLE&N) for teaching and learning in 2010 and have used across all disciplines. PLE&N is a self-configured online environment that allows students to connect with other learners for effective knowledge sharing and collaborative knowledge creation. Spawned by the insurgence of Web 2.0, PLE&N started to gain traction about 5 years ago and the first online course on PLE&N was offered in 2011. Results have been very encouraging and learners continue to use it after graduation.

## Regional Award – Europe: 'Data Analysis: Take it to the Max ( )'

Data Analysis: Take It to the MAX() is a MOOC teaching users to perform data analysis using spreadsheets, based on the on-campus MSc course Programming and Data Science for the 99%. The MOOC reaches students, researchers and working professionals all over the world, teaching them to overcome data analysis challenges, and to become more effective when using data. The course has basic entry requirements (knowledge of using spreadsheets) but has strong benefits for beginners as well as for advanced spreadsheet users. Enrolment rates reached 33,500, and completion rates are higher than those for most MOOCs.

Regional Award – Latin America: Active Urban School

The Urban Active School program seeks to improve the quality and efficiency of education in low-income areas of Manizales, Colombia, based on the ideas of active pedagogies and lessons learned from the New School (Escuela Nueva) Model implemented in rural Colombia by the Coffee Growers Committee of Caldas.

The program involves improving school environments through human development programs and the provision of educational support materials, promoting the development of basic coexistence skills in students and teachers of basic education, and strengthening school management through counselling and training.

In 2012 Pisa tests, Urban Active Schools obtained, on average, superior results to Colombian public schools in Science, Reading, and Mathematics. Currently, 58% of the public schools of Manizales have been benefited from Active Urban School and New School models.
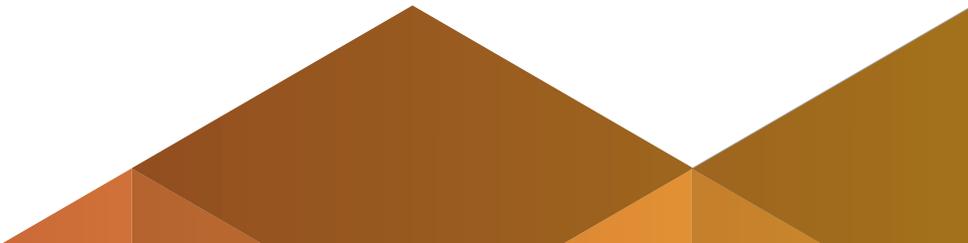
Regional Award – North America: Global Freshman Academy

The Global Freshman Academy is a collection of 12 freshman-level courses that fulfil a specific set of general education requirements. The general studies focus areas include Mathematical Studies, Humanities, Arts and Design, Social-Behavioural Sciences and Natural Sciences. It allows learners anywhere in the world to enrol in freshman-level Massive Open Online Courses (MOOCs) that have no admission requirements, allowing them to explore and experience college-level courses first-hand, while minimizing financial risk. At time of entry, over 20,000 people had enrolled for the twelve courses on offer, and nearly 10% of these had enrolled in more than one course.

Regional Award – Middle East: Hamdan Bin Mohammed Smart University

The Technology Development division of HBMSU has used state-of-art ICT to create a unique smart campus to provide a one-stop-shop for all the needs of both learners and the faculty. It seamlessly automates and integrates all relevant services, applications and subsystems (whether open source or commercial), thus ensuring a smooth, enjoyable and fruitful user experience. HBMSU Smart Campus has enabled social communication, collaboration, and learning among all members of the university community through the campus's Shout Box. The Shout Box is an innovative, real-time, electronic wall where learners, faculty, and staff can post questions, suggestions, ideas, comments, complaints and issues. The Shout Box has helped generate creative and critical thinking.

HBMSU Smart Campus has impacted on learner satisfaction. Results of a survey exercise conducted in 2015 indicate that there has been a significant improvement in learner satisfaction with ICT-related facilities (including the Smart Campus) to 87% in 2014-15. Learners have been able to express creative and useful ideas through the Shout Box for both solving a wide array of problems and improving the quality of HBMSU services.

Discipline Award – Life Sciences: WebRolePlay

WebRolePlay is a simple, cost-efficient, engaging tool for 2 to 12 students to remotely and simultaneously engage in role plays to practice and assess interpersonal skills – a competency key for effective communication, empathy building, and conflict resolution. The learner is set interpersonal tasks (e.g. providing bad news) that are performed during the encounter, with a Standardized Patient (SP) simulating a real patient. During the encounter, the SP carefully observes whether the learner employs certain skills effectively, and, on a prepared scoring list, notes the learner's degree of proficiency with these interpersonal tasks. The encounter and scoring times are recorded, allowing specific feedback on the encounter. The software was not created from scratch, but was built as a further development of Drexel University's WebPatientEncounter technology. WebPatientEncounter is being used to train organ donation counselors locally and worldwide; recently WebPatientEncounter was licensed to DecisionSim Inc. to enhance the communication skills of United States Veterans Administration Health System physicians.

Discipline Award – Natural Sciences: Using Bespoke Laboratory Experiments to Transform University Online Science Teaching

A MOOC that fully replicates a campus-delivered introductory chemistry course was devised and delivered on the Coursera platform. The pioneering approach sought to effectively teach a highly practical subject like chemistry online. For this reason, the MOOC was illuminated by some highly innovative teaching techniques including the provision of online virtual laboratories, short focussed video screencasts interspersed with interactive quizzes and modifications of live on-campus student response system sessions to permit participation from online students around the world. This required extensive collaborative efforts with the university eLearning teams and chemistry colleagues. This successful innovation – particularly interactive virtual laboratory provision online - demonstrates the potential for future full-scale online/distance courses in the Physical Sciences. The scope and breadth of this undertaking can be gauged from the engagement of over 15,000 active participants from 158 countries around the world.

Discipline Award – Arts & Humanities: Strategic Innovation in Online Education

Berklee Online's strategic work has increased the range of affordability options for students by providing access to high-quality music curricula via MOOCs, online bachelor degree programs (62% cheaper than on-campus equivalents), and an affordable MBA program in partnership with Southern New Hampshire University.

The MOOC platforms presented a way for thousands of learners to form a community around a course delivered largely through video lectures. In September 2012, the college became the first Higher Education music institution to partner with Coursera. In the spring of 2013, Berklee Online launched four MOOCs through Coursera: (1) Introduction to Guitar, (2) Songwriting, (3) Introduction to Music Production, and (4) Jazz Improvisation. The courses have now completed their 8th run and have enrolled close to 1.4 million students combined.

## *Discipline Award – Engineering & IT Award: Reimagining Robotics Education for the World*

Peter Corke of Queensland University of Technology has a simple yet significant goal: to teach robotics to the world! His innovative teaching, curriculum, resources and global leadership in the robotics field realises this ambition. When he first arrived at the university classroom, it seemed to him essential for QUT to become a robotics teaching powerhouse, to educate the next generation of professionals and researchers. Consequently, with a colleague Peter developed a new undergraduate Robotics major in 2011, based on a distinctively different approach to robotics teaching that jointly develops understanding of theory alongside procedural knowledge. The new major resulted in a 60% increase in enrolments in three years, from 128 to 205.

The global focus of this project is evident in its unique open-source MATLAB toolboxes, which are integrated with his textbook. Students explore creative solutions to robotics problems by building software using the toolbox with supporting explanations from the text. Widely used for teaching around the world, the toolboxes are downloaded more than 20,000 times each year.

Discipline Award – Social Science & MBA Award: Gamelead

This project uses gamified learning to engage learners at the tertiary education level using a mobile/desktop application called GameLead. To promote intrinsic motivation and engage learners, educators recommend several strategies, including the use of authentic contexts, authentic tasks, collaborative learning, and reflective learning. This project attempts to combine several of these features and present these in a gamified application called Gamelead. It has since been used over three terms in four classes of approximately 170 students each term, with nine quests for the students to complete over nine weeks. The objective of the application was to engage students in learning beyond the classroom in an easy, intuitive and seamless manner.

Of the 173 respondents to a survey concerned with student engagement and experience, 24% responded that they had not used mobile applications such as Gamelead in their formal learning before. Despite that, 96% indicated that the application was easy to use. 87% felt that the activities made them think deeper about what they are learning in the course, while 76% reported that they spent longer than 30 minutes each week on GameLead activities. 76% of the respondents indicated that they would recommend the use of GameLead applications in other SMU courses.
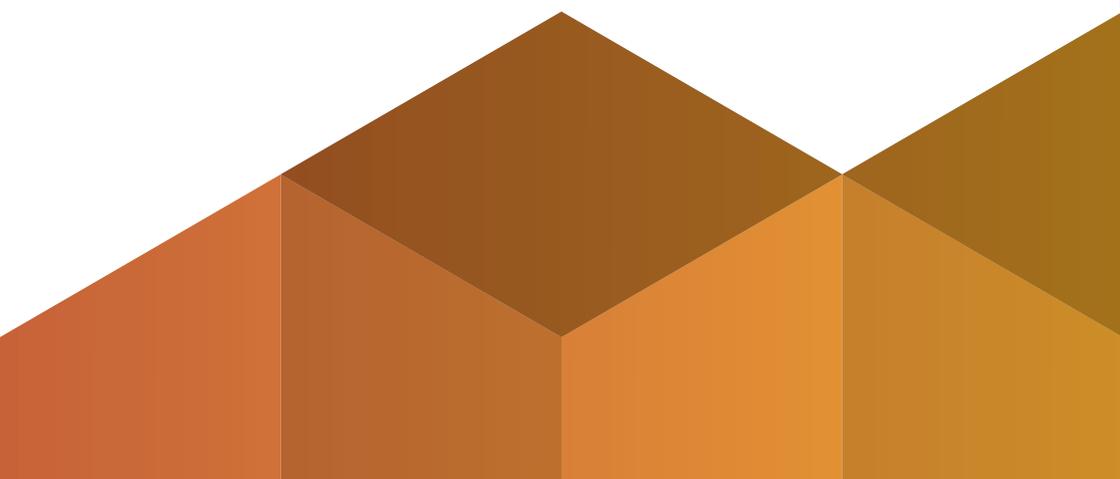
Reimagine Education: An Introduction cont.

"Thanks to you and all the team for offering this Innovation sharing space. It has been a very challenging experience that made us think on the many things that can be done to improve, promote and engage students and staff in higher education."

Dr. Lola Pereira, Professor at the Department of Geology [insert university]

"I would like you to know that thanks to the event I met very interesting people from many countries and actually several are in touch with us to run projects together. In addition, I am introducing them to some of my colleagues for potential cooperation in areas of their interest."

Elizabeth Cruz Flores M.Ed. Co-ordinator of the Idiomas División Académica de Profesional at Tecnológico de Monterrey

"It was absolutely great to be able to listen to, interact with during sessions, and with some luck even personally talk to, such influential people like Anant Agarwal or Jaime Casap. I mention these two as they, among other prominent figures, seemed particularly open to such encounters and accessible beyond the limited scope of their own sessions. Very much appreciated."

Krzysztof Biedalak - CEO at supermemo

"We were very pleased to have been shortlisted for such a prestigious award and have enjoyed very much reading about the other projects that are occurring across different disciplinary fields - a wonderful way in which to learn and gain experience from others also."

Senior Lecturer, the Department of Accounting and Corporate Governance at Macquarie University

"Thanks very much for the recognition you gave us at your conference. More importantly, we greatly appreciate the depth of innovation, technology-enhanced learning, and myriad networking opportunities."
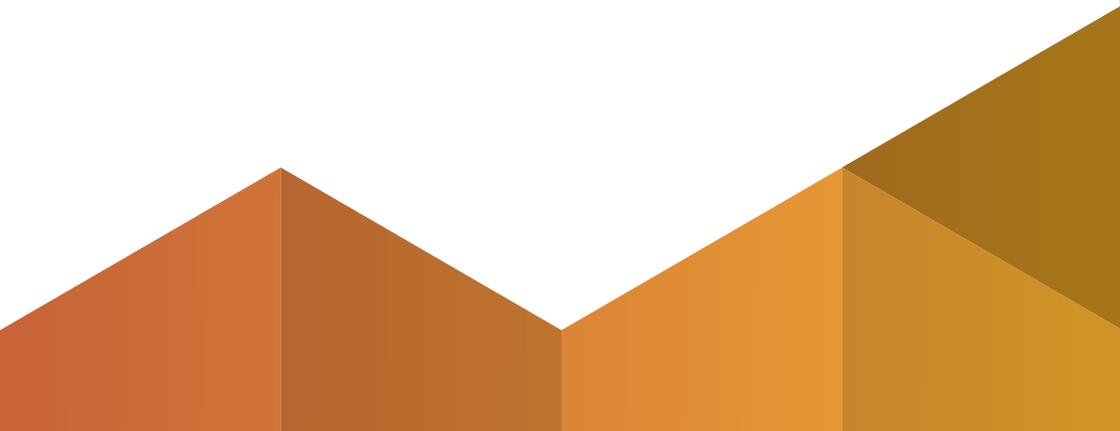
Dr. Trish Bonica, The American Women's College at Bay Path University

"The opportunity allowed us to enhance our understanding of international trends within the scope of contemporary education practice. As such, we are grateful to have built on our existing body of experience which we intend to use in contributing to internationalisation efforts both within the university and across the country as well."

Mr Zafeer Nagdee and Mr Husain Coovadia are Chartered Accountants and currently work as senior lecturers within the University of Johannesburg's Faculty of Economic and Financial Sciences.

"As the creator of GameLead App for my classes, I will continue to use my app to engage learners in a fun and interactive way beyond the classroom setting. It might also interest you to know that as the course coordinator for the module, 'Leadership and Teambuilding', I have shared my experience and ideas on the use of GameLead. Just this term. Several of my colleagues have begun to use GameLead for the same reason. That means from now on education for more than 500 undergraduate students each term will never be the same again. The Silver Award affirms what we are doing here on this little island, Singapore."

Dr. Rani Tan, Lee Kong Chian School of Business at Singapore Management University