

Annual Report 2020



SLATE
Centre for the Science
of Learning & Technology



UNIVERSITY OF BERGEN

The Centre for the Science of Learning & Technology (SLATE) is an R&D learning sciences unit, which contributes to international research and national competence development on the use data and data approaches in understanding education and lifetime learning. As such SLATE will advance knowledge by exploring and clarifying concepts such as learning analytics, big and small data in education, assessment for learning, and creativity, learning & technology, in all facets of human learning. SLATE draws together researchers from multiple disciplines including information science, cognitive science, and pedagogy, and thereby conducts integrated research that will advance the frontiers of sciences of learning, as well as inform education practice and policy.

MANDATE from the Ministry of Education and Research:

- SLATE shall carry out research of high quality on learning analysis*.
- SLATE shall be an R&D unit that contributes to national competence and knowledge development within learning analytics.
- SLATE shall map and be a central resource for the possibilities and challenges related to the use and research on learning analytics in Norway.
- SLATE shall be internationally oriented and seek relevant international collaboration within learning analysis.
- SLATE shall through its R&D activity develop and disseminate knowledge to the relevant actors in the Educational sector.
- SLATE shall through seeking collaboration influence competence development within the learning analysis disciplines in other milieu in the Higher Education sector.

The long term ambition is that SLATE will develop into a broad milieu for the learning sciences by drawing together an even larger spectrum of relevant disciplines such as sociology, design, development psychology, and neuroscience.

** the study of the role of data and data analytics for understanding and improving learning, teaching, and education, and covers, among others, the research fields of Learning Analytics and Knowledge (LAK), Educational Data Mining (EDM), and Big Data in Education.*

Director's Reflections

2020 has been a special year, not just because of the Covid-19 pandemic, but also as it was the 5th and final year of initial funding of SLATE. After a self-evaluation and an external evaluation, we were happy to receive the news that KD and UiB will continue our **funding for another 5 years**. As part of the agreement for further funding is a plan for becoming a permanent centre at the University of Bergen from 2026. As part of moving towards a permanent centre, SLATE will develop a teaching portfolio. The final conclusion from the external evaluation was that *“Overall, we conclude that SLATE has excelled and contributed beyond their mandate and expectations one can have on a research centre that has existed for five years. With further support, for instance through team expansion, we are confident that they will excel and contribute even more, nationally as well as internationally.”*

The Covid-19 pandemic has for sure left its mark on all of us. For SLATE it meant that we have basically been working at home since 12th March 2020, which is not ideal—especially as we have had new people joining our team, some of whom not all have met face to face yet. We started with a **bi-weekly ZOOM FIKA** (see cover picture) to keep some semblance of unity among the team. Our researchers and staff have met the same challenges as others such as having to home school children and watch daycare aged children, while trying to work. Some research projects have been hindered in data collection; especially those collecting or interacting with schools; as we all know, the teaching profession has been challenged with home teaching and thus, participating in a research project it not a high priority. Nevertheless, our delays are not significant, and we have in most cases found ways around these challenges. Interestingly, the pandemic lead to the opportunity for a **new SLATE project**—It Takes a Community: The Digital Transformation of UiB (DigiTrans)—where we received UiB funding for 4 themes that looked at the way that UiB has faced the challenges of moving full online overnight (see results section for more information). DigiTrans involved 6 SLATE researchers and 2 PhD candidates and was an excellent way to show how our research is relevant from macro to micro institutional levels, by studying innovative leadership, infrastructures for learning, instructor and student experiences with online teaching/learning, learning design and learning analytics, and using learning analytics to understand student use of digital resources.



Outreach turned online in 2020; including national and international events.



DigiTrans results were presented at the **National Conference on Digitalisation in Higher Education** and five SLATE researchers experienced live streaming for the first time (UiB set up a studio at Grieghallen) where we presented the results of the leadership study and student/instructor surveys, and held a workshop on the use of student data and learning analytics. In December I was a keynote speaker and talked about **Data, data, everywhere ...** at the OEB 2020 in a session on Education Futures: Data AND Creativity, where we experienced a very professional streaming service. OEB is the leading global, cross-sector conference and exhibition on technology enhanced learning, with over 3000 participants from across the globe.

Despite the challenges, which has hindered the hiring of 2 new Professors while there are international travel bans, we have increased our employees. *Martin Heitmann* joined our development team after finishing a Masters in Informatics where he worked on a mobile application for mental health. *Christina Gkini* has started as an interdisciplinary PhD candidate, with a supervisor, Ness, at SLATE and at the Department of Geography, Social Science Faculty. We hosted 10 Masters students at SLATE, 3 of whom worked as research assistants on various projects. In addition, we had the pleasure to host 3 scholars, who managed to visit SLATE despite the pandemic. *Professor Zach Pardos*, UC Berkeley, visited to collaborate on learning analytics in higher education, financed through Mohammad Khalil's Peder Sather grant that funds collaboration between UiB and UC Berkeley; this funding has lead to the CERES project and a course recommender tool. *Frano Giakoni*, a PhD candidate at Catholic University of Murcia, visited us from January to March, and worked with Dr Angelica B. Ortiz de Gortari on our projects related to eSports. *Javier de la Hoz Ruiz*, a PhD candidate at the University of Granada, visited SLATE on an Erasmus+ exchange within the newly formed AQUAS University network, from mid-September to mid-December. He worked with Dr. Mohammad Khalil who helped him collect data (argumentative essays) from UiB students who volunteered for his study.

The highlight of the year for me was finding out that my article with Paul Kirschner—*Learning design: European perspectives*—was ranked 7th in the NIDL 2020 top 10 articles on digital learning! What I like about this particular article is that we showcase our own and other great European work on learning design. In addition, there are so many articles published in the field of digital learning/technology enhanced learning that to be found worthy of being in the top ten is an incredible honour.

During 2020 we had 39 publications, worked on 34 projects, and had 45 collaborators in 12 countries. We were involved in 17 applications, of which 9 have received funding, including 2 EU projects, and 3 DIKU student active learning projects (leading Teacher Education, participating in Pharmacy and Law), and one Researcher to Loan project (advising an EdTech company on how to include learning analytics in their tool). Wasson is coordinating one of the new Erasmus+ projects Data Literacy for Citizenship (DALI). Furthermore, we continue to have active collaboration with stakeholders from academic, the public and private sectors, EdTech and publishers. Two of our PhD candidates, Fredrik Sundt Breien and Kamila Misiejuk, had their first articles published in excellent journals, British Journal of Educational Technology (BJET) and Computers and Human Behaviour (published online in Dec 2020, official publication 2021), respectively.

Finally, just as I was writing this reflection note, we received word that Datatilsynet (the national data authorities) has selected our AVT2 project (collaborators KS, Utdanningsetaten Oslo kommune, 8 schools, and 6 EdTech vendors) as one of four pioneer projects to participate in their *Sandkasse for ansvarlig kunstig intelligens* (Sandbox for responsible AI). This is an extremely exciting opportunity for the project to receive expert help to explore and identify important principles and boundaries for the use of student data in learning analytics, which is legally challenging terrain. These results will be important for the for the educational sector in Norway and for us as the national centre for learning analytics where it is important that we build more knowledge about the possibilities and boundaries for the implementation of learning analytics in the educational sector.

Barbara Wasson, Director SLATE



Research Profile

SLATE has four research themes that capture the essence of our research. In 2020 we worked on 36 projects that fall into these themes (*My Learn View* project, *DigiTrans* project and *DeKomp* project cross two themes). In 2020 3 projects finished (CompBiomed, Peergrade, Postphenomenology of VR) and 8 projects began (aiLife, CERES, DALI, DigiTrans, MoodTrack, My Learn View, PIA, SEIS).

Learning Analytics – Research that explores the methods for measuring big data, analyses, and the design of volumetric data architectures optimised to measure learning from a variety of educational, technological, and workplace contexts.

Projects AI Life in Nordic Schools (aiLife)

Aktivitetsdata for Vurdering og Tilpassning 2 (AVT 2)

Arbeidspraksis for disiplinstudenter (PIA)

Coping after Breast Cancer (COPE)

Course Recommendation & Learning Analytics for Exchange Students (CERES)

Data Literacy for Citizens (DALI)

Desentralisert Kompetanseutvikling (DeKomp)

Developing Course Materials on Epistemic Network Analysis (ENA Materials)

Digital Competencies in National Renovation Services (BIR)

It Takes a Community - The Digitalisation of UiB (DigiTrans)

Embracing Data in Educational Systems: Using LA to Support Students at Risk (Students at Risk)

Enriching LA Context Descriptions for Enhanced Scalability: A Case Study (LA Context)

Høgskolen Kristiania Flex (HK Flex)

Learning Analytics Architecture at UiB (LA@UiB)

Learning Analytics in Higher Education (LA in HE)

MAP LA

Open Educational Resources in Computational Biomedicine (CompBiomed)

Peergrade BI study on Peer Assessment and Learning Analytics (Peergrade BI)

Peergrade study on Peer Assessment and Learning Analytics (Peergrade)

Scaling up Educational Innovation in School (SEIS)

Teacher Inquiry Into Student Learning (TISL)

Assessment Innovation & Theoretical Pedagogy – Research on formative assessment, governance, and policy, including scaffolding student & teacher competency and professional development, with an emphasis on how data-driven technologies can inform their practice.

Projects Intelligent Accountability in Schools (IA in Schools)

Systematic Review on Technology Use in Formative Assessment Practices (Tech in FA)

Creativity, Learning & Technology – Sociocultural and cognitive underpinnings of creativity, learning and technology and how innovation happens is critical for the advancement of new ideas in both school and business, in order to help business stay competitive and enable learners to cope with an uncertain future (i.e., 21st Century Skills).

Projects Arena for Interdisciplinary Research-based Innovation (AIR-INNOVATION)

Desentralisert Kompetanseutvikling (DeKomp)

Dialogic Pedagogy, Creativity & Learning (DIA-CREA)

It Takes a Community - The Digitalisation of UiB (DigiTrans)

Leading Creative Knowledge Processes: Knowledge Intensive Organizations and Learning Contexts (LEAD C-PRO)

Mapping Relational Leadership (MAP R-LEAD)

My Learn View (My Learn View)

Postphenomenology of Virtual Reality (Postphenomenology of VR)

Teacher education and digitalisation (ITE)

Emerging Technologies & their Underlying DATA – Research to understand how the data is generated and informs learning and its contexts (e.g., MOOCs Immersive VR, Learning Management Systems, Machine Learning, AI).

Projects eSports in Nordic Schools (eSportsNS)

Learning in Immersive Virtual Reality (Learning in IVR)

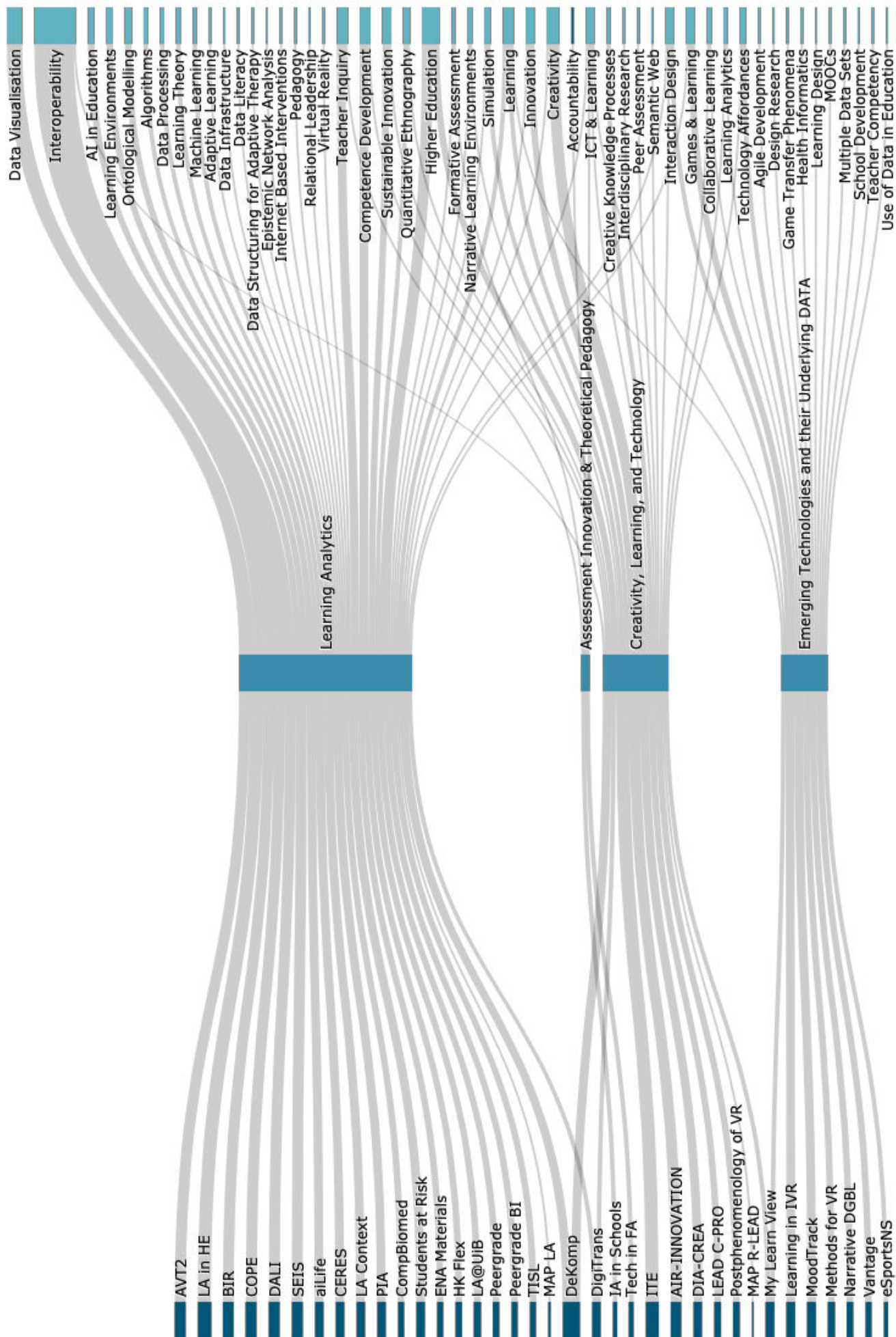
MoodTrack (MoodTrack)

My Learn View (My Learn View)

Narratives and Narratives Effects in Digital Game-Based Learning (Narrative DGBL)

Phenomenological Methodologies for Virtual Reality (Methods for VR)

Vantage: Tactical Simulation Game to Train Officer Cadets in Maritime NATO operations (Vantage)



SLATE project by themes and domains

2020 in numbers

We had 39 publications



We worked on 34 projects

We attended 194 meetings

We held 48 presentations

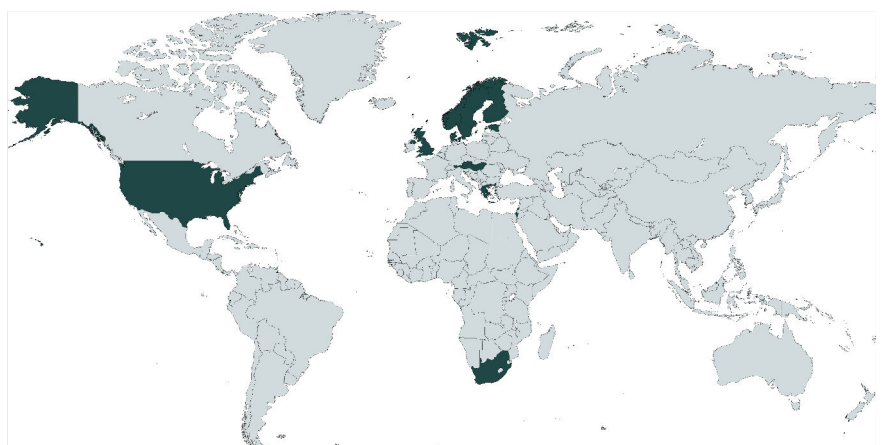
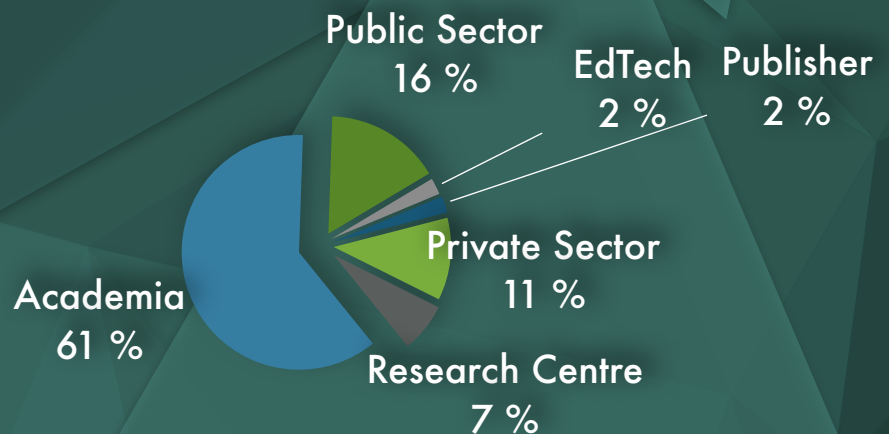
We hosted 2 guest lectures

We organised 11 events

2 symposiums

9 workshops

We had 45 collaborators
from 12 countries



RESEARCH RESULTS and OUTPUTS

Examples of research results and outputs from 2020 are presented here. Two tools that we have developed are also presented: OXALIC is a learning analytics dashboard for Open edX, and Fagkartkoder is a tool that facilitates learning analytics by enabling learning items to be tagged to the national teaching plan for future use in learning analytics.

Student Awareness and Privacy Perception of Learning Analytics in Higher Education

Botnevik S., Khalil M., & Wasson B. (2020). Student Awareness and Privacy Perception of Learning Analytics in Higher Education. In C. Alario-Hoyos, M.J. Rodríguez-Triana, M. Scheffel, I. Arnedillo-Sánchez, & S.M. Dennerlein (Eds.) *Addressing Global Challenges and Quality Education. EC-TEL 2020. Lecture Notes in Computer Science, vol 12315*. Cham, Switzerland: Springer. DOI: 10.1007/978-3-030-57717-9_30

ABSTRACT:

The adoption of learning analytics in the Higher Education sector is evolving fast, however, there are many challenges concerning privacy, ethics, security, and transparency. Despite HE Institutions having promised to improve student's learning experiences through the use of student data, students, to a large extent, are absent and verily in institutions policies and frameworks. This research investigated student perceptions of privacy principles in learning analytics through a rapid review of 12 papers. Results reveal that there is very limited research on students' perception of privacy and learning analytics, and inadequate insight into students' awareness of privacy principles in an educational context.

NOTE: A study of student perceptions of privacy within the student population at the University of Bergen is currently being carried out.

Narrative categorization in digital game-based learning: Engagement, motivation & learning

Breien, F., & Wasson, B. (2020). Narrative categorization in digital game-based learning: Engagement, motivation & learning. *British Journal of Educational Technology* 0(0), 1-21. DOI: 10.1111/bjet.13004

ABSTRACT:

Previous research shows that digital game-based learning (DGBL) can have positive effects on engagement, motivation and learning, and that using narratives may reinforce these effects. A systematic review identified 15 DGBL systems that report effects from their use of narratives. A gap in the field, however, is the lack of a common model to categorize and isolate narratives in DGBL to enable an analysis and comparison of how, and under what conditions, narratives have effects on learning in DGBL systems. The ludo narrative variable model (LNVM) that has been used to isolate and categorize narratives in research on commercial video games is a candidate to fill this gap. This research has investigated the potential of this model for DGBL and resulted in an extended LNVM (eLNVM) that can be used to isolate and categorize narratives in DGBL. The 15 DGBL systems were categorized on the eLNVM and the results show that there are characteristics of DGBL systems with positive self-reported effects that separate them from other DGBL systems. Furthermore, it was possible to identify characteristics of the narrative modeling that are associated with positive effects on engagement, motivation and learning. The paper concludes with a description of how the eLNVM will be used in future research.

It Takes a Community : The Digital Transformation of UiB (DigiTrans)

Egelandsdal, K., & Hansen, C. (2020). *Digitrans kortrapport: Studentenes opplevelse av studiesituasjonen etter nedstengingen av UiB grunnet COVID-19*. Bergen, Norway: Centre for the Science of Learning & Technology (SLATE). ISBN: 978-82-93789-05-5

Egelandsdal, K., & Hansen, C. (2020). *Digitrans kortrapport: Undervisernes opplevelse av undervisningssituasjonen etter nedstengingen av UiB grunnet COVID-19*. Bergen, Norway: Centre for the Science of Learning & Technology (SLATE). ISBN: 978-82-93789-06-2

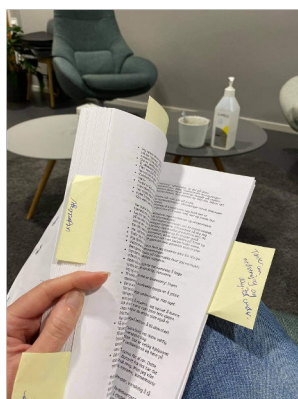
Misiejuk, K. & Wasson, B. (2020). *DigiTrans: Trends in Learning Design in Canvas Courses after Covid-19. SLATE Research Report 2020-3*, Bergen, Norway: Centre for the Science of Learning & Technology (SLATE). ISBN: 978-82-93789-07-9

Due to the COVID-19 virus, UiB leadership had to swing into high gear to support the overnight need for a digital transformation to support teaching and learning. A new digital infrastructure was needed, with support mechanisms for teaching and learning (including digital tools and human resources). The teaching staff (teachers/lecturers, seminar leaders, lab assistants, etc.) needed to find functional ways to teach and communicate with their students online. Students need to adapt to these new ways of learning and to communicate with fellow students. Support staff (IT department, Learning Lab, etc.) had a significant role in helping meet the changes. The transformation involves making use of already existing digital technology and finding new tools to support new needs, helping the teaching staff develop new ways of teaching and combining various digital tools to support their individual teaching needs, and supporting students in the new reality in the middle of a semester. For many teaching staff it will be their first venture into online teaching and just offering their students no more than video-conferenced lectures or voice-over powerpoints and email answers to questions will be enough. Others might be more adventurous and take a variety of new tools and pedagogical practices into use, offering high-quality immersive courses. The same with students, many are more digitally active outside of the university and will bring these approaches with them when faced with the new reality.

Innovation is about changing the current practices and developing new ways of working, and it was apparent from the first week (after 12 March) that the entire UiB community responded to the challenges that had arisen; innovation is alive and well! As such this provided a unique opportunity to study this digital transformation, both in the short and long term. DigiTrans has four themes of study:

- A. Organisation, Leadership & Innovation
- B. Adaptation to Online Teaching & Learning
- C. Learning Design in Online Courses
- D. Digital Student Behaviour

These 4 themes TOGETHER provide us with a unique picture of the digital transformation at UiB during the extreme challenges of the COVID-19 situation and will capture the complexity of this creative and innovative process in which UiB finds itself. In addition, the project created a rich collection of data around this unique transformation and will help to document this historical period in the story of UiB.



Nineteen persons with leadership responsibilities (from vice-rector to department heads) have been interviewed about the transformation; over 4000 students and 480 instructors responded to a survey about how they experienced the Spring 2020 semester (over 2000 students responded to a follow-up interview on the Fall 2020 semester); an analysis of the over 100 pages of student comments (see picture to the left) are being analysed; the learning designs of 106 Canvas courses have been analysed in both Fall 2019 and Fall 2020 to capture the shift in the change in the use of digital features in UiB's LMS, Canvas; research on whether learning analytics can be used to identify these learning designs is being carried out; and learning analytics of student Canvas data is being explored to see what it can tell us about the students use of digital tools during the Spring 2020 semester. Future publications will present these results.

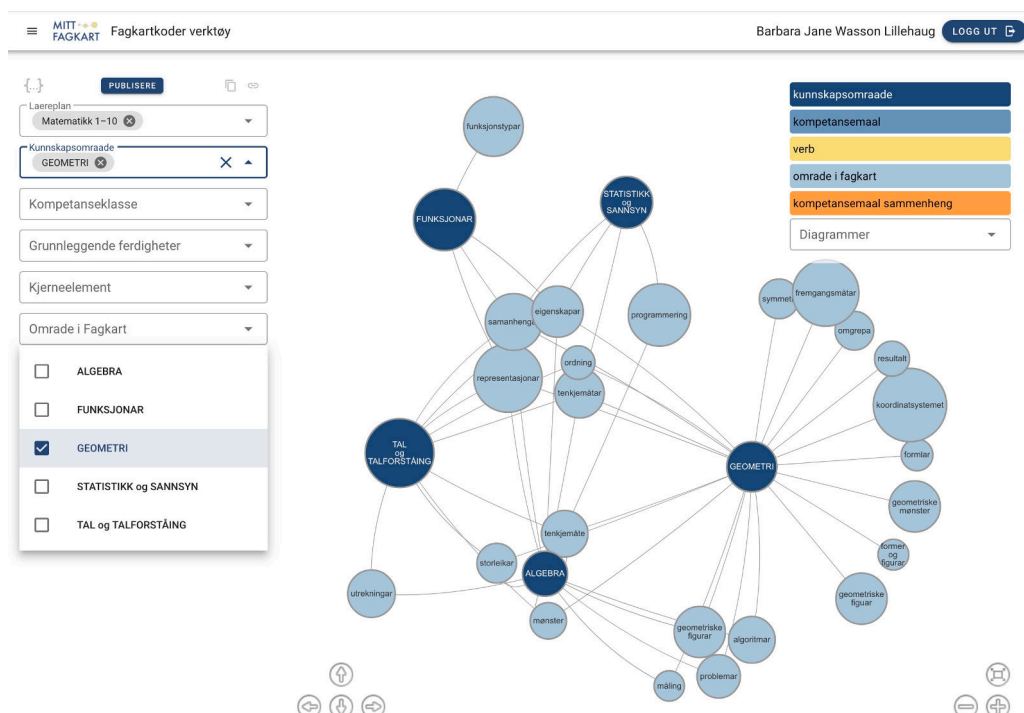
Barriers to student active learning in higher education

Børte, K., Nesje, K., & Lillejord, S. (2020). Barriers to student active learning in higher education. *Teaching in Higher Education*, 1-19, DOI: 10.1080/13562517.1839746 ABSTRACT:

Many adult second and foreign language learners have insufficient opportunities to engage in language learning. However, their successful acquisition of a target language is critical for various reasons, including their fast integration in a host country and their smooth adaptation to new work or educational settings. This suggests that they need additional support to succeed in their second language acquisition. We argue that such support would benefit from recent advances in the fields of mobile-assisted language learning, self-regulated language learning, and learning analytics. In particular, this paper offers a conceptual framework, mobile-assisted language learning through learning analytics for self-regulated learning (MALLAS), to help learning designers support second language learners through the use of learning analytics to enable self-regulated learning. Although the MALLAS framework is presented here as an analytical tool that can be used to operationalise the support of mobile-assisted language learning in a specific exemplary learning context, it would be of interest to researchers who wish to better understand and support self-regulated language learning in mobile contexts.

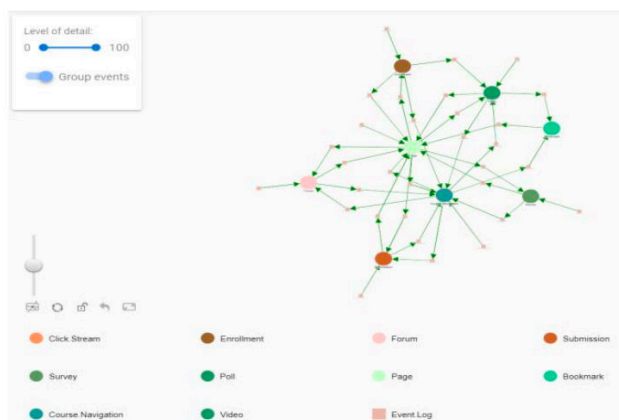
Fagkart and Fagkartkoder

As part of the AVT2 project we have developed subject maps (Fagkart) for math and english and the Fagkartkoder tool. Fagkart is a common set of references for a subject area and topics *based on the new national curriculum* (see the visualisation in the figure below for an example from math). It can be seen as a model of a subject area built from the competence goals, core elements (knowledge areas, methods, concepts, ways of thinking, and forms of expression), verbs and competence goals context. Fagkartkoder is a tool that can be used to tag tasks/activities (e.g., an exercise from a vendor tool or a test item from a test/exam) to a subject map (Fagkartet) in a uniform and consistent way. The tool generates a "tag" that can be used in activity data (e.g., in xAPI format) that is generated when a student creates activity data when using a digital tool. Activity data is stored in a separate database (LRS - Learner Record Store) for use in learning analysis.



OXALIC: an Open edX Advanced Learning Analytics Tool

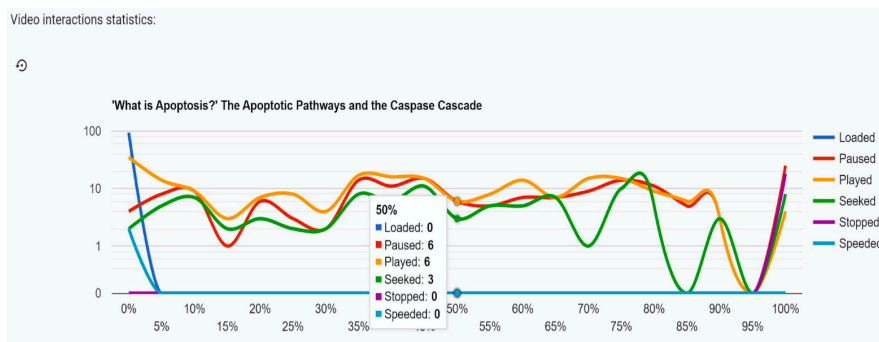
Khalil, M., & Belokry, G. (2020). OXALIC: An open edX advanced learning analytics tool. In *2020 IEEE Learning With MOOCs (LWMOOCs)*, 185-190.



OXALIC is a standalone Learning Analytics tool for the Open edX MOOC platform. OXALIC provides instructors and researchers with useful representations of student data that is collected during an edX course.

OXALIC has been used to visual data from Open edX courses at OsloMet, University of Turku, and University of Tromsø.

The figure to the left shows a directed network of activities students carried out in a course and the figure below shows use details about a particular video (played, seemed, paused).



Kristin Børte, Ingunn Ness & Gleb Belokry
UiB Celebration of awarding of DIKU projects
@Aula, UiB

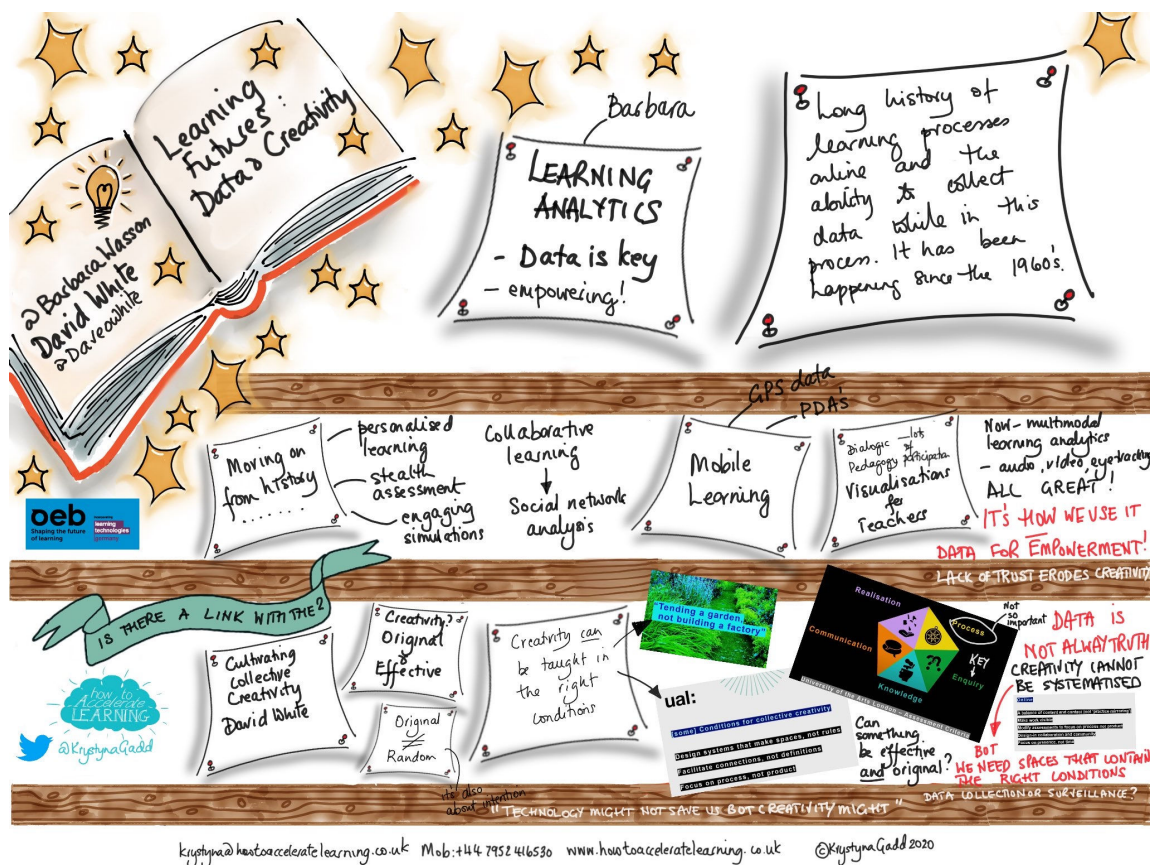
Outreach

During 2020 SLATE hosted 2 SLATE Guest Lectures and arranged 2 symposiums and 9 workshops.

Quantitative Ethnography

Kamila Misiejuk was involved in organising the workshop: Quantitative Ethnography as a framework for network analysis. The workshop focused on the foundations of network approaches to leaning analysis. The participants examined network analytic techniques commonly used in learning analytics, including epistemic network analysis, social network analysis, and social learning analytics, through a quantitative ethnography frame. The aim was to collectively generate a more unified methodology for modeling learning processes using network approaches and providing actionable insights for research and teaching practices.

Data Data Everywhere ... (Wasson keynote at OEB 2020)



SLATE Guest Lecture Series

Due to the pandemic, in 2020 SLATE only hosted 2 guest lectures by leading international researchers. We decided that for 2021 we will run this series online.

SLATE Guest Lecture Series	
15.01	Zachary Pardos , UC Berkeley <i>Value-Centric Course Recommendation On-Campus and Online</i>
18.02	Christian Hirt , ETH Zurich <i>Pushing the Frontier of VR Research</i>

Management and Administration

SLATE is hosted by the Faculty of Psychology (PSYFA) at the University of Bergen (UiB). SLATE's primary funding support comes from the Norwegian Ministry of Education and Research and UiB. PSYFA also provides some administrative support.

Administrative Structure

The Centre is led by Director, Professor Barbara Wasson and the Administrative Leader, Jorunn Viken. In addition, the SLATE leader group comprises Senior Researcher Ingunn Ness. SLATE is responsible for administering its own economy and communication.

Employees in 2020	
Barbara Wasson	Director
Jorunn Viken	Administrative Leader
Dana Kvietkute	Centre Economist (50%)
Ingunn J. Ness	Senior Researcher
Mohammad Khalil	Senior Researcher
Kjetil Egelandstal	Postdoc
Kristin Børte	Senior Researcher (7 months 100%; 2 months 50%)
Gleb Belokry	Senior Engineer & Developer
Martin Heitmann	Senior Engineer & Developer (1 month)
Weiqin Chen	Professor II
Vlad Glaveanu	Associate Professor II
Kamila Misiejuk	Research Assistant (25%, 10 months)
Maria Ovchinnikova	Research Assistant (25%)
Vsevolod Sushehevskii	Research Assistant (10%)
Martin Heitmann	Research Assistant (4 months)
Andrey Belinskiy	Research Assistant (4 months, 50%)
Astrid Hamre-Os	Research Assistant (2 months, 30%)

PhD Candidates & Masters Students	
Rosaline Barendregt	PhD Candidate
Fay Weldon	PhD Candidate (on permission)
Jeanette Samuelsen	PhD Candidate
Kamila Misiejuk	PhD Candidate
Joakim Vindenes	PhD Candidate
Fredrik Sundt Breien	PhD Candidate (Industrial PhD with Equinor & VilVite Science Centre)
Christina Gkini	PhD Candidate (2 months)
Gunhild Lundberg	PhD Candidate NTNU (Ness is co-supervisor)
Maria Smith	Masters Student (IPED)
Maria Ovchinnikova, Ole Anders Smith, Andrey Belinsky, Astrid Hamre-Os, Stian Botnevik, Daniel Ostnes, Magnus Rambech, Stine Olsen Helland, Jonathon Lindø	Masters Students (InfoMedia)

The Board and the Scientific Advisory Committee

The SLATE Board is an administrative body that meets usually twice a year. Due to Corona we did not have any meetings in 2020, and we are in the process of updating the membership. If needed, the Board can be consulted on issues outside the regular meetings. The SLATE Board leader is Professor Bente Wold, dean of the Psychology Faculty, UiB, and her alternative Associate Professor Gro Mjeldheim Sandal.

SLATE Board			
UiB		Alternate	
Bente Wold (Leader)	Dean Psychology Faculty	Gro Mjeldheim Sandal	Vice-Dean of Research Psychology Faculty
Oddrun Samdal	Vice-Rector of Education		
Jan Erik Askildsen	Dean Social Science Faculty	Dag Elgesem	Vice-Dean of Education Social Science Faculty
Natalie Johnsen	Student Representative	Håkon Randgaard	Student Representative
External		Alternate	
Ingvild Eide Graff	Research Director NORCE	Torill Helen Tveito	Research Leader NORCE
Bjørn Lyngdal	Director education & competence Vestland Fylkeskommune	Lin Holvik	Director Kulturtanken

The SLATE Scientific Advisory Committee (SAC) comprised of leading international researchers and consultants from the international research community. SAC is a sounding board for research directions and strategies. SAC members were consulted independently in 2020.

Scientific Advisory Committee	
Jo-Anne Baird	Department of Education, Oxford University
Elaine Coleman	Strategic Consultant
Nancy Law	CITE, University of Hong Kong
Konrad Morgan	EDUVATE INC
Sølvi Lillejord	Norwegian Knowledge Centre for Education/Director Teacher Education UiB

Finances

The Norwegian Ministry of Education and Research (6,60 MNOK core funding) and UiB (6,42 MNOK core funding) were SLATE's primary funding sources in 2020. There is still a delay in the use of KD and (from SLATE's first year).

The actual costs incurred in 2020 are presented in the table below.

KD Financed	6 600 000
Salary- and personal costs	2 035 145
Investments R&D	970 449
Operating costs	372 975
Total costs	3 378 569
Transferred to 2021	3 221 431

UiB Financed	6 416 760
Salary- and personal costs	6 603 441
Operating costs	112 846
Total costs	6 726 287
Transferred to 2021	-309 527

External financing (BOA)	
AVT project	871 463
Intromat	334 500
SEIS (Scaling up Educational Innovation in Schools) EU	105 342
Decentralised competence development	406 641
COPE	50 000
Gifts and research funds* (e.g., SPIRE, Peter Sather)	66 354
Total	1 834 300

*In addition to the externally financed projects booked at SLATE, our researchers are participating in UiB internally funded elite programs such as Momentum (100K) and Young Researcher, etc. In addition, SLATE PhDs formally enrolled at other faculties at UiB have received Meltzer that are booked in that faculty.

Appendix

Journal Papers

Breien, F., & Wasson, B. (2020). Narrative categorization in digital game-based learning: Engagement, motivation & learning. *British Journal of Educational Technology* 0(0), 1-21. DOI: 10.1111/bjet.13004

Bærheim, A., & **Ness, I. J.** (2020). Ricoeur's triple mimesis and the zone of proximal development in the learning processes of interprofessional student teams. *Journal of Pedagogical Sociology and Psychology* 2(2), 86-91. DOI: 10.33902/JPSP.2020263947

Børte, K., Nesje, K., & Lillejord, S. (2020). Barriers to student active learning in higher education. *Teaching in Higher Education*, 1-19, DOI: 10.1080/13562517.1839746

Egelandsdal, K. (2020). Universitetsforelesningen og responsteknologi. The university lecture and response technology. *UNIPED* 43(2), 117-133. DOI: 10.18261/issn.1893-8981-2020-02-04

Egelandsdal, K., & Riese, H. (2020). Never mind the gap: Formative assessment confronted with Dewey's and Gadamer's concept of experience. *European Journal of Education* 55(1), 91-104. DOI: 10.1111/ejed.12378

Glaveanu, V., Hanchett Hanson, M., Baer, J., Baptiste, B., Clapp, E., Corazza, G., Hennessey, B., Kaufman, C., Lebeda, I., Lubart, T., Montuori, A., **Ness, I. J.**, Plucker, J., Reiter-Palmon, R., Sierra, Z., Simonton, D. K., Souza Nevez Pereira, M., & Sternberg, R. (2020). Advancing creativity theory and research: A Socio-cultural manifesto. *The Journal of Creative Behavior*, 54(3), 741-745. DOI: 10.1002/jocb.395.

Glaveanu, V., **Ness, I. J.**, & de Saint Laurent, C. (2020). Creativity, learning and technology: Opportunities, challenges and new horizons. *Creativity Research Journal*, 32(1), 1-3. DOI: 10.1080/10400419.2020.1712167.

Ness, I.J., & Dysthe, O. (2020). Polyphonic imagination: Understanding idea generation in multidisciplinary groups as a multivoiced stimulation of fantasy. *Creativity Research Journal*, 32(1), 30-40. DOI: 10.1080/10400419.2020.1712163.

Prinsloo, P., Slade, S. & **Khalil, M.** (2020). Implementing learning analytics: An ecosystemic perspective (translated by Junhong Xiao). *Distance Education in China* 4, 1-11. DOI: 10.13541/j.cnki.chinade.2020.04.001

Viberg, O., **Khalil, M.**, & Baars, M. (2020). Self-Regulated Learning and Learning Analytics in Online Learning Environments: A Review of Empirical Research (translated by Junhong Xiao). *Distance Education in China* 12, 28-41. DOI: 10.13541/j.cnki.chinade.2020.12.004

Viberg, O., Mavroudi, A., **Khalil, M.**, & Bälter, O. (2020). Validating an instrument to measure teachers' preparedness to use digital technology in their teaching. *Nordic Journal of Digital Literacy*, 15(1), 38-54. DOI: 10.18261/issn.1891-943x-2020-01-04

Viberg, O., **Wasson, B.**, & Kukulska-Hulme, A. (2020). Mobile assisted language learning through learning analytics for self-regulated learning (MALLAS): A conceptual framework. *Australasian Journal of Educational Technology*, 36(6):34-52. <https://doi.org/10.14742/ajet.6494>

Wasson, B., & Kirschner, P. (2020). Learning design: European perspectives. *TechTrends*, 1-13. DOI: 10.1007/s11528-020-00498-0

Conference Papers

Botnevik S., **Khalil M.**, & **Wasson B.** (2020). Student Awareness and Privacy Perception of Learning Analytics in Higher Education. In C. Alario-Hoyos, M.J. Rodríguez-Triana, M. Scheffel, I. Arnedillo-

Sánchez, & S.M. Dennerlein (Eds.) *Addressing Global Challenges and Quality Education. EC-TEL 2020. Lecture Notes in Computer Science, vol 12315*. Cham, Switzerland: Springer. DOI: 10.1007/978-3-030-57717-9_30

Chen, W. (2020). Learning Analytics for Inclusive Higher Education. In Proceedings 28th International Conference on Computers in Education, 113-118. Asia-Pacific Society for Computers in Education. ISBN: 9789869721462

Khalil, M., & Belokry, G. (2020). OXALIC: An open edX advanced learning analytics tool. In *2020 IEEE Learning With MOOCS (LWMOOCS)* (pp. 185-190). IEEE. DOI: 10.1109/LWMOOCS50143.2020.9234322

Khalil, M., & Viberg, O. (2020). Mobile multimodal learning analytics method to foster student self-regulated learning. In *Companion Proceedings of the 10th International Conference on Learning Analytics & Knowledge* (pp. 446-449). Frankfurt, Germany.

Samuelsen, J., & Khalil, M. (2020). Study Effort and Student Success: A MOOC Case Study. In M. E. Auer & T. Tsiatsos (Eds.), *The Challenges of the Digital Transformation in Education. ICL 2018. Advances in Intelligent Systems and Computing, vol 916* (pp. 215-226). Cham, Switzerland: Springer. DOI: 10.1007/978-3-030-11932-4_22

Viberg, O., **Khalil, M.**, & Baars, M. (2020). Self-regulated learning and learning analytics in online learning environments: a review of empirical research. In V. Kovanović, M. Scheffel, N. Pinkwart, & K. Verbert (Eds.) *Proceedings of the 10th International Conference on Learning Analytics & Knowledge* (pp. 524-533). ACM. DOI: 10.1145/3375462.3375483

Viberg, O., **Khalil, M.**, & Lioliopoulos, A. (2020). Facilitating Ideation and Knowledge Sharing in Workplaces: The Design and Use of Gamification in Virtual Platforms. In *Learning and Collaboration Technologies. Human and Technology Ecosystems* (pp. 353-369). Copenhagen, Denmark: Springer. DOI: 10.1007/978-3-030-50506-6_25

Books

Glaveanu, V., Ness, I.J. & de Saint Laurent, C. (Eds.) (2020). *Creative learning in digital and virtual environments: Opportunities and challenges of technology-enabled learning and creativity*. New York, NY, USA: Routledge. DOI: 10.4324/9781003094630

Dysthe, O., Kirkegaard, P., & **Ness I.J.** (Eds.) (2020). *Dialogisk pædagogik, kreativitet og læring*. Aarhus, Denmark: Klim Forlag. ISBN: 9788772044323

Book Chapters

Danielsen, A. G., Diseth, Å., Heldal Stray, J., Kvellø, Ø., **Egelandsdal, K., Ness, I. J.**, & Sætra, E. (2020). Elevens beste og pedagogiske perspektiver - en analyse. In A. G. Danielsen (Ed.), *Til elevens beste. Pedagogiske perspektiver* (pp. 284-307). Oslo, Norway: Gyldendal Akademisk. ISBN: 978-82-05-49901-0

de Saint Laurent, C., Glaveanu, V., & **Ness, I. J.** (2020). Introduction: Creativity, Learning and Technology in the Age of the Pandemic. In C. de Saint Laurent, V. Glaveanu & **I. J. Ness** (Eds.), *Creative Learning in Digital and Virtual Environments Opportunities and Challenges of Technology-Enabled Learning and Creativity* (pp. 196). New York, NY, USA: Routledge.

Dysthe, O., Kirkegaard, P., & **Ness, I. J.** (2020). Dialogisk pedagogikk som deltakende læring. In O. Dysthe, P. Kirkegaard & **I. J. Ness** (Eds.), *Dialogisk pedagogikk, kreativitet og læring*. Aarhus, Denmark: Klim Forlag. 9788772044323

Egelandsdal, K. (2020). Vurdering i klasserommet. In A. G. Danielsen (Ed.), *Til elevens beste. Pedagogiske perspektiver* (pp. 21). Bergen, Norway: Gyldendal Akademisk. ISBN: 978-82-05-51850-6

Egelandsdal, K., & Ness, I. J. (2020). «Læring som praksis» - John Deweys pragmatisme. In A. G. Danielsen (Ed.), *Til elevens beste. Pedagogiske perspektiver* (pp. 61-77). Oslo, Norway: Gyldendal Akademisk. ISBN: 978-82-05-49901-0

Glaveanu, V., Ness, I. J., & Torp Rasmussen, L. J. (2020). Creative success in collaboration: A sociocultural perspective. In A. S. McKay, R. Reiter-Palmon, & J. C. Kaufman (Eds.), *Creative Success in Teams* (pp. 19-32). London, UK: Elsevier. DOI: 10.1016/B978-0-12-819993-0.00002-3

Glaveanu, V., Beghetto, R. A., Benvenuti, M., Bourgeois-Bougrine, S., Chaudet, C., Chirico, A., Corazza, G., de Saint Laurent, C., Dysthe, O., Essonnier, N., Gaggioli, A., Kynigos, C., Mazzoni, E., **Ness, I. J., & Trgalová, J.** (2020). Creative Learning in Digital and Virtual Environments During COVID-19 and Beyond. In V. Glaveanu, I. J. Ness & C. de Saint Laurent (Eds.), *Creative learning in digital and virtual environments: Opportunities and challenges of technology-enabled learning and creativity*. New York, NY, USA: Routledge.

Ness, I. J. (2020). Polyfoni og kreative kunnskapsprosesser i klasserom og høyere utdanning. In O. Dysthe, **I. J. Ness** & P. Kirkegaard (Eds.), *Dialogisk pedagogikk, kreativitet og læring Aarhus*, Denmark: Klim Forlag. ISBN: 9788772044323

Ness, I. J. (2020). The Zone of Proximal development. In V. Glaveanu (Ed.), *The Palgrave Encyclopedia of the Possible*. Cham, Switzerland: Palgrave Macmillan. DOI: 10.1007/978-3-319-98390-5_60-1

Ness, I. J., & Danielsen, A. G. (2020). Sosiokulturell teori - Vygotsky, Lave og Wenger. In A. G. Danielsen (Ed.), *Til elevens beste. Pedagogiske perspektiver* (pp. 98-124). Oslo, Norway: Gyldendal Akademisk. ISBN: 978-82-05-49901-0

Ness, I. J., & Dysthe, O. (2020). Polyphonic Imagination: Understanding Idea Generation in Multidisciplinary Groups as a Multivoiced Stimulation of Fantasy. In V. Glaveanu, I. J. Ness & C. de Saint Laurent (Eds.), *Creative learning in digital and virtual environments: Opportunities and challenges of technology-enabled learning and creativity*. New York, NY, USA: Routledge. ISBN: 9781003094630

Nyre, L., & **Vindenes, J.** (2020). Immersive Journalism as Witnessing. In T. Uskali, A. Gynnild, S. Jones & E. Sirkkunen (Eds.), *Immersive Journalism as Witnessing*. London, UK: Routledge. ISBN: 9781138337664

Vindenes, J., & Gynnild, A. (2020). Case Study Euronews: A low-cost approach to Immersive Storytelling.. In A. Gynnild, S. Jones, E. Sirkkunen & T. Uskali (Eds.), *Case Study Euronews: A low-cost approach to Immersive Storytelling*. London, UK: Routledge. ISBN: 9781138337664

Wasson, B. (2020). Learning Analytics. In A. Biancareddu (Ed.), *PROGETTO IDEA – Innovazione Didattica E Apprendimento*, 239-260. ISSN: ISBN: 9788898062904

Posters

Botnevik, S., **Khalil, M., & Wasson, B.** (2020). *Student Awareness and Privacy Perception of Learning Analytics in Higher Education*. Poster Session presented at the European Conference on Technology Enhanced Learning (EC-TEL 2020), Heidelberg, Germany. DOI: 10.1007/978-3-030-57717-9_30

Reports

Egelandsdal, K., & Hansen, C. (2020). *Digitrans kortrapport: Studentenes opplevelse av studiesituasjonen etter nedstengingen av UiB grunnet COVID-19*. Bergen, Norway: Centre for the Science of Learning & Technology (SLATE). ISBN: 978-82-93789-05-5

Egelandsdal, K., & Hansen, C. (2020). *Digitrans kortrapport: Undervisernes opplevelse av undervisningssituasjonen etter nedstengingen av UiB grunnet COVID-19*. Bergen, Norway: Centre for the Science of Learning & Technology (SLATE). ISBN: 978-82-93789-06-2

Misiejuk, K. & Wasson, B. (2020). *DigiTrans: Trends in Learning Design in Canvas Courses after Covid-19. SLATE Research Report 2020-3*, Bergen, Norway: Centre for the Science of Learning & Technology (SLATE). ISBN: 978-82-93789-07-9

Workshops organised

Breien F. (2020, February). *Designing Narrative DGBL to Optimize Effects on Engagement and Motivation* at the Workshop on Higher Education Curricular Design - BIR, Bergen, Norway.

Khalil M. (2020, November). *PIISTON Workshop with HEMIL* at the PIISTON Workshop, Bergen, Norway.

Khalil M. (2020, November). *PIISTON* at the PIISTON Network workshop, Bergen, Norway.

Misiejuk K., Sharon E. & Kaliisa R. (2020, November). *Let's Write a Paper* at the QEurious Meetup (online event).

Misfeldt M., Spikol D., Bruun J., Saqr M., Kaliisa R., Ruis A., Eagan B. & **Misiejuk K.** (2020, March). *Quantitative ethnography as a framework for network analysis – a discussion of the foundations for network approaches to learning analysis* at the 10th International Learning Analytics and Knowledge (LAK) Conference, Frankfurt, Germany.

Misiejuk K., Sharon E. & Kaliisa R. (2020, November). *Speed-dating* at the QEurious Meetup (online event).

Wasson B. & Hansen C. (2020, November). *Data for læringsanalyse* at the Digitalisering i høyere utdanning 2020, Bergen, Norway

Wasson B., Specht M., Teasleu S. & Buckingham Shum S. (2020, March). *Doctoral Consortium* at the Learning Analytics & Knowledge (LAK) Conference 2020, Frankfurt, Germany

Zörgő S., Misfeldt M., Shaffer D. W., Ruis A., Popov V., **Misiejuk K.**, Kovanović V., Kaliisa R., Joksimović S., Arastoopour Irgens G., Hamilton E., Gasevic D., Eagan B., Buckingham Shum S., Brohinsky J. & Wooldridge A. (2020, April). *QE Community COVID Data Challenge* (online event).

Symposiums organised

Ness, I.J. & Glaveanu, V. (2020) *New Frontiers in Creativity, Learning and Technology Research. Online Symposium*, December 1, Webster University, Geneva, Switzerland & SLATE, Bergen, Norway.

Khalil M. (2020) *Emerging Technologies for Education* In conjunction with ICWL 2020 - Track on Learning Analytics in Digital Learning Environments. *The 5th International Symposium*, October 22-24, Hong Kong Web Society, Shanghai, China.

SLATE Presentations

Date	Event	Place	Who*	Title
7.01	Faculty Presentations to the Rector	UiB	BW, IN	Kunnskaps for Fredtiden
21.01	SEIS KickOff Symposium	Tallinn University	KE	ALMath Adaptive Learning in Mathematics
21.01	SEIS KickOff Symposium	Tallinn University	MK	Learning Analytics in Digital Courses - Open edX
21.01	SEIS KickOff Symposium	Tallinn University	BW	SLATE Projects
6.02	MOMENTUM	UiB	IN	Innovation & Interdisciplinary teamwork
11.02	Connessione tra tecnologie e didattica	C4RD, Sardinia	BW	LEARNING ANALYTICS: What is it and what is its role in education?
18.02	Faglunch, FIA	UiB	IN	Innovation & Interdisciplinary teamwork for researchers
19.02	Ped 113/211	UiB	IN	Innovativ kunnskapsutvikling fra et sosiokulturelt perspektiv
26.02	IUiB KT-styringsgruppen	UiB	BW	IKT og Læring ved UiB
5.03	Møte om mulig samarbeid med Etat for skole, Bergen kommune	Bergen Kommune	CH	PfDK og Praksisutforskende metode
5.03	Møter med ledere og lærere ved Fjell og Tranevågen ungdomskole	Øygarden kommune	CH	Teacher Inquiry into Student Learning
13.03	eMerge Africa	Egypt/ Online	MK	Learning Analytics in MOOCs/emerge
30.04	Oppstartskonferanse for Fagskole LA	Nordland Fagskole	BW	Læringsanalyse
8.05	Møte i styringsgruppen - gjennomføring	UiB	BW	Learning Analytics in Higher Education
11.05	External Evaluation - SLATE	UiB	BW, IN	SLATE Self-Evaluation: Vision, Strategy & Research
14.05	Leverandørmøte	Utdanningsetaten i Oslo Kommune	BW	Fagkart & Mitt Fagkart
8.06	Styringsgruppen - gjennomføring	UiB	BW	DALI: Applying for Erasmus+
9.06	Dialogmøte, KD & SLATE	KD, Oslo	KE	Adaptiv læring i matematikk (ALMAT)
8.09	Innovasjonsuken OPP	VIS Innovasjon Bergen	IN	Innovasjonsuken OPP presentation (opptak)
16.09	Læringskomitee Møte	Standard Norge, Oslo	BW	Aktivitetsdata for vurdering og tilpasning (AVT2)
23.09	Møte med ledere og lærere ved Brannfjell skole, Oslo	Utdanningsetaten, Oslo Kommune	CH, MO	AVT-prosjektet og Mitt Fagkart
23.09	Møte med ledere og lærere ved Årvoll skole, Oslo	Utdanningsetaten, Oslo Kommune	CH, MO	AVT-prosjektet og Mitt Fagkart
24.09	Møte med ledere og lærere ved Midtstuen skole, Oslo	Utdanningsetaten, Oslo Kommune	CH, MO	AVT-prosjektet og Mitt Fagkart
25.09	Designthinking course	Norwegian School of Economics Bergen	IN	Team Formation and Innovation
9.10	PhD Course on Learning Analytics	University of Eastern Finland	BW	Technology Enhanced Learning & Data
14.10	Møte med ledere og lærere ved Hasle skole, Oslo	Utdanningsetaten, Oslo Kommune Skype	CH, MO	AVT-prosjektet og Mitt Fagkart
15.10	Møte med ledere og lærere ved Midtstuen skole, Oslo	Utdanningsetaten, Oslo Kommune Skype	CH, MO	AVT-prosjektet og Mitt Fagkart
22.10	Spill-basert læring og utdanning: Møte med Kunnskaps- og integreringsminister Guri Melby	Bergen Vitensenter	BW	Spill og Læring(sanalyse)

SLATE Presentations				
Date	Event	Place	Who*	Title
25.10	Møte i studentparlamentet ved UiB	UiB	KE	Studentenes opplevelse av studiesituasjonen etter nedstengingen av UiB grunnet COVID-19
2.11	Leverandørmøte AVT2	Utdanningsetaten, Oslo	BW	Fagkoder (Tagging) & MittFagkart
4.11	Digitaliseringskonferansen for høyere utdanning og forskning	UNIT, Bergen	BW	It Takes a Community: The Digital Transformation of UiB
4.11	Digitaliseringskonferansen for høyere utdanning og forskning	UNIT, Bergen	KB	Realisering av en infrastruktur for undervisning? - Foreløpige funn
4.11	Digitaliseringskonferansen for høyere utdanning og forskning	UNIT, Bergen	KE	Studentenes og undervisernes opplevelse av studiesituasjonen etter nedstengingen av UiB grunnet COVID-19
4.11	Digitaliseringskonferansen for høyere utdanning og forskning	UNIT, Bergen	CH	Studentens opplevelse av undervisning vår 2020
5.11	Philosophy of Human-Technology Relations Conference 2020	University of Twente	JoV	A Postphenomenological Approach to Modelling Intended Mediations of Virtual Reality Applications
5.11	Digitaliseringskonferansen for høyere utdanning og forskning	UNIT, Bergen	BW	Data for læringsanalyse
5.11	Digitaliseringskonferansen for høyere utdanning og forskning	UiB	MK	OXALIC- learning analytics tool in moocs
5.11	Digitaliseringskonferansen for høyere utdanning og forskning	UNIT, Bergen	MK	OXALIC: An Open edX Advanced LA Tool
7.11	Philosophy of Human-Technology Relations Conference 2020	University of Twente	JoV	Phenomenological Prototyping for Virtual Reality: Storyboarding as Imaginative Variations
16.11	Institutt for pedagogikk seminar	UiB	CH, IN, KE	DigiTrans: Studenter,undervisere og universitetsledelsens erfaringer med undervisningen ved UiB etter nedstengingen grunnet Covid19.
25.11	Virtual Congress on eLearning Design and Use of Learning Analytics	University of Turku	BW	Introduction to Learning Analytics in Higher Education
25.11	Virtual Congress of Combiomed	University of Turku	MK	Learning analytics in higher education
26.11	Nordic Learning Analytics Research Seminar (LARS)	KTH Royal Institute of Technology, Stockholm	BW	Learning Analytics Impact
1.12	New Frontiers in Creativity, Learning and Technology Research	Online	IN	LEADING FOR INNOVATION: How crises can be innovation catalysts
2.12	Læringsmiljøutvalget	UiB	BW, KM	DigiTrans: Learning Design in Online Courses
3.12	Møte i Utdanningsutvalget (UiB)	UiB	KE	Studentenes og undervisernes opplevelse av studiesituasjonen etter nedstengingen av UiB grunnet COVID-19
4.12	Online Educa 2020	OEB Europe, Berlin	BW	Data, Data Everywhere ...
9.12	Studiekvalitetseksamen	UiB	BW	Activities at the Centre for the Science of Learning & Technology

* GB-Gleb Belokrysk; BW-Barbara Wasson; CH-Cecilie Hansen; FB-Fredrik Sundt Breien; KE-Kjetil Egeland; IN-Ingunn Ness; JoV-Joakim Vindenes; JV-Jorunn Viken; KM-Kamila Misiejuk; RG-Robert Gray;

SLATE Meetings				
When	With	Where	Who*	Topic
2.01	Tore Brøyn, Bedre skole	Bergen	BW, CH	Intervju om Læringsanalyse
3.01	Krisztina Czinki, Olga Espegren, Eirik Abildsnes, Elisabeth Holen-Rabbersvik (USHT, Kristiansand kommune), Siren Marcussen Neset (RCN),	Online	BW, MK	NFR innovasjonsprosjekt i offentlig sektor
7.01	Matthias Stadler, Knut Bæve, Vengt Erik Haug (Kemi), Morten Fjeld (InfoMedia), Audun Klyve Gulbrandsen (Mastersstudent)	Bergen	BW, JoV	AR/VR Chemistry & LA
9.01	Linda Castañeda, Universidad de Murcia (Spain), Gemma Ferrer, Universitat de les Illes Balears (Spain), Victoria Marin, Universität Oldenburg (Germany)	Online	BW, CH	Erasmus+ application
13.01	Birgit Kopainsky (UiB), Hiwa Målen (UiB)	Bergen	IN	Air Innovation meeting
15.01	Bente Irmiger (UiB)	Bergen	IN	Exploring collaboration
16.01	Kari Øritsland, Vis innovasjon	Bergen	IN	Vis Innovasjon - AIR innovation
20.01	Björg Hildeskår, Sølvi Lillejord, Astrid Tolo	Bergen	IN	Desentralized competence development meeting
20.-22.01	Tallin University & University of Tampere	Tallinn	BW, CH, IN, KE, MK	SEIS KickOff Symposium
21.01	Momentum staff	Bergen	IN	Momentum
22.01	Liv Ims and Cathrine Ingebø (Equinor), Lars Marøy, Wenche Fivelsdal, Anne Tove Koldal (ViVite)	Stavanger	FB	Playful Learning Research Initiative
23.01	Thomas Du Sivertsen, Simon Tystad, Peter Skogvold (TurboTapeGames); Terje Heggernes (HVL), Toralf Igesund, Eva Skjold m/flere (BIR)	Bergen	BW, FB	BIR - digital competences
23.01	Linda Castañeda, Universidad de Murcia (Spain), Gemma Ferrer, Universitat de les Illes Balears (Spain), Victoria Marin, Universität Oldenburg (Germany), Svenja Bedenlier, Friedrich-Alexander-Universität Erlangen-Nürnberg (Germany); Daniel Villar Onrubia, Coventry University (UK)	Online	BW, CH	DALI Erasmus+ project - new partners
23.01	Kari Øritsland, Vis innovation	Bergen	IN	Vis innovation - Air. Innovation meeting
24.01	Alejandro Ortegez (University of Valladolid)	Online	MK	Meeting on Learning Analytics and Gamification
24.01	Tonje Fyhn, NORCE Helse	Bergen	BW, CH	Søknadsinitiering
27.01	Eva Hartell & Juridisk fakultet (UiB)	Bergen	BW, CH, IN, KE, MK	Project application meeting: "Bedre læring. Bedre jurister."
29.01	Hege Randi Eriksen	Bergen	DK, RB	COPE - mini project
29.01	Robert Gray m fl, Iped	Bergen	IN	Meeting on Bakhtin and publishing
29.01	UiT	Online	MK	Meeting with UiT on learning analytics

SLATE Meetings				
When	With	Where	Who*	Topic
3.02	Yishay Mor (Israel), Daniel Spikol (Malmo), Donatella Persico, Francesca Pozzi (CNR, Italy); Allison Littlejohn (UCL Knowledge Lab, London), Yannis Dimitriadis (University Valvolid, Spain) + others	Online	BW	Project idea meeting: Interaction Design for Hybrid Learning
4.02	NORA Director Klas Pettersen, AI Researchers @ UiB	Bergen	BW	AI at University of Bergen
4.02	Birgit Kopainsky (UiB), Hiwa Målen (UiB)	Bergen	IN	AIR.Innovation meeting
5.02	Linda Castañeda, Universidad de Murcia (Spain), Gemma Ferrer, Universitat de les Illes Balears (Spain), Victoria Marin, Universität Oldenburg (Germany), Svenja Bedenlier, Friedrich-Alexander-Universität Erlangen-Nürnberg (Germany); Daniel Villar Onrubia, Coventry University (UK)	Online	BW, CH	DALI Erasmus+ project - new partners
5.02	Thomas Due Sivertsen, Stian Osmundsen (TTG); Terja Heggernes (HVL)	Bergen	BW, FB	Workshop preparation - BIR
6.02	Lucas Jenö (UiB)	Bergen	KE	ArtsApp and Learning Analytics
6.-7.02	University of Agder	Kristiansand	MK	Skriveworkshop
10.02	Institutt for pedagogikk UiB	Bergen	IN	Forskningsgruppemøte KoS
11.02	Carole Salis, Davide Zedda, Stefano Marongiu, Maire Florence Wilson (CRS4, Cagliari, Italy)	Rome	BW	Possible Erasmus+ application - RIALE
12.02	Anne Homme (UiB)	Bergen	CH, IN	Møte om Dekomp
19-20.02	Jessica Chan (University of Oxford, UK)	Oslo	BW, KB	Assessment for Learning - Systematic Review
20.02	Ytre Midthordland	Øygarden	CH, IN	Fagdag - samling med nye skoler og UH
25.02	Torunn Gjelsvik (ICDE), Christer Gundersen (NDLA), Geoffroy Bonnini (LOIRA, Nancy), Adewale Adesina (NOUN), Nora Lizenberg (Universidad CAECE, Argentina)		BW	Coordination ICDE workshop at UNESCO Mobile Learning Week
26.02	Charlie Negri (NORCE)	Bergen	BW, KM	Peergrade Data for BI study
27.02	Geoffrey Bonnini (Lorraine Research Laboratory in Computer Science and its Applications (LORIA), Nancy, France)	Online	BW	UNESCO Mobile Learning Week planning
3.03	HEMIL, UiB	Bergen	MK	Meeting with HEMIL for NFR application
4.03	Lars-Arne Haldosen, Rachel Fischer (Karolinska), Marit Bakke, Bianca Nygård (UiB), Ullamari Personén (Turku), Merja Heinaniemi (University of Eastern Finland), Brage Andresen (Syddansk University)	Stockholm	BW	CompBioMed Board Meeting
5.03	Ledere og lærere ved Fjell og Tranevågen ungdomsskole	Øygarden	CH	Mulig DeKomp Samarbeid

SLATE Meetings				
When	With	Where	Who*	Topic
5.03	Etat for skole, Bergen kommune	Bergen	CH	Mulig DeKomp Samarbeid
6.03	Fagutvalg for arkitekturstyring	Trondheim	BW	Fagutvalg for arkitekturstyring
9.03	Gudmundur Ebenezer, Olga Golburean, Yngve Lamo	Online	RB	Lifekeys: Meeting about possible collaboration
10.03	Turbotape	Bergen	BW, FB, IN	Turbotape møte, Innovasjon i renovasjon
12.03	Birgit Kopainsky (UiB)	Bergen	IN	FINNUT søknadsmøte
12.03	Morten Misfeldt (University of Copenhagen), Daniel Spikol (Malmö University), Jesper Bruun (University of Copenhagen), Mohammed Saqr (University of Eastern Finland), Rogers Kaliisa (University of Oslo), Andrew Ruis (University of Wisconsin-Madison) & Brendan Eagan (University of Wisconsin-Madison)	Online	KM	LAK'20 workshop preparation
16.03	Olga Golburean, Yngve Lamo	Bergen	RB	Lifekeys: Meeting about possible collaboration
16.03	Morten Fjell (InfoMedia), Birgit Kopainsky (Geography, UiB), Krzysztof Krejtz (SWPS, Poland)	Online	BW	IKT Pluss project initiation
17.03	Birgit Kopainsky (UiB)	Bergen	IN	Finnut søknadsmøte
17.03	Rogers Kaliisa (University of Oslo)	Online	KM	Literature review on ENA for ICQE'20
18.03	Rogers Kaliisa (University of Oslo)	Online	KM	ICQE'20 paper
20.03	Turbotape	Bergen	BW, FB, IN	Innovasjon i renovasjon
20.03	Morten Misfeldt (University of Copenhagen), Daniel Spikol (Malmö University), Jesper Bruun (University of Copenhagen), Mohammed Saqr (University of Eastern Finland), Rogers Kaliisa (University of Oslo), Andrew Ruis (University of Wisconsin-Madison) & Brendan Eagan (University of Wisconsin-Madison)	Online	KM	LAK'20 workshop preparation
20.03	Rogers Kaliisa (University of Oslo)	Online	KM	Working on the literature review on ENA for ICQE'20
23.03	Morten Misfeldt (University of Copenhagen), Daniel Spikol (Malmö University), Rogers Kaliisa (University of Oslo) & Brendan Eagan (University of Wisconsin-Madison)	Online	KM	LAK'20 workshop preparation
25.03	Stian Osmundsen (TurboTape Games AS)	Skype	BW, FB	Possible FINNUT application

SLATE Meetings				
When	With	Where	Who*	Topic
25.03	Susan Evans (Springer), Morten Misfeldt (University of Copenhagen), Mohammed Saqr (University of Eastern Finland), Rogers Kaliisa (University of Oslo) & Andrew Ruis (University of Wisconsin-Madison)	Online	KM	Quantitative ethnography as a framework for network analysis - Book Publishing Discussion
30.03	Jacqueline Wong (Rotterdam University)	Online	MK	Meeting with Jacqueline Wong/Mobile learning paper
30.03	Channa Vanderbrug (OEB)	Online	BW	Keynote Talk at OEB 2020
31.03	Stian Osmundsen (TuboTape Games), Hege Stenhammer, Odd Borch, Line Sandbakken (Nord University)	Online	BW, FB	Vantage - possible FINNUT applicaiton
3.04	Kari Øritsland (VIS), Birgit Kopainsky UiB and Hiwa Målen (UiB)	Bergen	IN	Innovasjon i privat og offentlig sektor
3.04	Kari Øritsland (VIS), Birgit Kopainsky (UiB), Hiwa Målen (UiB)	Bergen	IN	VIS. Innovasjonsmøte
6.04	Trine Fosslund (UiT)	Online	BW, IN, KB	Meeting Trine Fosslund
6.04	Morten Fjeld (InfoMedia, UiB), Bjørn Særtreik (ISP, UiB), Andreas Kunz (ETHZ; Zurich, Switzerland)	Online	BW	Learning in VR -- Transformative Research Project for Forskningsråd
7.04	Eivind Stordal, Ali Elmasoudi (STUDIX), Brian Jørgensen, Nicklas Holm, Frode Nygard (UDE, Oslo kommune)	Online	BW, CH, GB, MO	Possible Studix contribution to AVT2
8.04	Turbotape	Online	BW, FB, IN	FINNUT søknadsmøte
8.04	Kari Øritsland (VIS), Birgit Kopainsky (UiB), Hiwa Målen (UiB)	Bergen	IN	VIS Innovasjon (innovasjon i privat og offentlig sektor)
8.04	David Kabugo, Evelyn Kahiigi, Agnes Semwanga (Makerere University, Uganda)	Online	BW, MK	1st Partnership Meeting to discuss the NORHED II Programme call
9.04	David Willianson Shaffer (University of Wisconsin-Madison), Andrew Ruis (University of Wisconsin-Madison), Eric Hamilton (Pepperdine University), Golnaz Arastoopur Irgens (Clemson University), Jais Brohinsky (University of Wisconsin-Madison), Vitomir Kovanović (University of South Australia), Morten Misfeldt (University of Copenhagen), Rogers Kaliisa (University of Oslo), Szilvia Zörgő (Semmelweis University), Abigail Wooldridge (University of Wisconsin-Madison)	Online	KM	Preparation for Data Challenge for the QE community
10.04	Golnaz Arastoopur Irgens (Clemson University), Jais Brohinsky (University of Wisconsin-Madison) & Szilvia Zörgő (Semmelweis University)	Online	KM	Preparation for Data Challenge for the QE community - Data & Tools group meeting

SLATE Meetings				
When	With	Where	Who*	Topic
13.04	Kari Øritsland (VIS), Birgit Kopainsky (UiB), Hiwa Målen (UiB)	Bergen	IN	Innovation in private and public sector
13.04	David Shaffer (University of Wisconsin), Golnaz Arastoopour Irgens (Clemson University), Jais Brohinsky (University of Wisconsin), Andrew Ruis (University of Wisconsin), Vitomir Kovanović (University of South Australia), Szilvia Zörgő (Semmelweis University), Morten Misfeldt (University of Copenhagen)	Online	KM	Preparation for Data Challenge for the QE community
13.04	Vitomir Kovanović (University of South Australia), Szilvia Zörgő (Semmelweis University) & Morten Misfeldt (University of Copenhagen)	Online	KM	Preparation for Data Challenge for the QE community - Activity Structure/Plan group meeting
15.04	UNIT, Norway	Online	BW, MK	CANVAS data/ UNIT
17.04	Sonia Khan (University of Oxford)	Online	IN	Teachers role
17.04	Rogers Kaliisa (University of Oslo)	Online	KM	Working on the literature review on ENA for ICQE'20
29.04	Hiwa Målen (UiB), Birgit Kopainsky (UiB)	Bergen	IN	Air. Innovation - developing PhD course further
30.04	Kari Øritsland (VIS), Birgit Kopainsky (UiB), Hiwa Målen (UiB)	Bergen	IN	Innovation in private and public sector
5.05	Birgit Kopainsky (UiB), Turbotape	Online	BW, FB, IN	FINNUT søknadsmøte
6.05	Sofie Hove Stene, PWC	Online	BW, IN, KB	Possible collaboration
6.05	Anders Nome (Kristiania University College), Charlie Negri (NORCE), Ingeborg Krange (OsloMet) & Jarle Bastesen (Kristiania University College)	Online	BW, KM	Research on data from Peergrade in the subject OOL1100 at Høyskolen Kristiania
8.05	Jennifer Scianna (University of Wisconsin - Madison), David Williamson Shaffer (University of Wisconsin-Madison), Karl Vachuska (University of Wisconsin - Madison), Rogers Kaliisa (University of Oslo)	Online	KM	ICQE'20 paper following the QE Data Challenge
12.05	Paul Prinsloo, (University of South Africa)	Online	MK, WC	NFR Young Researcher Writing meeting
15.05	Kari Øritsland (VIS), Eilin Erevik (UiB)	Online	IN	Innovasjonsarena for studenters psykiske helse
15.05	Jennifer Scianna (University of Wisconsin - Madison), David Williamson Shaffer (University of Wisconsin-Madison), Karl Vachuska (University of Wisconsin - Madison), Rogers Kaliisa (University of Oslo)	Online	KM	ICQE'20 paper following the QE Data Challenge

SLATE Meetings

When	With	Where	Who*	Topic
15.05	Among others: Jennifer Scianna (Wisconsin Center for Education Research), Rogers Kaliisa (University of Oslo), Szilvia Zörgő (Simmelweis University), Hamideh Talafian (School of Education at the University of California), Woodson Hobbs (Pepperdine University), Mamta Shah (Elsevier), Melanie Pepper (University of Colorado Boulder)	Online	KM	Symposium proposal for ICQE'20
22.05	Reidun Kjome (UiB)	Online	IN	Møte med Farmasi om søknad
27.05	Vivian Luth-Hansen (Nordland Fagskole), Elsebeth Korsgaard Sorensen (Aalborg University, Denmark)	Online	BW	Learning Analytics Fagskole application meeting
28.05	Institutt of pedagogikk (UiB)	Online	IN	Forskningsgruppemøte KoS
29.05	Michail Giannakos, Alf Inge Wang, Monika Divitini (NTNU)	Online	BW	SFF application - possible
29.05	Among others: Jennifer Scianna (Wisconsin Center for Education Research), Rogers Kaliisa (University of Oslo), Szilvia Zörgő (Simmelweis University), Hamideh Talafian (School of Education at the University of California), Woodson Hobbs (Pepperdine University), Mamta Shah (Elsevier), Melanie Pepper (University of Colorado Boulder)	Online	KM	Symposium proposal for ICQE'20
2.06	Reidun Kjome (UiB)	Online	IN	Møte med Farmasi
5.06	Krisztina Czinki, Olga Espegren (Kristiansand kommune)	Online	BW, MK	Application with Kritiansand kommune
5.06	Jennifer Scianna (University of Wisconsin - Madison), Karl Vachuska (University of Wisconsin - Madison), Rogers Kaliisa (University of Oslo)	Online	KM	ICQE'20 paper following the QE Data Challenge
8.06	Turbotape	Online	BW, FB, IN	Innovasjon i renovasjon
8.06	University of Agder	Online	MK	Virtual Masters student defense UiA
9.06	Håkan Kavli, Ferdinand Andreas Mohn (KD)	Online	BW, IN, JV	Dialogmøte med KD
10.06	Eikhaug IT	Bergen	BW, MK	UiB Analytics Dashboard
11.06	Birgit Kopainsky (UiB)	Online	IN	Phd position (SLATE/SV)
12.06	Birgit Kopainsky (UiB), Hiwa Målen (UiB)	Online	IN	Developing PhD course further
12.06	Tobis Ley (Tallinn University), Dragan Grasevic (Monash University, Australia), Hannele Niemi (University of Helsinki), Stefanie Lindstaedt (Know-IT, University of Graz), + others	Online	BW	CEITER Advisory Board Meeting
16.06	Arne Magnus Morken m.fl (UiB)	Online	BW, IN, JV	Møte i brukergruppen i C12

SLATE Meetings				
When	With	Where	Who*	Topic
16.06	Aina Haugland (Mohnsenteret for innovasjon og regional utvikling, HVL), Torbjørn Undeland (Mylearnview AS)	Skype	BW	Forsker til låns: MyLearnView introduction
18.06	Tallinn University & Tampere University	Online	BW, CH, IN, KE, MK	SEIS project meeting
18.06	Jennifer Scianna (University of Wisconsin - Madison), David Williamson Shaffer (University of Wisconsin-Madison), Karl Vachuska (University of Wisconsin - Madison), Rogers Kaliisa (University of Oslo)	Online	KM	ICQE'20 paper following the QE Data Challenge
22.06	Vigdis Berg (UiB)	Online	CH, IN	Dekomp
22.06	Øyvind Meistad (Enovate AS), Andreas Christiansen (UiB)	Skype	BW	Kompetanse Norge anbud
23.06	Marianne Huse (Læringslab, UiB)	Skype	BW, CH	Data Workshop at Digitalisering i høyere utdanning 2020
23.06	Rogers Kaliisa (University of Oslo)	Online	KM	Literature review on ENA for ICQE'20
24.06	Kari Øritsland (VIS), Svetlana Sorokina (UiB)	Online	IN	Innovasjonsarena for studenters psykiske helse
25.06	OSLOMET, University in Palestine	Online	MK	NORHED with OSLOMET
26.06	Birgit Kopainsky (UiB), Hiwa Målen (UiB)	Online	IN	Air. Innovation - summary of spring activities
1.07	Anders Havig (Sunsoft), Krisztina Czinki, Olga Espegren (Kristiansand kommune)	Online	BW	Sunsoft presentation
6.07	Astrid Oksenvag (KS), Olga Espegren, Frisztina Czinki (Kristiansand kommune)	Online	BW, MK	KS læring demo
14.07	Sølvi Lillejord (UiB), Jessica Chan (Oxford University)	Online	BW, KB	Systematic review - Assessment and tech use
17.07	Paul Prinsloo (University of South Africa), Sharon Slade (Open University UK)	Online	MK	SpringerBook
11.08	Institutt for pedagogikk	Online	IN	Personvern
12.08	Charlie Negri (NORCE)	Online	KM	Data preparation for the HK Flex project
14.08	Charlie Negri (NORCE)	Online	KM	Data preparation for the HK Flex project
17.08	Birgit Kopainsky (UiB), Hiwa Målen (UiB)	Online	IN	Air Innovation - project meeting
17.08	Kine Durum (University of Tromsø); Hege Eriksson (HVL)	Skype	BW	Finnut application - possible
18.08	Charlie Negri (NORCE)	Online	KM	Data preparation for the HK Flex project
21.08	Charlie Negri (NORCE)	Online	KM	Data preparation for the HK Flex project
24.08	Ole Christian Laukli (UiB), Ingve Bergheim (UiB)	Bergen	IN	MOMENTUM
25.08	Birgit Kopainsky (UiB), Hiwa Målen (UiB)	Online	IN	Air. Innovation project meeting
26.08	Etat for skole, Bergen kommune	Bergen	CH	DeKomp plannleggingsmøte
27.08	Charlie Negri (NORCE)	Online	KM	Data preparation for the HK Flex project
28.08	Charlie Negri (NORCE)	Online	KM	Data preparation for the HK Flex project

SLATE Meetings				
When	With	Where	Who*	Topic
31.08	Agder Kommune	Online	MK	DIKU Application with Agder Kommune
1.09	Birgit Kopainsky (UiB), Hiwa Målen (UiB)	Online	IN	AIR Innovation projece meeting
1.09	Anders Norne (Kristiania University College), Charlie Negri (NORCE) & Jarle Bastesen (Kristiania University College)	Online	BW, KM	Update on the HK Flex project
2.09	Gudmundur Ebenezer, Magnus Jørgensen, Svein-Ivar Lillehaug, Yngve Lamo, Suresh Kumar Mukhiya, Laurens Hoogenboom	Bergen	AHO, RB	Lifekeys: Meeting about possible collaboration
2.09	Kari Øritsland (VIS), Birgit Kopainsky (UiB), Hiwa Målen (UiB)	Online	IN	Møte med VIS
3.09	Charlie Negri (NORCE)	Online	KM	Data preparation for the HK Flex project
4.09	Birgit Kopainsky (UiB), Hiwa Målen (UiB)	Online	IN	Air Innovation project meeting
4.09	Håkon Kavli (KD), Ferdinand Mohn (KD)	Online	BW, IN, JV	Møte med KD
4.09	Tallinn University & University of Tampere	Online	BW, CH, IN, KE, MK	SEIS project meeting
7.09	Birgit Kopainsky (UiB), Hiwa Målen (UiB)	Online	IN	Air Innovation project meeting
7.09	Kristiansand Kommune	Online	MK	Diku Application with Kristiansand Kommune
7.09	Martine Jordana Baarholm, Fag og forskningsansvarlig, Studentparlament	Online	BW	Data for research
8.09	Suresh Kumar Mukhiya (HvL), Yngve Lamo (HvL), Svein-Ivar Lillehaug (HvL)	Bergen	BW, GB, MH, RB	Development and Possibilities meeting
8.09	Elin Ødegaard, Hihua Hu (HVL)	Online	BW	Visual Pedagogy Conference meeting
9.09	Among others: Hyunju Park Johnson, David Williamson Shaffer, Brendan Eagan (University of Wisconsin-Madison), Marta Jackowska (Aarhus University), Seung B. Lee (Pepperdine University), Marcia Moraes (Colorado State University), & Rogers Kaliisa (University of Oslo)	Online	KM	QEurious kick off meeting
10.09	Kjersti Klette, Elin Stangeland, Leif Lahn, Katerina Houben, Marianna Nyhren, Ørnulf Risnes (NSD), fan Erik Garshol (UNIT) + flere fra OsloMet, UiTø	Online	BW, JS	Infrastruksøknadmøte med UiO
10.09	Paul Prinsloo (University of South Africa), Sharon Slade (Open University UK)	Online	MK	SpringerBook
11.09	Birgit Kopainsky (SV), Hiwa Målen (SV)	Online	IN	AIR Innovation project meeting (Digitalisering i 3D)
11.09	Jennifer Scianna (University of Wisconsin - Madison) & Rogers Kaliisa (University of Oslo)	Online	KM	ICQE'20 paper following the QE Data Challenge
14.09	Charlie Negri (NORCE)	Online	KM	Data preparation for the HK Flex project
15.09	Rogers Kaliisa (University of Oslo), Marta Jackowska (Aarhus University) & Edith Bouton (Hebrew University of Jerusalem)	Online	KM	QEurious organising meeting

SLATE Meetings				
When	With	Where	Who*	Topic
15.09	Kari Øritsland (VIS), Nils Gunnar Kvamstø (UiB), Lise Øverås (UiB), Dorothy Dankel (UiB), Dag Finne (VIS), Birgit Kopainsky (UiB), Hiwa Målen (UiB), Kjartan Kramer (VIS), Elisabeth Silden (VIS)	Online	IN	VIS innovasjon - møte om bærekraft
21.09	Charlie Negri (NORCE)	Online	KM	Data preparation for the HK Flex project
21.09	Aina Haugland (Mohnsenteret for innovasjon og regional utvikling, HVL), Torbjørn Undeland (Mylearnview AS)	Skype	BW	MyLearnView: Forsker til låns kick-off
21.09	David Williamson Shaffer (University of Wisconsin-Madison), Rogers Kaliisa (University of Oslo), Brendan Eagan (University of Wisconsin-Madison), Denise M. Bressler (East Carolina University), Alia Ammar (Drexel University), Mamta Shah (Elsevier), Marcia Moraes (Colorado State University), Clara Porter (University of Wisconsin-Madison)	Online	KM	QEurious organising team meeting
22.09	Jarle Bastesen (Kristiania University College)	Online	KM	Data coding for the HK Flex project
29.09	Birgit Kopainsky (UiB), Hiwa Målen (UiB)	Online	IN	Air Innovation project meeting
1.10	Turbotape games	Online	FB, IN	Innovasjon og Digital forretningsforståelse i renovasjonsbransjen
2.10	Birgit Kopainsky (UiB), Hiwa Målen (UiB)	Online	FB, IN	Innovation for Renovation
5.10	Jarle Bastesen (College University Kristiania)	Online	BW, KM	Data coding for the HK Flex project
5.10	Olaug Gardener (BI)	Online	KM	Status update: BI x SLATE project
6.10	Combiomed project partners	Online	BW, MK	Erasmus+ application meeting Biomed
7.10	Coventry University and European Partners	Online	BW, MK	Erasmus+ Coventry application
7.10	Rogers Kaliisa (University of Oslo), Edith Bouton (Hebrew University of Jerusalem)	Online	KM	November QEurious Event Details
8.10	Charlie Negri (NORCE)	Online	KM	Data preparation for the HK Flex project
12.10	Jarle Bastesen (College University Kristiania)	Online	BW, KM	Data coding for the HK Flex project
15.-16.10	HEMIL (UiB)	Skype	MK	HEMIL Workshop
16.10	Eva Mjøvik, Arn Mjølnes (UDIR), Anders Gudmestad (Gyldendal), Christian Calmeyer (Aschehaoug), Geir Fuhtre Pettersen (CONEXSUS), m. flere	Online	BW	Nasjonale prosjekter og initiativer - læringskommitte
21.10	Dag Rune Olsen (Rector, UiB), Oddrun Samdal (Vice Rector, UiB)	Bergen	BW	Arbeidspraksis for Disiplinstudenter
21.10	Jarle Bastesen (College University Kristiania)	Online	KM	Data coding for the HK Flex project

SLATE Meetings				
When	With	Where	Who*	Topic
21.10	Birgit Kopainsky (UiB), Hiwa Målen (UiB)	Online	IN	Innovation for Renovation
22.10	Guri Melby - Minister of Education and Integration, Stian Osmundsen - CEO Turbo Tape Games AS, Thomas Due Sivertsen - Chairman of the Board Game House, Lars Marøy - Managing Director Bergen Science Center AS	Bergen	BW, FB	National status on digital game-based learning
23.10	Marianne Huse (LæringsLab, UiB)	Online	BW, CH	Planleggingsmøte Digitalisering i høyre utdanning 2020
28.10	Rogers Kaliisa (University of Oslo), Edith Bouton (Hebrew University of Jerusalem)	Online	KM	QEurios organising team meeting
1.11	Grete Nettelund (HVL)	Online	CH	Initieringsmøte
2.11	Jarle Bastesen (College University Kristiania)	Online	KM	Data coding for the HK Flex project
4.11	Sølvi Lillejord (UiB), Monika Hålonli (Vestland Fylkeskommune)	Bergen	KB	Presentasjon av ILUKS for universitetsskolene
5.11	Rogers Kaliisa (University of Oslo), Edith Bouton (Hebrew University of Jerusalem)	Online	KM	QEurios organising team meeting
6.11	Dag Rune Olsen (Rector, UiB)	Bergen	AHO, BW, TK	PRAKTIKK - Arbeidspraksis
6.11	Sebastian Lange, DyBuster (EdTech)	Online	BW, CH	Initieringsmøte
9.11	Olga Viberg (KTH), Daniel Spikol (Malmö University), Morten Misfeldt (University of Copenhagen)	Online	BW	Learning Analytics PhD Course (Nordi)
10.11	Jon Eikhaug, Michael Menk, Svein Jarle Nymark, Svein Sture, Siv Erstad (IT Avdeling, UiB), Robert Gray (UPED, UiB)	Online	BW, MK	UiB Dashboard - Sneak preview and review
10.11	Trish Meng (Co-Op Coordinator, University of New Brunswick, Canada)	Online	BW	University of New Brunswick Co-Op Program
13.11	Rogers Kaliisa (University of Oslo), Edith Bouton (Hebrew University of Jerusalem), Hyunju Park Johnson (University of Wisconsin-Madison)	Online	KM	QEurios organising team meeting
13.11	Iren Igesund, Studieadministrasjon	Bergen	BW, RG	Evaluering av Hybrid Univerisning
18.11	Sanna Järvelä (Oulu University), Daniel Spikol (Malmö University)	Online	BW	ai Life in Nordic Schools workshop planning
19.11	Linda Castañeda, Universidad de Murcia (Spain), Gemma Ferrer, Universitat de les Illes Balears (Spain), Victoria Marin, Universität Oldenburg (Germany), Svenja Bedenlier, Friedrich-Alexander-Universität Erlangen-Nürnberg (Germany); Daniel Villar Onrubia, Coventry University (UK)	Online	BW, CH	Planning Meeting DALI
23.11	David Schaffer (University Madison-Wisconsin, USA)	Online	BW	ICQE 2021 program chair meeting

SLATE Meetings				
When	With	Where	Who*	Topic
26.11	Olga Viberg (KTH), Anders Mørch, rogers Kalilisa, Jan Dolanan, Alessandro Marin, J. Kristensen (University of Oslo), Marcelo Milrad (Linneas University), Teresa Cerratto-Pargman (Stockholm University), Karoline Schenier, Daniel Spikol (Malmö University), Michail Grinnikos, Zacharoula Papamitsiou (NTNU) + others	Online	BW, CH, KM	Learning Analytics Research Symposium (LARS) Nordic
27.11	Tallinn University & Tampere University	Online	CH, IN, KE	SEIS project meeting
30.11	Ann-Karin Valle (OsloMet)	Online	MK	New project with OsloMet
2.12	Lars-Arne Haldosen, Rachel Fischer (Karolinska), Marit Bakke, Bianca Nygård (UiB), Ullamari Personen (Turku), Merja Heinaniemi (University of Eastern Finland), Brage Andresen (Syddansk University)	Online	BW	CompBioMed Board meeting
2.12	Øystein Gilje (UiO) + flere	Online	BW	Kunstig Intelligens i Utdanning Seminar
2.12	Universitetet i Oslo & Asker Kommune	Online	BW, KB, KE	Meeting S A.I. L. (School, A.I. and Learning)
4.12	Paul Prinsloo (University of South Africa), Sharon Slade (Open University UK)	Online	MK	Commonwealth of Learning Project on Learning Analytics course
8.12	Dag Rune Olsen (Rector, UiB), Sandra Amalie Lid Krumsvik (Studentparlament, UiB), Are Turmo(NHO), Arvid Ellingsen (LO), Bård Sandal (Vestland Fylke)	Bergen	AHO, BW, TK	Rådsmøte - Arbeidspraksis for Disiplinstudenter
9.12	Seksjon for kvalitet, Studieveilingen	Bergen	BW, CH, KE	Studiekvalitetsseminar
11.12	Sigrid Undeland, Torbjørn Undeland	Bergen	BW, RB	Startup Meeting My Learn View
16.12	Arbeidsgruppen- digital grunnkompetanse (Truls Pedersen, InfoMedia; Magnus Svendsen Nerheim, Læringslaben; Fredrik Manne, Informatikk; Pål Steiner. Bibliotek, Martine Baarholm, Studentparlament; Malgorzata Cyndecka, Juridisk Fakultet; Iren Igesund, Studieveilingen)	Bergen	BW	Data og Data forståelse

* AHO-Astrid Hamre-Os; GB-Gleb Belokrysk; BW-Barbara Wasson; CH-Cecilie Hansen; FB-Fredrik Sundt Breien; KE-Kjetil Egeland; IN-Ingunn Ness; JoV-Joakim Vindenes; JV-Jorunn Viken; KM-Kamila Misiejuk; MaH-Martin Heitmann; RG-Robert Gray



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