



Annual Report 2021



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

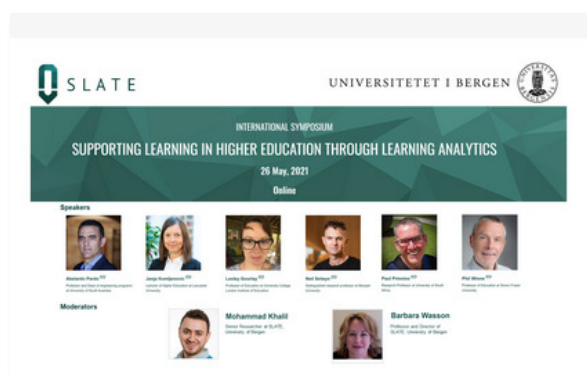
2021 was yet another year we will remember for the Covid-19 pandemic, however, it was also a very busy year for SLATE. We continued with our home offices and Zoom meetings, and after summer we began to meet face to face again. We had our first Centre meeting at Solstrand in September where we began our work on a new strategy. Mid-year Sølvi Lillejord joined as Professor Emerita, and even though she is officially retired she is as busy as ever contributing to the educational sector and to SLATE. In December our team grew again with Anja Salzmann joining us as a researcher and Anna Pacholczyk as a Communications Officer. In addition, SLATE hosted 10 Masters students at SLATE, all of whom delivered very exciting theses (see list in the Appendix).

Five new projects began in 2021. In the SLATE coordinated Erasmus+ project **DALI: Data Literacy for Citizenship**, we are creating learning games that help young adults, adults, and seniors develop data literacy skills. Data literacy, an important area for learning analytics, addresses skills and competences related to the data life cycle (collecting, storing, analysing, visualising, act on), and is a theme that runs through many SLATE



projects. In the Competence Norway funded project **DATAREISEN**, we are developing, together with Digital Norway, three continuing education courses on data literacy. The EU project **iHubs4Schools: Accelerating Digital Innovation in Schools** (led by University of Tallinn) is developing a framework to accelerate whole-school digital innovation in and across schools. SLATE brings the Teacher Inquiry method developed by me and Cecilie Hansen in a previous EU project, NEXT-TEL, to the framework as well as experiences being gained in using this method as part of PdfK: Professional Digital Competence Development during our continued work in **DeKomp: Decentralised Competence Development** at schools in the Municipalities of Øygarden and Bergen. During 2021 Cecilie Hansen arranged 22 workshops, the majority online, as part of DeKomp. In **AiLife in Nordic Schools**, SLATE together with the LET Centre at University of Oulu and the Centre for Digital Education, University of Copenhagen are arranging a series of 3 workshops that explore the nature of AI application in the unique context of Nordic education. The Erasmus+ project **ENVISON: European Network for Virtual lab & Interactive Simulated ONLINE learning 2027**, aims to innovate new e-learning course modules, which would provide the students a possibility to do laboratory exercises online and engage actively in teamwork in digital environments. SLATE, together with the University of Eastern Finland, will provide learning analytics to measure students' teamwork and learning and support better learning outcomes and experiences in virtual labs.

Outreach continued online in 2021 with all but a few events and presentations being held online. One advantage is reaching a wider audience, but it just is not the same as meeting face to face. SLATE held one guest lecture by visiting professor Samuel Greiff, University of Luxembourg.



Senior Researcher Mohammad Khalil was the motor behind the arrangement of the very successful second symposium on learning analytics in higher education. The event, **Supporting Learning in Higher Education through Learning Analytics**, attracted over 200 participants from around the world to listen to 6 excellent speakers. Having an explicit focus on methods is very important for a research centre such as SLATE. Senior Researcher, Ingunn Ness, participated in **Equip 2021 Qualitative Research in Psychology in Europe** that was held digitally in June 2021. She was the Norwegian representant in a Panel that mapped

qualitative methods in psychology in Europe. At the same event she also organised a symposium, **Methods for Data Collection and Analysis in Social Creativity Research**, at Equip 2021: Qualitative Research in Psychology in Europe, where SLATE's Associate Professor II, Vlad Glaveanu, acted as a discussant. PhD Candidate Kamila Misiejuk continued her work on training researchers in the use of **epistemic network analysis** through two workshops, one at the University of Eastern

Finland, and the second at the 2nd International Conference on Quantitative Ethnography, where I was conference chair.

Senior researchers Ingunn Ness, Kristin Børte, Mohammad Khalil and I held **8 KEYNOTES** and many **invited talks** at a variety of conferences and events around the world. At the invitation of the Turkish Ministry of National Education, Mohammad Khalil keynote at the Distance Education Conference on Lifelong Learning was entitled *Learning Analytics as a Method in Technology Enhanced Learning: Data-Driven Decision Making for Better Learning*. Kristin Børte held a keynote, *Teachers' Technology use in Formative Assessment Practices – a Systematic Review*, at the 2021 Nordic Education Research Association (NERA) and at the Lærerutdanningskonferansen 2021 on *Studentaktiv læring i lærerutdanningen*. Ingunn Ness also held a keynote at 2nd SFERE conference: Learning, Strategies, and Educational Policies entitled *From Policy to Practice: Polyphonic Knowledge processes in the Classroom and in Higher Education*. I held a number of keynotes on the *learning analytics, adaptive learning and data literacy* at the International Conference on Advanced Learning Technologies (ICALT) 2021, EDULEARN 2021, the Learning Analytics Summer Institute (LASI) SPAIN, and the International Conference on Visual Pedagogies.

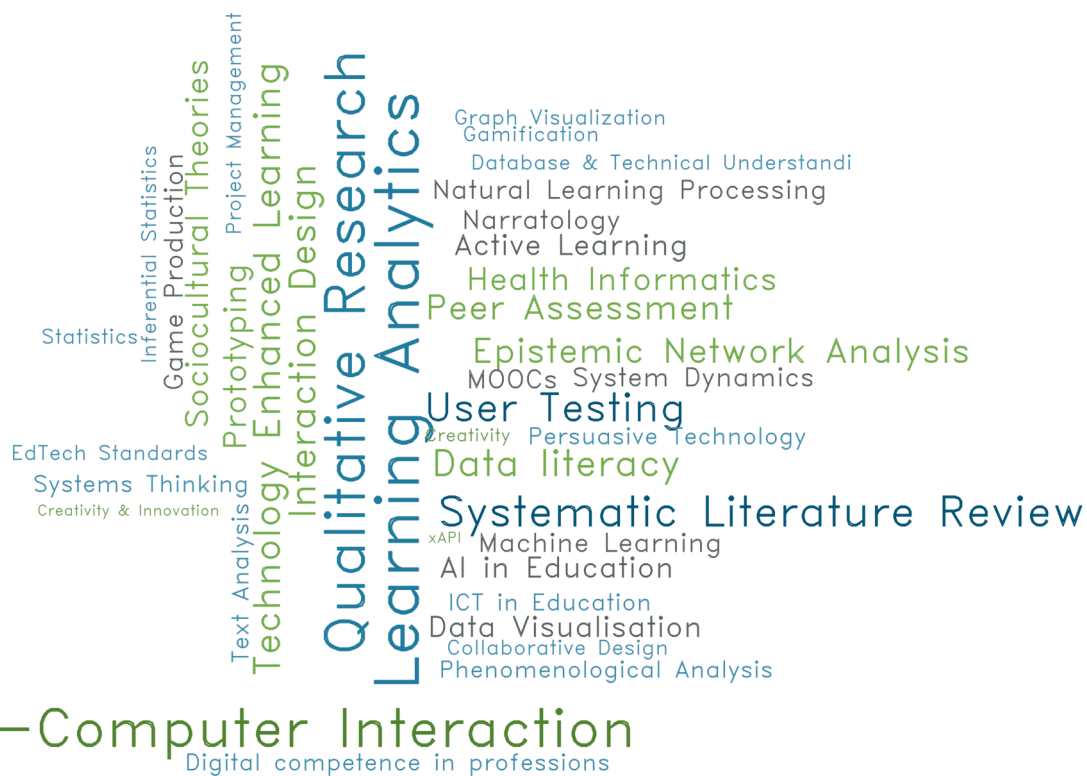
The highlight of the year for me was being appointed as a member of the new interdisciplinary **Expert Group on Learning Analytics** by the Ministry of Education. During the next 1.5 years we will be looking at the technological, pedagogical, legal and ethical aspects of learning analytics, and will deliver 2 reports (in June 2022 and June 2023). In addition, I was appointed to the Council of Europe's **Working Group on Artificial Intelligence in Education** where we will develop an overview of the use of artificial intelligence in education from the perspectives of human rights, democracy and the rule of law (to be published in June 2022), carry out a survey of AI use in education in the member states, and contribute to a political statement on the use of AI in education.

During 2020 we had 29 publications, worked on 40 projects, organised 2 symposium and 33 workshops, and had 49 collaborators in 18 countries. We continue to have active collaboration with stakeholders from academic, the public and private sectors, and publishers. The PhD candidates continue to publish (see Appendix) and several are entering the last year of their work.

Finally, we are looking forward to an exciting 2022. We will be expanding our staff, moving to a new location, and hopefully spending our days at the office.

Barbara Wasson, Director SLATE





SLATE competence profile (self-assessment)

Research Profile

SLATE has four research themes that capture the essence of our research. In 2021 we worked on 40 projects that fall into these themes (My Learn View project, DigiTrans project, iHub4Schools project, and DeKomp project cross two themes). In 2021 8 projects finished (LA Context, Learning in IVR, Methods for VR, MK_SPIRE2020, MoodTrack, Peergrade BI PIA, Students at Risk) and 8 projects began (AI in EDUCATION, DATAREISEN, DIG Modules, ENVISION27, FREMFARM, iHub4Schools, ILUKS, NOW).

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)

Artificial Intelligence in Education (AI in EDUCATION)

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)

DATAREISEN

Desentralisert Kompetanseutvikling (DeKomp)

Developing Course Materials on Epistemic Network Analysis (ENA Materials)

DIG Digital Competence Modules (DIG Modules)

Digital Competencies in National Renovation Services (BIR)

Accelerating Digital Innovation in Schools through Regional Innovation Hubs and a Whole-School Mento (iHub4Schools)

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

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

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

European Network for Virtual lab & Interactive Simulated Online learning 2027 (ENVISION27)

Høyskolen Kristiania Flex (HK Flex)

Learning Analytics Architecture at UiB (LA@UiB)

Learning Analytics in Higher Education (LA in HE)

MAP LA

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

Scaling up Educational Innovation in School (SEIS)

Teacher Inquiry Into Student Learning (TISL)

UiB SPIRE (MK_SPIRE2020)

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.

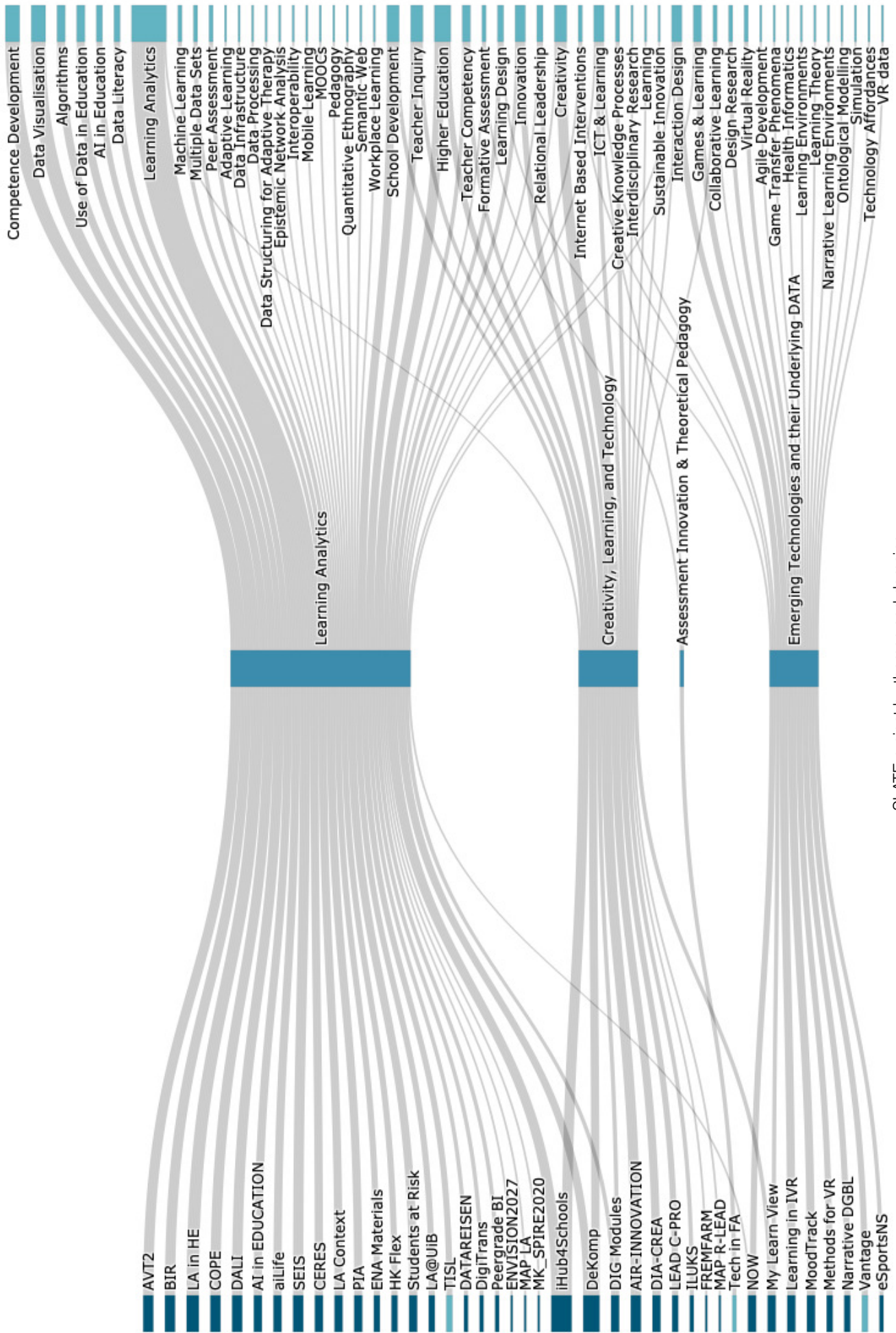
Projects Systematic Review on Technology Use in Formative Assessment Practices (Tech in FA)

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)
FREMFAARM -To educate pharmacists to be ready to meet tomorrow's challenges
It Takes a Community - The Digitalisation of UiB (DigiTrans)
Accelerating Digital Innovation in Schools through Regional Innovation Hubs and a Whole-School Mento (iHub4Schools)
Innovative lærerstudenter: Undervisningsdesign for kunnskapsbasert studentaktivitet (ILUKS)
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)

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)
NOW Interactions (NOW)
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

2021 in numbers

We had 29 publications



We worked on 40 projects

We attended 217 meetings

We held 83 presentations

We hosted 1 guest lecture

We organised 36 events

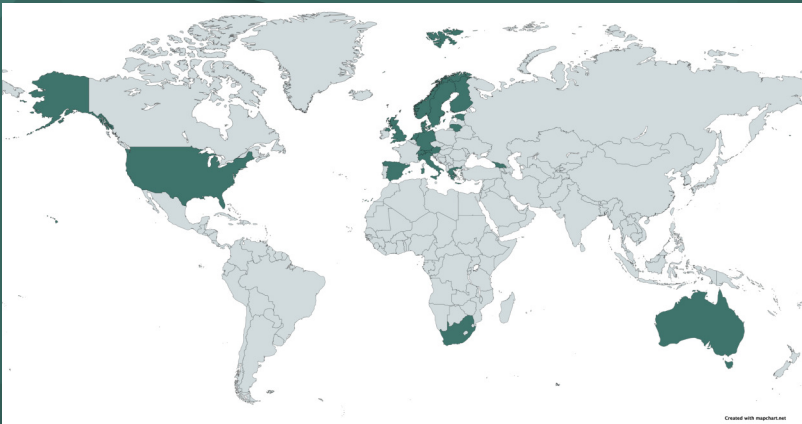
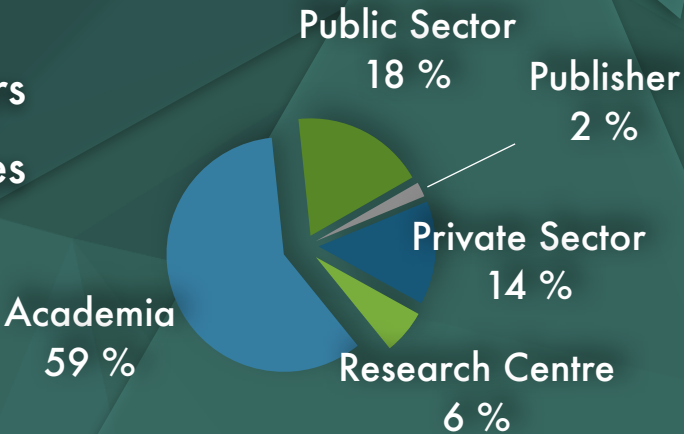
2 symposiums

33 workshops

& co-organised

1 conference

We had 49 collaborators
from 18 countries



RESEARCH RESULTS and OUTPUTS

Examples of research results and outputs from 2021 are given here. In addition to research articles by SLATE staff, three of the 10 SLATE Masters thesis from 2021 are presented. The *Mitt Fagkart* tool that we have developed as part of the AVT project is also described.

Enriching context descriptions for enhanced LA scalability: a case study. *Research and Practice in Technology Enhanced Learning*.

Samuelsen, J., & Wasson, B. (2021). Enriching context descriptions for enhanced LA scalability: a case study. *Research and Practice in Technology Enhanced Learning*, 16(6), 1-26. DOI: 10.1186/s41039-021-00150-2

ABSTRACT:

Learning analytics (LA) is a field that examines data about learners and their context, for understanding and optimizing learning and the environments in which it occurs. Integration of multiple data sources, an important dimension of scalability, has the potential to provide rich insights within LA. Using a common standard such as the Experience API (xAPI) to describe learning activity data across multiple sources can alleviate obstacles for data integration. Despite their potential, however, research indicates that standards are seldom used for integration of multiple sources in LA. Our research aims to understand and address the challenges of using current learning activity data standards for describing learning context with regard to interoperability and data integration. In this paper, we present the results of an exploratory case study involving in-depth interviews with stakeholders having used xAPI in a real-world project. Based on the subsequent thematic analysis of interviews, and examination of xAPI, we identified challenges and limitations in describing learning context data, and developed recommendations (provided in this paper in summarized form) for enriching context descriptions and enhancing the expressibility of xAPI. By situating the research in a real-world setting, our research also contributes to bridge the gap between the academic community and practitioners in learning activity data standards and scalability, focusing on description of learning context.

A Postphenomenological Framework for Studying User Experience of Immersive Virtual Reality

Vindenes, J., & Wasson, B. (2021). A Postphenomenological Framework for Studying User Experience of Immersive Virtual Reality. *Frontiers in Virtual Reality*, 2,1-15. DOI: 10.3389/frvir.2021.656423

ABSTRACT:

Virtual Reality (VR) is a remarkably flexible technology for interventions as it allows the construction of virtual worlds with ontologies radically different from the real world. By embodying users in avatars situated in these virtual environments, researchers can effectively intervene and instill positive change in the form of therapy or education, as well as affect a variety of cognitive changes. Due to the capabilities of VR to mediate both the environments in which we are immersed, as well as our embodied, situated relation toward those environments, VR has become a powerful technology for “changing the self.” As the virtually mediated experience is what renders these interventions effective, frameworks are needed for describing and analyzing the mediations brought by various virtual world designs. As a step toward a broader understanding of how VR mediates experience, we propose a post-phenomenological framework for describing VR mediation. Postphenomenology is a philosophy of technology concerned with empirical data that understand technologies as mediators of human-world relationships. By addressing how mediations occur within VR as a user-environment relation and outside VR as a human-world relation, the framework addresses the various constituents of the virtually mediated experience. We demonstrate the framework's capability for describing VR mediations by presenting the results of an analysis of a selected variety of studies that use various user-environment relations to mediate various human-world relations.

Who Are the Students of MOOCs?

Khalil, M. (2021). Who Are the Students of MOOCs? In *Proceedings of the EMOOCs 2021* (pp. 259–269). DOI: 10.25932/publishup-51729

ABSTRACT:

Clustering in education is important in identifying groups of objects in order to find linked patterns of correlations in educational datasets. As such, MOOCs provide a rich source of educational datasets which enable a wide selection of options to carry out clustering and an opportunity for cohort analyses. In this experience paper, five research studies on clustering in MOOCs are reviewed, drawing out several reasonings, methods, and students' clusters that reflect certain kinds of learning behaviours. The collection of the varied clusters shows that each study identifies and defines clusters according to distinctive engagement patterns. Implications and a summary are provided at the end of the paper. A Postphenomenological Framework for Studying User Experience of Immersive Virtual Reality

Backward Evaluation in Peer Assessment: A Scoping Review

Misiejuk, K., & Wasson, B. (2021). Backward Evaluation in Peer Assessment: A Scoping Review. *Computers & Education*, 175. DOI: 10.1016/j.compedu.2021.104319

ABSTRACT:

Implementing backward evaluation as part of the peer assessment process enables students to react to the feedback they receive on their work within one peer assessment activity cycle. The emergence of online peer assessment platforms has brought new opportunities to study the peer assessment process, including backward evaluation, through the digital data that the use of these systems generates. This scoping review provides an overview of peer assessment studies that use backward evaluation data in their analyses, identifies different types of backward evaluation and describes how backward evaluation data have been used to increase understanding of peer assessment processes. The review contributes to a mapping of backward evaluation terminology and shows the potential of backward evaluation data to give new insights on students' perceptions of what is useful feedback, their reactions to the feedback received and its consequences for feedback implementation.

Narrative Categorization in Digital Game-Based Learning: Engagement, Motivation & Learning

Breien, F., & Wasson, B. (2021). Narrative Categorization in Digital Game-Based Learning: Engagement, Motivation & Learning. *British Journal of Educational Technology*, 52, 91-111. 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.

Reflexivity in Interprofessional Workplace Learning

Baerheim, A., **Ness, I.J.**, Raaheim, A. (2021) Reflexivity in Interprofessional Workplace Learning. *International Journal of Social Policy & Education*, 3(6), 68-74.

ABSTRACT:

Despite a vast literature on interprofessional teamwork, it is still unclear how learning in interprofessional student teams proceed at the workplace. We aim to elucidate reflexivity conceptually in interprofessional workplace learning and describe some possibilities for how reflexivity may drive learning in interprofessional teams. We define reflexivity as the regular exercise of the mental ability shared by all normal people, to consider themselves in relation to their (social) contexts and vice versa. We elaborate reflexivity conceptually through existing theories and seek to construct new aspects of the concept for increased meaning and understanding of the role of reflexivity in interprofessional team learning. We describe how different modes of individuals may interplay, driving the teamwork and the tasks further. The different modes of reflexivity resulting from our analysis may be useful for elucidating how interprofessional learning proceed in a course, and thereby our results be of use for course organizers.

Creating a Course Recommendation System for Exchange Students

Suschevskiy, V., & **Khalil, M.** (2021, March). Creating a Course Recommendation System for Exchange Students. In *Companion Proceedings of the Learning Analytics & Knowledge 2021* (pp. 76-78).

ABSTRACT:

While the exchange of cross-border students in Europe has increased significantly in recent years, a growing number of these students face obstacles in selecting courses for exchange. This poster describes the first iteration of creating a course recommendation system for exchange students to select courses that fit their preferences. We implemented a combination of embedding models to enhance the course search and simplified the course selection process. Whereas the students well received the recommendation system, a grey area was found. The results of more advanced embedding models were perceived as less relevant to their expectations.

Incorporating Sentiment Analysis with Epistemic Network Analysis to Enhance Discourse Analysis of Twitter Data

Misiejuk, K., Jennifer, S., Kaliisa, R., Vachuska, K., & Williamson Shaffer, D. (2021). Incorporating Sentiment Analysis with Epistemic Network Analysis to Enhance Discourse Analysis of Twitter Data. In *Proceedings of the ICQE 2021* (pp. 375-389) DOI: 10.1007/978-3-030-67788-6_26

ABSTRACT:

While there has been much growth in the use of microblogging platforms (e.g., Twitter) to share information on a range of topics, researchers struggle to analyze the large volumes of data produced on such platforms. Established methods such as Sentiment Analysis (SA) have been criticized over their inaccuracy and limited analytical depth. In this exploratory methodological paper, we propose a combination of SA with Epistemic Network Analysis (ENA) as an alternative approach for providing richer qualitative and quantitative insights into Twitter discourse. We illustrate the application and potential use of these approaches by visualizing the differences between tweets directed or discussing Democrats and Republicans after the COVID-19 Stimulus Package announcement in the US. SA was integrated into ENA models in two ways as a part of the blocking variable and as a set of codes. Our results suggest that incorporating SA into ENA allowed for a better understanding of how groups viewed the components of the stimulus issue by splitting them by sentiment and enabled a meaningful inclusion of data with singular subject focus into the ENA models.

Show, don't tell: Using Go-along Interviews in Immersive Virtual Reality

Vindenes, J., & Wasson, B. (2021). Show, don't tell: Using Go-along Interviews in Immersive Virtual Reality. In *Proceedings of the 2021 ACM Designing Interactive Systems Conference: Nowhere and Everywhere* (pp. 190-204). DOI: 10.1145/3461778.3462014

ABSTRACT:

Go-along interviewing is an emerging qualitative research method where researcher and interviewee go together to a location relevant for the research. Usually employed in ethnographic studies, the method is used to provide a contextualized understanding of a participant's experience. This paper explores performing Go-along interviews in Immersive Virtual Reality (VR). Through an analysis of ten interviews conducted inside our participants' Virtual Mind Palaces we show how the interlocutors' shared presence in the virtual environment established a common ground beneficial for communication. Being in VR enabled our participants to demonstrate interactions spontaneously, and, by providing a guided tour, show us relevant objects and locations in their Virtual Mind Palace. Benefits and challenges of adapting this method to VR are discussed and recommendations for researchers who want to conduct VR Go-along interviews are provided. Finally, we argue the method as an effective tool for eliciting contextual, phenomenological accounts of virtual environments.

Learning Analytics in a Time of Pandemics: Mapping the Field

Prinsloo, P., Khalil, M., & Slade, S. (2021). Learning Analytics in a Time of Pandemics: Mapping the Field. In *EDEN Conference Proceedings* (pp. 59-70). DOI: 10.38069/edenconf-2021-ac0006

ABSTRACT:

The coronavirus pandemic has impacted global society in many ways, not least education, with schools and universities moving many teaching and learning practices online. This paper examines the response of educational institutions in employing learning analytics, an approach which includes the collection and analysis of student data to understand and optimise teaching and learning. A systematic review of publications is undertaken and key themes identified in an attempt to answer the question: How did learning analytics allow educators to respond to learners' risks and challenges during the pandemic? This study illustrates issues around the rapid adoption of technological solutions outside of the institution; inequality of internet access; considerations of data privacy and longer term consequences; and the need for an agile, but considered policy response.

Governmental Response to the COVID-19 Pandemic - A Quantitative Ethnographic Comparison of Public Health Authorities' Communication in Denmark, Norway, and Sweden

Schnaider K., Schiavetto S., Meier F., Wasson B., Allsopp B.B., Spikol D. (2021) Governmental Response to the COVID-19 Pandemic - A Quantitative Ethnographic Comparison of Public Health Authorities' Communication in Denmark, Norway, and Sweden. In *Proceedings of the ICQE 2021* (pp. 406-421). DOI: 10.1007/978-3-030-67788-6_28

ABSTRACT:

The Scandinavian countries are often seen as a unity. However, during the COVID-19 pandemic striking differences on how the countries approached the crisis became evident. This quantitative-ethnographic (QE) study aimed to understand political and cultural similarities and differences between the three Scandinavian countries – Denmark, Norway and Sweden – through their crisis communications during the COVID-19 pandemic. Specifically, we focused on how the health authorities of the three countries, in their press releases, treated information about COVID-19 and acted in four fields: reorganization of population behavior, containment of viral transmission, preparation of health systems, and management of socioeconomic impacts. As a methodology, the QE tools nCoder and ENA were applied, respectively: to code the press releases and to correlate the treatment of information with the four fields of action.

Capacity Building for a Stronger Workforce in the Public Healthcare Sector

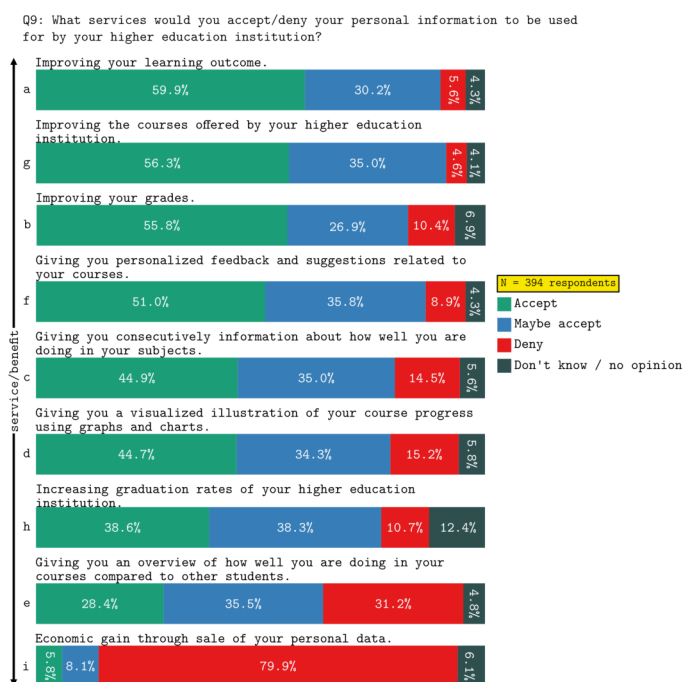
Hansen, C., Nettelund, G., & **Wasson, B.** (2021). Capacity Building for a Stronger Workforce in the Public Healthcare Sector. *Studies in Health Technology and Informatics*, 1061-1065. DOI: 10.3233/SHTI210347

ABSTRACT:

In a more and more demanding sector, healthcare leaders are in need of relevant and up-to-date competencies. The paper describes the iComPASS-project that aimed to increase the quality of a Master's programme for healthcare leaders, making sure that the competencies students are taught and should develop during their studies are aligned with what is relevant for their current and future practices. A method for identifying needed competencies in the field of practice was developed and used. This led to an understanding of the need for increased collaboration between the Master's programme, the field of practice, and working life.

Student Awareness and Privacy Perception of Learning Analytics in Higher Education

Botnevik, S. (2021). Student Perceptions of Privacy in Learning Analytics: A Quantitative Study of Norwegian Students. *Masters thesis*. Centre for the Science of Learning & Technology (SLATE) & Department of Information Science, University of Bergen. <https://hdl.handle.net/11250/2757115>



Learning Analytics is concerned with the collection, analysis, and reporting of student data for the goals of optimizing learning experiences, and improving learning outcomes. The research field is young and unexplored in the Norwegian setting. This research explores student perceptions of privacy in relation to learning analytics and was carried out within the frames of quantitative research through a questionnaire that gathered empirical data. The questionnaire was developed with inspiration from secondary analysis as well as a literature review. The main feature of the questionnaire was that it utilized privacy principles as indicators to measure privacy perceptions. The questionnaire was implemented at the University of Bergen, obtaining 394 student responses. The responses were analyzed using descriptive statistics.

The results indicate that students perceive privacy in general, and in relation to learning analytics, as highly important. The results also

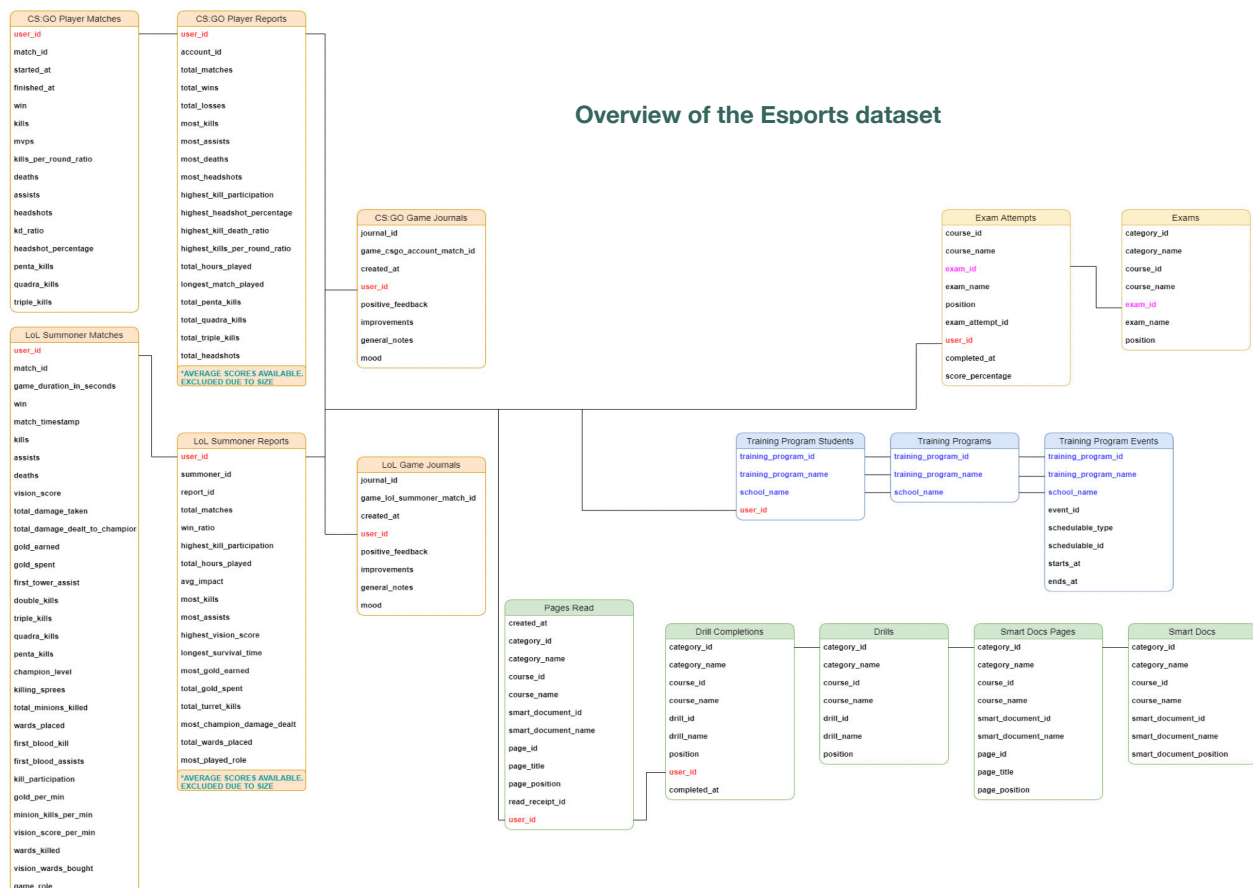
indicate that most students have an information privacy centered privacy understanding. Data security and consent are the most important privacy principles for students, based on findings from this research. Student expectations of learning analytics have also been explored. The findings indicate that the majority of students accept the use of learning analytics at their higher education institution. According to the results of the questionnaire, students desire the following benefits of learning analytics: improved learning outcomes, improved courses, and improved grades.

Learning Analytics for Esports Curriculum

Ostnes, D. (2021). Learning Analytics for Esports Curriculum. *Masters thesis*. Centre for the Science of Learning & Technology (SLATE) & Department of Information Science, University of Bergen. <https://hdl.handle.net/11250/2760244>

ABSTRACT:

Electronic sports (esports) has advanced itself to become a media giant and an arena for competitions and career development. Due to this growth, more focus has been given to esports research, implementation of esports throughout the world, and development of esports curriculum. Introducing esports into schools has created huge opportunities for deeper analysis and personalization of learning processes. By applying learning analytics methods, this thesis analyzes data that originates from students (N=149) in Swedish high schools. The data was separated between activity data and performance data. This project explored the data with an approach based on learning theory concepts to analyze differences between user groups. Through exploratory analysis, multiple user groups were identified and then compared in their trends and results to measure the impact of self-regulated learning concepts. Furthermore, the student data was used in the design of a low-fidelity prototype for a student-facing dashboard to provide feedback and recommendations. Findings reveal that the concept of self-regulated learning has a positive impact in terms of higher curriculum interaction, and also higher performance results in game matches. While the research finds that focus on features promoting self-regulated learning is important, it is challenging to generalize the findings to recommend actions such as suggested session lengths. Future work should include a larger population sample and focus on the implementation of a student-facing dashboard tool to test its reception and usage.



An Open Learner Model Dashboard for Adaptive Learning

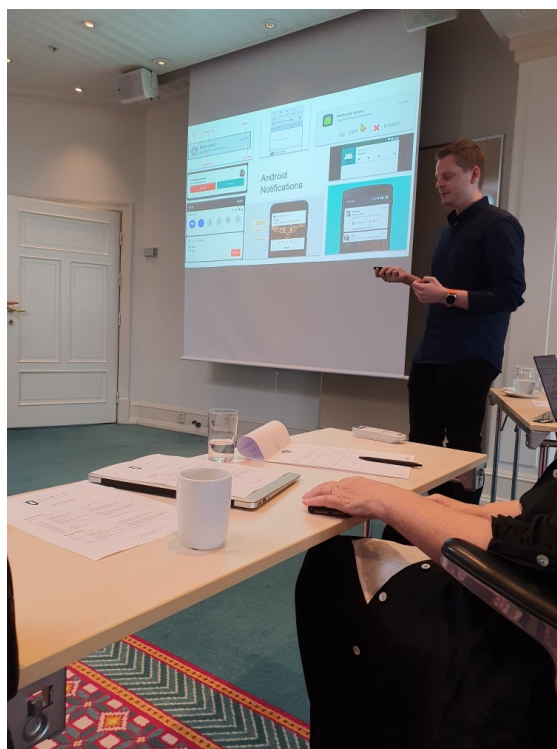
Ovchinnikova, M. (2021). An Open Learner Model Dashboard for Adaptive Learning. *Masters thesis*. Centre for the Science of Learning & Technology (SLATE) & Department of Information Science, University of Bergen. <https://hdl.handle.net/11250/2760243>

ABSTRACT:

An Open Learner Model (OLM) is a learner model that makes information about the learner available to different stakeholders. The OLM is able to support assessment, promote metacognitive activities such as reflection, planning, and monitoring as well as allow the learner to take greater control and responsibility for his learning (Bull and Kay, 2010). The research was carried out as part of the Activity Data for Assessment and Adaption 2 (AVT2) project. The thesis describes the design process of the independent OLM dashboard, MittFagkart, that visualizes student activity data across digital math tools used in Norwegian classrooms for teachers. The goal of MittFagkart is to help teachers gain a good overview of student learning and progress. The peculiarity of MittFagkart is that the data on which it is built is tagged towards the national mathematics curriculum, enabling the data across tools to be aggregated for an individual student or an entire class.

The research involved a systematic literature review that investigated what data should be presented in OLMs, as well as what types of presentation formats are better to use for displaying student progress. The results of the literature review showed that there are some particular visualizations that are most common to use in an OLM, such as skill meters, concept maps, treemaps, word clouds. The choice of the visualizations depends on a variety of factors, from the user's preferences to the OLM's aims. As for the data types that are used for building OLMs, the literature showed that any educational data that is included in a learner model might be suitable for OLMs.

The development of MittFagkart was carried out through user-centered design. This type of design methodology involves the users throughout the entire development process, from the moment of establishing the requirements to evaluating prototypes. As a result, the prototype satisfies the needs and preferences of the users. The pre-phase and three iteration cycles of the development process are described, and the final prototype is presented.



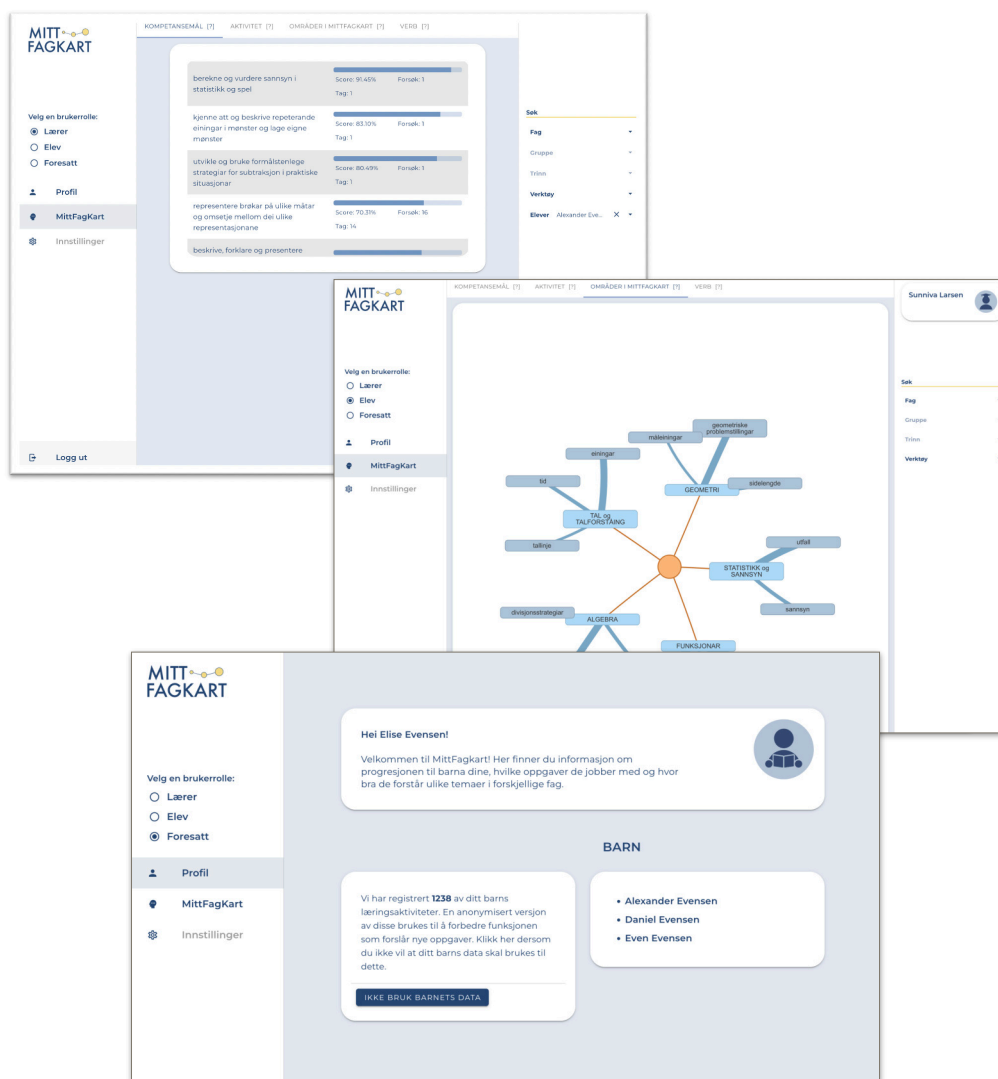
Mitt Fagkart

Mitt Fagkart (fagkart.no) is an open learner model application that provides an interactive interface for students, teachers and parents into student learning. It has been developed within the AVT2 project by SLATE Senior developer Gleb Belokrysov, with input from SLATE director Barbara Wasson & Masters student Maria Ovchinnikova (e.g. visualisations are developed in Maria's masters research).

Mitt Fagkart builds a model of students using activity data generated when the students use tools from a variety of EdTech vendors and stored in a local Learner Record Store (in xAPI format). Analytics and recommendation algorithms use the activity data to determine student or class progress towards domain topics and learning competences.

The dashboard provides visualisations of activity related to domain topics, types of problems solved (related to “verbs” such as explore, solve, create), vendor tool use, and progress towards the national competence goals (relevant for a particular grade and subject).

Students can see their own data, while the teacher can see each student's data or aggregated data across the entire class of students. The data can also be filtered by vendor tool or aggregated across all vendor tools. As GDPR requires transparency in the use of data, parents can see how much data Mitt Fagkart has collected about their child, and can request that the data is not used for improving the learning analytics algorithms. Recommendation algorithms, operating on an individual student or the entire class level, analyse and aggregate the activity data in order to recommend an area in the subject that should be worked on, suggest new tasks from the various vendor tools.



Outreach

During 2021 SLATE arranged 2 symposiums and 33 workshops.

Supporting Learning in Higher Education through Learning Analytics

More than 10 years have passed since Learning Analytics emerged as a field where student data is used to enhance learning and support learning environments. With the recent pandemic resulting in higher education institutions moving much of their teaching and learning online, large amount of educational data has been produced. Experts presume that with these large amounts of data, Learning Analytics will be more powerful, and will be able to provide precise and data-driven algorithms to support learning. Are these presumptions valid? How can this data best be used to support learning? What are the ethical and privacy issues around the use of this data? Is datafication of education a good idea?

Over 200 persons attended the symposium to hear 6 leading international researchers give a keynote and participate in a panel discussion. The presentations are available here:

<https://slate.uib.no/events-sites/supporting-learning-in-higher-education-through-learning-analytics>

INTERNATIONAL SYMPOSIUM	
SUPPORTING LEARNING IN HIGHER EDUCATION THROUGH LEARNING ANALYTICS	
26 May, 2021	
Online	
PROGRAM (All times are CET)	
08:15 – 08:30	Welcome and brief intro: Mohammad Khalil & Barbara Wasson
Session 1: Learning Analytics supporting feedback to students (90 mins)	
08:30 – 09:00	Designing Serviceable Learning Analytics Phil Winne, Professor, Simon Fraser University, Canada
09:00 – 09:30	Fostering Adoption of Personalised Feedback in Higher Education Abelardo Pardo, Professor, University of South Australia, Australia
09:30 – 10:00	Panel discussion and further questions: Phil Winne, Abelardo Pardo, and Mohammad Khalil (moderator)
10:00 – 10:15	Break
Session 2: The future of data-driven applications in supporting learning in higher education (120 mins)	
10:15 – 11:00	The futures of data-driven higher education... and what we might do about them Neil Selwyn, Professor, Monash University, Australia
11:00 – 11:45	Emerging education rentiership: digital platforms, digital data and rents Janja Komljenovic, Director of Centre for Higher Education Research and Evaluation, Lancaster University
11:45 – 12:15	Panel discussion and further questions Neil Selwyn, Janja Komljenovic, Barbara Wasson (moderator)
12:15 – 13:15	Lunch Break
Session 3: Does datafication of education inform learning? (135 mins)	
13:15 – 14:00	The data imaginary in higher education: in the nexus of surveillance and care Paul Prinsloo, Professor, University of South Africa
14:00 – 14:45	Documentation and Performativity in Digitised Education Lesley Gourlay, Professor, University College London, United Kingdom
14:45 – 15:15	Panel discussion and further questions Paul Prinsloo, Lesley Gourlay, Mohammad Khalil (moderator)
15:15 – 15:30	Wrap-up and Close

SLATE Guest Lecture Series

Due to the pandemic, in 2021 SLATE only hosted 1 guest lecture by leading international researchers.

SLATE Guest Lecture Series	
21.10	<p>Samuel Greiff, Professor of Educational Assessment and Psychology, University of Luxembourg</p> <p><i>International Large-Scale Studies on the Move: A New Role for Process Data and Learning Analytics in PISA and PIAAC?</i></p> <p>International large-scale assessments such as the Programme for International Student Assessment (PISA) or the Programme for the International Assessment of Adult Competencies (PIAAC) have both altered the political landscape of how educational systems are evaluated and revolutionized the data that is available to empirically investigate skill development. With the recent shift towards computer- (and sometimes even tablet-) based assessment, the mission of these global assessments is rapidly moving beyond a mere summative assessment of core competencies and extends towards the use of big data and learning analytics. In this presentation, I will discuss recent developments in large-scale assessments, give some background of their historical development, and introduce a number of empirical examples on the use of behavioral data from international assessments. On this background, I will also discuss the challenges and the potentials coming along with the broad availability of learning analytics for educational policy and reporting that might, ultimately, lead to a revolution in the understanding of what we can learn about learning and skill development from educational large-scale assessments.</p>



Teaching

Learning Analytics: A Primer

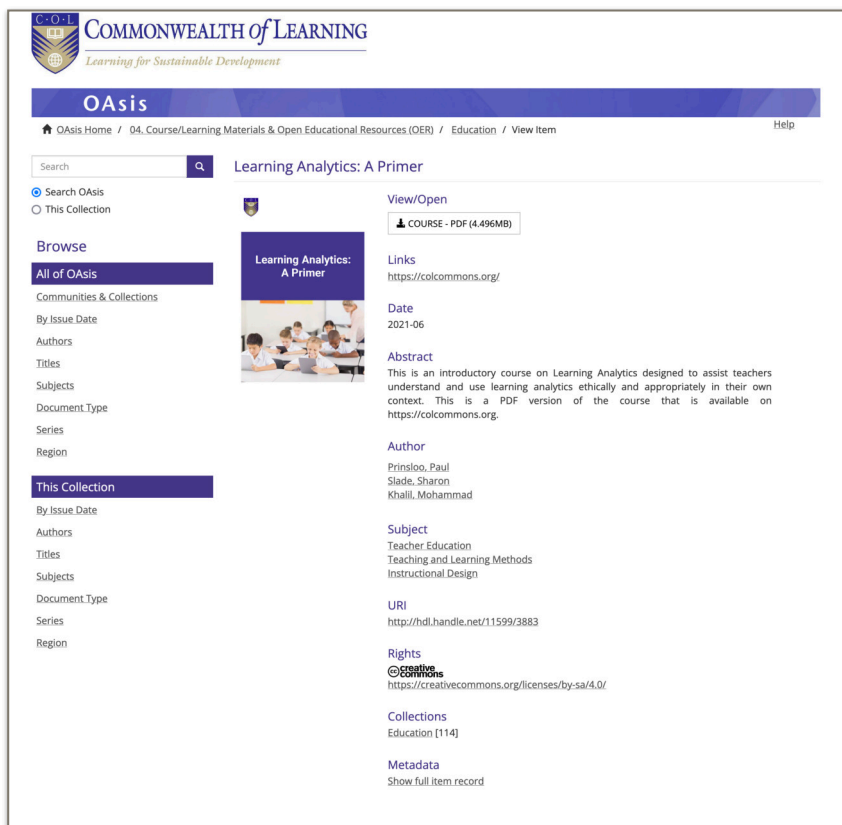
Prinsloo, P., Slade, S. & **Khalil, M.** (2021). Learning Analytics: A Primer. Commonwealth of Learning. <http://hdl.handle.net/11599/3883>

Course manual:

https://www.researchgate.net/publication/354271371_Learning_Analytics_A_Primer

Example course video:

<https://www.youtube.com/watch?v=DwUv-gFpLyU>



The Commonwealth of Learning (COL) is an intergovernmental organisation created by Commonwealth Heads of Government to promote the development and sharing of open learning and distance education knowledge, resources, and technologies. SLATE's Senior Researcher Mohammad Khalil and colleagues were invited to develop a course on Learning Analytics.

The course has been designed and written with the explicit purpose of assisting teachers to understand and use learning analytics ethically and appropriately in their own context.

Teachers form the central focus of the course. Learning analytics as a research field and practice is, at its core, interdisciplinary and includes theories,

methodologies and practices from a range of disciplines, such as education, sociology, computer science, mathematics, data science and psychology, to mention but a few. We have tried to make the text and key concepts as accessible as possible for a broad audience. Some of the units referring to mathematical and/or computer science concepts may be more challenging for those without a background or interest in these concepts. We have attempted, though, to make those materials as accessible and clear as possible.

Introduction to Learning Analytics (PhD course)

In INFO900 Introduction to Learning Analytics, PhD candidates gain theoretical as well as practical experience in state-of-the-art methods for learning analytics (<https://www.uib.no/en/course/INFO900>).

Thirty-four students and 6 auditors participated in the first Nordic PhD course in Learning Analytics. The course was a collaboration between SLATE and colleagues in Sweden and Denmark and the course was offered simultaneously at University of Bergen, KTH, and University of Copenhagen. The popular course will be offered again in Fall 2022.

PhD for Innovation (PhD course)

SDG900 PhD for Innovation is an interdisciplinary course that moves from systems thinking through creative problem-solving to R&D management. The course equips PhD candidates with problem solving methods that facilitate interdisciplinary collaboration with a strong focus on research impact. The course directly answers to a series of strategic initiatives and calls at the University of Bergen, such as SDG in higher education and action plan for PhD education. By merging methods from fields such as system dynamics and innovation methods and by working directly with societal actors outside the university, the course represents a novel and effective approach to fostering creative problem solving abilities that goes beyond already existing courses at UiB and in Norway at large. The course was first offered in 2020.

In the Fall 2021, 15 PhD candidates from across the University of Bergen worked in interdisciplinary teams with with concrete challenge-driven innovation related to sustainable development goals (SDGs).

Systems thinking, creative problem-solving and project management (PhD course)

This PhD course comprises interdisciplinary sessions will equip Bergen Summer School participants with problem-solving methods that facilitate interdisciplinary collaboration with a strong focus on research impact (<https://www.uib.no/en/rs/bsrs/148948/systems-thinking-creative-problem-solving-and-project-management>). It is organised by: Birgit Kopainsky (Professor in System Dynamics, Department of Geography, UiB), Ingunn J. Ness (Senior Researcher & Cluster Leader, SLATE), and Hiwa Målen (Senior Advisor at the Division of Research and Innovation, UiB).

130 international PhD candidates worked in interdisciplinary teams with with concrete challenge-driven innovation related to sustainable development goals (SDGs).

Writing Camp

In March 2021 a 2-day writing camp that involved 7 PhD candidates from the University of Tallinn and the University of Bergen was organised by Senior Researcher Ingunn J. Ness. The camp comprised a combination of theoretical input (in the form of short mini-lectures) and reflections and exercises individually and in break out groups and plenum. The participants (PhD students) came from different fields of expertise and different countries and universities - and during the workshop the participants could apply what they learned about writing as a process, giving and receiving feedback, and how to deal with writing block and become more creative in their writing, in different exercises at the workshop.

Continuing Education Courses

Høgskolen på Vestland, SLATE and TurboTape Games AS received funding from Kompetanse Norge (Competence Norway) to collaborate with the Bergen based waste management company BIR, to develop 7 continuing education courses—complete with a game about circular economy in a colony on planet Mars—for the waste management and recycling branch in Norway (<https://www.uib.no/utdanning/evu/147530/innovasjon-renovasjon-og-gjenvinning>).

SLATE has had responsibility for three courses:

- LSCI649 Innovasjon for Renovasjon og Gjenvinning (English: Innovation for renovation & recycling)
- LSCI650 Demystifying Artificial Intelligence
- LSCI651 Fantastiske Data (English: Fantastic Data)

LSCI649 (8 students) and LSCI651 (6 students) were piloted in the fall semester of 2022, and LSCI650 is piloted in Spring 2022. The feedback for the two first pilots was excellent and the courses will be in full drift from Fall 2023.

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 Administrative Leader, Jorunn Viken. In addition, the SLATE leader group includes Senior Researcher Ingunn J. Ness. SLATE is responsible for administering its own economy and communication.

Employees in 2021	
Barbara Wasson	Director
Jorunn Viken	Administrative Leader
Dana Kvietkute	Centre Economist (50%)
Ingunn J. Ness	Senior Researcher
Mohammad Khalil	Senior Researcher
Kjetil Egelanddal	Postdoc
Kristin Børte	Senior Researcher
Cecilie Hansen	Researcher
Gleb Belokry	Senior Engineer & Developer
Anja Salzmann	Researcher (80% 1 month)
Anna Pacholczyk	Communications Officer, 1 month
Martin Heitmann	Senior Engineer & Developer
Jeanette Samuelsen	Researcher, 3 months
Sølvi Lillejord	Professor Emeritus, 10 months
Weiqin Chen	Professor II
Vlad Glaveanu	Associate Professor II
Angelica B. Ortiz de Gortari	Researcher (20%)
Kamila Misiejuk	Research Assistant (25%), 1.5 months
Maria Ovchinnikova	Research Assistant (25%), 6 months
Andreas Christiansen Hanna Birkeland Camilla Blokhuss Svensson Daniel Ostnes Didrik Wasson Lillehaug Solveig Halldora Stefansdottir Vsevolod Sushehevskii	Research Assistant (hourly)

PhD Candidates	
Rosaline Barendregt	PhD Candidate
Jeanette Samuelsen	PhD Candidate, 7 months
Kamila Misiejuk	PhD Candidate
Joakim Vindenes	PhD Candidate
Fredrik Sundt Breien	PhD Candidate (Industrial PhD with Equinor & VilVite Science Centre)
Christina Gkini	PhD Candidate
Kjersti Rønneid	PhD Candidate, 8 months
Gunhild Lundberg	PhD Candidate NTNU (Ness is co-supervisor)

Master Students	
Henning Meyer Petersen Lisa Kårstad	Master Student (IPED)
Andrey Belinsky Astrid Hamre-Os Daniel Ostnes Jonathon Lindø Melling Magnus Rambech Maria Ovchinnikova Ole Anders Smith Stian Botnevik Stine Olsen Helland Hanna Birkeland Magnus Jørs Fredrik Haarde	Masters Students (InfoMedia)

The Board and the Scientific Advisory Committee

The SLATE Board is an administrative body that usually meets twice a year. Due to Corona we did not have any meetings in 2021. If needed, the Board can be consulted on issues outside the regular meetings. In 2021 a new Dean was elected at the Faculty of Psychology, Professor Norman Anderssen (with Professor Karsten Specht as Vice-Dean Research), and he will take over the leadership of the SLATE Board from Professor Bente Wold. Together with the Dean we are in the process of appointing a new board from 2022; thus the table represents the status @August 2021.

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	
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 2021; we are in the process of updating the SAC from 2022.

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	Professor Emerita, University of Bergen

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 funds from SLATE's first year.

The actual costs incurred in 2021 are presented in the table below.

KD Financed	5.700.000
Salary- and personal costs	5.643.351
Investments R&D	974.084
Operating costs	415.078
Total costs	7.032.513
Covered by transferred unused funds from 2017-2022	-1.332.513

UiB Financed	6.322.000
Salary- and personal costs	5.460.360
Operating costs	44.253
Total costs	5.504.613
Covered by transferred unused funds from 2017-2022	-817.387

Bidrags- og oppdragsaktivitet (BOA)	Regnskap	Total Bevilgning
Forsker til låns	100 000	100 000
AVT2	1 055 328	2 080 000
BIR	17 015	600 000
Envision (Erasmus +)	12 858	502 400
Datareisen	9 565	1 425 000
M.Khalil OsloMet	197 031	250 000
ILUKS	1 127 862	4 996 227
DALI (Erasmus+)	470 529	974 000
iHubs4Schools (EU)	369 126	1 696 800
Desentralisert kompetanseutvikling	219 051	1 600 000
Intromat	0	1 373 639
BEDRE LÆRING; BEDRE JURISTER	3 600	1 150 000
ArtsApp	147 198	660 000
FREMFARM	157 678	487 400
Peder Sæther	167 475	167 474
SEIS (EU)	408 190	2 727 980
Sum BOA	4 462 506	20 790 920

Appendix

Journal Papers

Breien, F., & Wasson, B. (2021). Narrative Categorization in Digital Game-Based Learning: Engagement, Motivation & Learning. *British Journal of Educational Technology*, 52(0), 91-111. DOI: 10.1111/bjet.13004

Bærheim, A., & **Ness, I. J.** (2021). Reflexivity and expansive learning theory in interprofessional workplace learning. *Journal of Interprofessional Care*, 35(6), 878-883.

Bærheim, A., **Ness, I. J.**, & Raaheim, A. (2021). Reflexivity in Interprofessional Workplace Learning. *International Journal of Social Policy & Education*, 3, 68-74.

Misiejuk, K., & Wasson, B. (2021). Backward Evaluation in Peer Assessment: A Scoping Review. *Computers & Education*, 175. DOI: 10.1016/j.compedu.2021.104319

Misiejuk, K., Wasson, B., & Egelandssdal, K. (2021). Using Learning Analytics to Understand Student Perceptions of Peer Feedback. *Computers in Human Behavior*, 117, 1-13. 10.1016/j.chb.2020.106658

Samuelsen, J., & Wasson, B. (2021). Enriching context descriptions for enhanced LA scalability: a case study. *Research and Practice in Technology Enhanced Learning*, 16(6), 1-26. DOI: 10.1186/s41039-021-00150-2

Viberg, O., **Khalil, M.**, & Bergman, G. (2021). TimeTracker App: Facilitating Migrants' Engagement in Their Second Language Learning. *Advances in Intelligent Systems and Computing*, 1192, 983-994.

Vindenes, J., & Wasson, B. (2021). A Postphenomenological Framework for Studying User Experience of Immersive Virtual Reality. *Frontiers in Virtual Reality*, 2, 1-15. DOI: 10.3389/frvir.2021.656423

Conference Papers

Breien, F., & Gkini, C. (2021). The Hero's Lock Down: Differences in Learning Potential Between Linear and Non-linear Narratives in Serious Games. In *International Conference on Games and Learning Alliance, GALA 2021, Lecture Notes in Computer Science*, vol 13134 (pp. 239-244). DOI: 10.1007/978-3-030-92182-8_23

Breien, F., & Gkini, C. (2021). The Hero's Lock Down: Differences in Learning Potential Between Linear and Non-linear Narratives in Serious Games. In *Lecture Notes in Computer Science*, vol 13134 (pp. 239-244). DOI: 10.1007/978-3-030-92182-8_23

Breien, F., Gkini, C., Gunnars, F., Jeder, I., Njå, M., & Palmquist, A. (2021). Gamified learning analytics: An initial outline of design concept synergies from two fields. In *Proceedings of the Nordic Learning Analytics (Summer) Institute (NLASI 2021)*.

Chen, W. (2021). Students with Disabilities and Digital Accessibility in Higher Education under COVID-19. In *Proceedings of the 29th International Conference on Computers in Education* (pp. 656-662).

Schünemann, C., Sidorova, A., **Gkini, C.** & Kopainsky, B. (2021). Using system dynamics modelling to analyse the interplay of policies and societal motivation for promoting energetic renovation. In *39th International Conference of the System Dynamics Society 2021*.

Hansen, C., Nettelund, G., & Wasson, B. (2021). Capacity Building for a Stronger Workforce in the Public Healthcare Sector. In *Studies in Health Technology and Informatics* (pp. 1061-1065). DOI: 10.3233/SHTI210347.

Kaliisa, R., **Misiejuk, K.**, Arastoopour Irgens, G., & Misfeldt, M. (2021). Scoping the Emerging Field of Quantitative Ethnography: Opportunities, Challenges & Future Directions. In *Proceedings of the*

2nd International Conference on Quantitative Ethnography (pp. 3-17). DOI: 10.1007/978-3-030-67788-6_1

Khalil, M. (2021). Who Are the Students of MOOCs? Experience from Learning Analytics Clustering Techniques. In *Proceedings of the EMOOCs 2021* (pp. 259-269).

Misiejuk, K., Jennifer, S., Kaliisa, R., Vachuska, K., & Williamson Shaffer, D. (2021). Incorporating Sentiment Analysis with Epistemic Network Analysis to Enhance Discourse Analysis of Twitter Data. In *Proceedings of the 2nd International Conference on Quantitative Ethnography* (pp. 375-389). DOI: 10.1007/978-3-030-67788-6_26

Prinsloo, P., **Khalil, M.**, & Slade, S. (2021). Learning Analytics in a Time of Pandemics: Mapping the Field. In *Proceedings of the EDEN Conference* (pp. 59-70). DOI: 10.38069/edenconf-2021-ac0006

Schnaider, K., Schiavetto, S., Meier, F., **Wasson, B.**, Allsopp, B. B., & Spikol, D. (2021). Governmental Response to the COVID-19 Pandemic - A Quantitative Ethnographic Comparison of Public Health Authorities' Communication in Denmark, Norway, and Sweden. In *Proceedings of the 2nd International Conference on Quantitative Ethnography* (pp. 406-421). DOI: 10.1007/978-3-030-67788-6_28

Viberg, O., **Wasson, B.**, & Kukulska-Hulme, A. (2021). Developing a Framework for Mobile Assisted Language Learning through Learning Analytics for Self-Regulated Learning. In *Companion Proceedings of the 10th International Conference on Learning Analytics & Knowledge (LAK21)* (pp. 70-72).

Vindenes, J. & Wasson, B. (2021). Show, don't tell: Using Go-along Interviews in Immersive Virtual Reality. In *Proceedings of the 2021 ACM Designing Interactive Systems Conference: Nowhere and Everywhere* (pp. 190-204). DOI: 10.1145/3461778.3462014

Extended Abstracts

Børte, K., & Eide, H. M. K. (2021). Mind the gap - Using barriers to student active learning to inform technology-enhanced active learning in teacher education. In *Nordic Educational Research Association - NERA 2021*.

Børte, K., Chan, J., Lillejord, S., & **Wasson, B.** (2021). Teachers' technology use in formative assessment practices – a systematic review. In *Nordic Educational Research Association - NERA 2021*.

Book Chapters

Egelandsdal, K., & **Ness, I. J.** (2021). John Dewey. In V. Glaveanu (Ed.), *The Palgrave Encyclopedia of the Possible*. Palgrave Macmillan.

Ness, I. J. (2021). Polyphony. In V. Glaveanu (Ed.), *The Palgrave Encyclopedia of the Possible*. Palgrave Macmillan.

Netteland, G., **Hansen, C.**, & **Wasson, B.** (2021). Capacity Building for a Stronger Workforce in the Public Healthcare Sector. In J. Mantas, L. Stoicu-Tivadar, C. Chronaki, A. Hasman, P. Weber, P. Gallos & E. Zoulias (Eds.), *Public Health and Informatics* (pp. 1061-1065). Amsterdam, Netherlands: IOS Press. DOI: 10.3233/SHTI210347

Posters

Suschevskiy, V., & **Khalil, M.** (2021, March). Creating a Course Recommendation System for Exchange Students. Poster Session presented at the Learning Analytics & Knowledge 2021, New York, NY, USA.

Reports

Egelandsdal, K., & Hansen, C. (2021). *DigiTrans kortrapport: Studentenes opplevelse av studiesituasjonen under nedstengingene av UiB høsten 2020*. Bergen, Norway ISBN: 978-82-93789-08-6

Wasson, B., Cyndecka, M., Manne, F., Nerheim, M. S., Pedersen, T. A., Steinar, P., Baarholm, M. J., & Igesund, I. (2021). Digital grunnkompetanse for UiB-studenter. Report to the Styringsgruppen for IKT-satsing ved UiB.

Masters Theses

Belinskiy, A. (2021). Exploring engagement profiling in MOOCs through Learning Analytics: The Open edX Case. *Masters thesis*. Centre for the Science of Learning & Technology (SLATE) & Department of Information Science, University of Bergen. <https://hdl.handle.net/11250/2762640>

Botnevik, S. (2021). Student Perceptions of Privacy in Learning Analytics: A Quantitative Study of Norwegian Students. *Masters thesis*. Centre for the Science of Learning & Technology (SLATE) & Department of Information Science, University of Bergen. <https://hdl.handle.net/11250/2757115>

Hamre-Os, A. (2021). A mood tracking interface for mobile application -to help assess well being in students. *Masters thesis*. Centre for the Science of Learning & Technology (SLATE) & Department of Information Science, University of Bergen. <https://hdl.handle.net/11250/2764323>

Helland, S.O. (2021). Exploring User Experience and Flow Indications in Mixed Reality. *Masters thesis*. Centre for the Science of Learning & Technology (SLATE) & Department of Information Science, University of Bergen. <https://hdl.handle.net/11250/2760237>

Meling, J.L. (2021). Virtual Reality as a Digital Collaboration Tool. *Masters thesis*. Centre for the Science of Learning & Technology (SLATE) & Department of Information Science, University of Bergen. <https://hdl.handle.net/11250/2760242>

Ostnes, D. (2021). Learning Analytics for Esports Curriculum. *Masters thesis*. Centre for the Science of Learning & Technology (SLATE) & Department of Information Science, University of Bergen. <https://hdl.handle.net/11250/2760244>

Ovchinnikova, M. (2021). An Open Learner Model Dashboard for Adaptive Learning. *Masters thesis*. Centre for the Science of Learning & Technology (SLATE) & Department of Information Science, University of Bergen. <https://hdl.handle.net/11250/2760243>

Petersen, H.M. (2021). Kreativ kunnskapsutvikling i tverrfaglige team: En kvalitativ studie av tverrfaglige team i kommunal digitalisering. *Masters thesis*. Centre for the Science of Learning & Technology (SLATE) & Institutt for pedagogikk, University of Bergen.

Rambech, M.A. (2021). Chatbots in Higher Education: Course Content in a Novel Format. *Masters thesis*. Centre for the Science of Learning & Technology (SLATE) & Department of Information Science, University of Bergen.

Smith, O.A. (2021). Teaching Data Literacy Through Game-Based Learning. *Masters thesis*. Centre for the Science of Learning & Technology (SLATE) & Department of Information Science, University of Bergen.

Symposiums organised

Ness, I.J. (2021) Symposium: Methods for data collection and analysis in social creativity research at Equip 2021. Qualitative Research in Psychology in Europe. 19 June, Thessaloniki University, Greece (online).

Khalil M. & Wasson, B. (2021) Supporting Learning in Higher Education through Learning Analytics. *The 5th International Symposium*, 26 May, Bergen (online). Website: <https://slate.uib.no/events-sites/supporting-learning-in-higher-education-through-learning-analytics>

Conference co-organised

Wasson, B. (2021) Exploring Visual Worlds of Education 2021, with Elin Ørdegaard and others from Høgskolen i Vestland. 9-11 June 2021. Website: <https://www.hvl.no/en/research/conference/VisualworldsofEducation/>

Workshops organised

Hansen, C. (2021), January). *Using Data to Inquiry your Own Practice* at the SEIS Winter School, University of Tallinn.

Misiejuk K., Porter C. & Eagan B. (2021, January). *Introduction to ENA* at the 2nd International Conference on Quantitative Ethnography (online).

Ness, I.J. (2021, January). *Creativity - A Spark for Interdisciplinary Innovation* at the SEIS Winter School, University of Tallinn.

Breien, F. & Åsmundsen S. (2021, February). *eLuna - Incident Management* at the Den Norske Krigsforsikring for Skib (online).

Misiejuk K. (2021, March). *Introduction to Epistemic Network Analysis* at the University of Eastern Finland (online).

Ness I.J. (2021, March). *SEIS Online Writing Camp for PhD candidates* at the SEIS Online Writing Camp (online).

Pargman T.C., McGrath C., Viberg O., Kitto K., Knight S., Ferguson R. & **Wasson B.** (2021, April). *Responsible LA* at the Responsible Learning Analytics SIG (online).

Hansen C. (2021, April). *Praksisutforskende metode og PfdK workshop 1* at the Desentralisert kompetanseutvikling workshop: Lærere i Bergen kommune, Bergen, Norway

Hansen C. (2021, April). *Praksisutforskende metode, PfdK workshop 2* at the Desentralisert kompetanseutvikling workshop: Lærere i Bergen kommune (online).

Hansen C. (2021, April). *Praksisutforskende metode, PfdK workshop 2* at the Desentralisert kompetanseutvikling workshop: Lærere i Bergen kommune (online).

Hansen C. (2021, April). *Praksisutforskende metode, PfdK, workshop 1* at the Desentralisert kompetanseutvikling workshop: Lærere i Bergen kommune (online).

Breien, F. & Pilskog A. (2021, April). *eLuna - Mitt Tre* at the Intern hos Blåst Film (online).

Hansen C. (2021, May). *DeKomp Fyrtårnlærere, PfdK workshop 1* at the Desentralisert kompetanseutvikling workshop: Lærere i Øygarden kommune (online).

Hansen C. (2021, May). *Praksis utforskende metode, PfdK workshop 1* at the Desentralisert kompetanseutvikling workshop: Lærere i Øygarden kommune (online).

Hansen C. (2021, May). *Praksisutforskende metode, PfdK workshop 2* at the Desentralisert kompetanseutvikling workshop: Lærere i Øygarden kommune (online).

Hansen C. (2021, May). *Praksisutforskende metode, PfdK, Workshop 1* at the Desentralisert kompetanseutvikling workshop: Lærere i Øygarden kommune (online).

Hansen C. (2021, June). *Praksisutforskende metode, PfdK workshop 1* at the Desentralisert kompetanseutvikling workshop: Lærere i Øygarden kommune (online).

Hansen C. (2021, June). *Praksisutforskende metode, PfdK, workshop 2* at the Desentralisert kompetanseutvikling workshop: Lærere i Øygarden kommune (online).

Hansen C. (2021, June). *Praksisutforskende metode, PfdK, workshop 2* at the Desentralisert kompetanseutvikling workshop: Lærere i Øygarden kommune (online).

- Hansen C.** (2021, June). *Praksisutforskende metode, PfdK, workshop 2* at the Desentralisert kompetanseutvikling workshop: Lærere i Øygarden kommune (online).
- Hansen C.** (2021, September). *Profesjonsfaglig digital kompetanse: Endring og Utvikling* at the Desentralisert kompetanseutvikling samling 2: Eidsvåg skole, Bergen, Norway.
- Hansen C.** (2021, September). *Å utforske elevens læring gjennom digitale verktøy* at the IKT-seminar for lektorstudenter ved HF og MatNat, Bergen, Norway.
- Lakkala M., Illomäki L. & **Hansen C.** (2021, October). *Teacher Inquiry into Student Learning (TISL)* at the Models for use in schools to enhance digital competence (online).
- Hansen C.** (2021, October). *Profesjonsfaglig digital kompetanse: Endring og Utvikling* at the Desentralisert kompetanseutvikling samling 2: Haukås skole, Bergen, Norway
- Hansen C.** (2021, October). *Profesjonsfaglig digital kompetanse: Endring og Utvikling* at the Desentralisert kompetanseutvikling samling 2: Hop hoppveksttun, Bergen, Norway
- Hansen C.** (2021, October). *Profesjonsfaglig digital kompetanse: Endring og Utvikling* at the Desentralisert kompetanseutvikling samling 2: Tranevågen - og Fjell ungdomsskule, Øygarden, Norway
- Hansen C.** (2021, November). *Profesjonsfaglig digital kompetanse: Endring og Utvikling* at the Desentralisert kompetanseutvikling samling 2: Ulveset skule, Bergen, Norway.
- Hansen C.** (2021, November). *Profesjonsfaglig digital kompetanse: Ledelse av læringsprosesser* at the Desentralisert kompetanseutvikling samling 3: Eidsvåg skole, Bergen, Norway.
- Hansen C.** (2021, November). *Profesjonsfaglig digital kompetanse: Ledelse av læringsprosesser* at the Desentralisert kompetanseutvikling samling 3: Fjell Ungdomsskule, Øygarden, Norway
- Hansen C.** (2021, November). *Profesjonsfaglig digital kompetanse: Ledelse av læringsprosesser* at the Desentralisert kompetanseutvikling samling 3: Haukås skole, Bergen, Norway.
- Hansen C.** (2021, November). *Profesjonsfaglig digital kompetanse: Endring og Utvikling* at the Desentralisert kompetanseutvikling samling 2: Kjøkkelvik skole, Bergen, Norway.
- Hansen C.** (2021, December). *Profesjonsfaglig digital kompetanse: Ledelse av læringsprosesser* at the Desentralisert kompetanseutvikling samling 3: Ulveset skule, Øygarden, Norway.

SLATE Presentations				
Date	Event	Place	Who*	Title
Jan 12	Bergen Rotaryklubb Guest Speaker	Bergen Rotaryklubb	BW	Kunstig Intelligens og læring
Jan 18	ELMED223-A Innovasjon og entreprenørskap course at the Faculty of Medicine	UiB	IN	Team formation and innovation in interdisciplinary teams
Jan 21	Læringslab frokost	UiB	IN, KB	It Takes a Community: The Digital Transformation of UiB
Jan 29	Lærernes dag	UiB	CH	Profesjonsfaglig digital kompetanse (PfDK)
Jan 29	SEIS Winter Camp	Tallinn University	IN	Creativity A Spark for Interdisciplinary Innovation Work
Feb 1	2nd International Conference on Quantitative Ethnography	Online	KM	Incorporating Sentiment Analysis with Epistemic Network Analysis to Enhance Discourse Analysis of Twitter Data
Feb 10	AVT Styremøte	KS	BW	Fagkoder (Tagging) & MittFagkart
Feb 11	Brussels Office Seminar	UiB	BW	Centre for the Science of Learning & Technology
Feb 19	Avklaring for deltakende lærere	UiB	CH	Desentralisert kompetanseutvikling og Profesjonsfaglig digital kompetanse.
Feb 23	AiLife Pre-Workshop	Oulu University of Applied Sciences	BW	SLATE Research Overview
Mar 18	AVT Styremøte	KS	BW	AVT Økosystem
Mar 30	2nd SFERE Provence conference: Learning, strategies and educational policies. What interdisciplinarity, methodologies and international perspectives?	Aix-Marseille Université	IN	KEYNOTE: From Policy to Practice: Polyphonic Knowledge processes in the Classroom and in Higher Education.
Apr 8	AVT søk-API workshop	Norwegian Directorate for Education and Training	BW	Mitt Fagkart
Apr 12	Ped 113/211	UiB	IN	Innovativ kunnskapsutvikling fra et sosiokulturelt perspektiv
Apr 15	eKommune	KS	BW, CH	Digitalt økosystem i skolen: Læringsanalyse
Apr 15	VR Seminar: Experience, Engagement, Mediation	UiB	JVind	A Postphenomenological Framework for Studying User Experience of Immersive Virtual Reality
Apr 16	Datatilsynets regulatoriske sandkasse: oppstartsmøte	Datatilsynet	BW	Digitalt økosystem i skolen: Læringsanalyse
Apr 20	Prosjektdager for DIKUs kvalitetsprogrammer	DIKU	KB	ILUKS: Innovative lærerstudenter: Undervisningsdesign for kunnskapsbasert studentaktivitet
Apr 28	Lærerutdanningskonferansen 2021, UHR-Lærerutdanning	Universitets- og Høgskolerådet	KB	KEYNOTE - Studentaktiv læring i lærerutdanningen
Apr 28	Studentparlament møte	UiB	BW	It Takes a Community: The Digital Transformation of UiB
Apr 29	Læringslab frokost	UiB	KB	Studentaktiv læring i lærerutdanningen
May 6	NKUL 2021: S3B: Kunstig intelligens – elevens lille hjelper eller felles fiende?	Norwegian University of Science and Technology	BW	Kunstig intelligens i utdanning
May 25	Dialogmøte KD	Royal Norwegian Ministry of Education and Research	BW	SLATE 2020
Jun 1	Data Literacy Workshop on DigComp 2.2.1	European Union, EU -- JCR	BW	DALI: Data Literacy for Citizens

SLATE Presentations				
Date	Event	Place	Who*	Title
Jun 2	CEDAS Conference	UiB	BW	Learning Analytics for Learning, Teaching & Educational Practice
Jun 3	NORHED MIDRED Kickoff	Oslo Metropolitan University	MK	Learning Analytics- The case of SRHR
Jun 7	Bergen Research Summer School 2021	-	IN	Diversity – a key to Creativity: Innovation work in Interdisciplinary teams
Jun 9	International Conference on Visual Pedagogies	Western Norway University of Applied Sciences	BW	KEYNOTE: Learning Analytics for Learning, Teaching & Educational Practice
Jun 11	UDIR - KD - AVT møte	KS	BW	Digitalt økosystem i skolen: Læringsanalyse
Jun 14	Webinar: QE Data Challenge Field Report	University of Wisconsin–Madison	BW	The Need for Interdisciplinary Teams for Quantitative Ethnology Research
Jun 19	Equip 2021 Qualitative Research in Psychology in Europe	Thessaloniki University, Greece	IN	Let's go native: Exploring creative processes in interdisciplinary groups through an ethnographic design
Jun 23	European Distance and E-Ling Network	European Distance and E-Learning Network	MK	Learning Analytics in a Time of Pandemics: Mapping the Field
Jun 23	PLEIDE Workshop @ SLERD 2021	ITD-CNR: Istituto Per Le Tecnologie Didattiche	BW	Collaborative Learning & Learning Analytics
Jun 25	FREMFARM project meeting	UiB	IN	FREMFARM: From Creativity to Innovation in different learning contexts
Jul 5	EDULEARN 2021	International Academy of Technology, Education and Development (IATED)	BW	KEYNOTE: Data & Learning Analytics
Jul 7	Laval Virtual Festival	Laval Virtual Festival	JVind	The Mediation of the Self through Immersive VR
Jul 8	Learning Analytics Summer School SPAIN	University of Barcelona	BW	KEYNOTE: Learning Analytics Impact
Jul 14	International Conference on Advanced Learning Technologies (ICALT) 2021	IEEE Computer Society	BW	KEYNOTE: Implementing Learning Analytics for Adaptive Learning in Schools
Aug 11	Kick-Off, Desentralisert kompetanseutvikling Rå- og Storetveit ungdomsskole	Bergen Kommune	CH	Vurdering i Fagfornyelsen
Aug 12	DeKomp Kick-off	Bergen Kommune	CH	Desentralisert kompetanseutvikling: Profesjonsfaglig Digital kompetanse (PfdK)
Aug 17	Kick-off, DeKomp, Øygarden ungdomsskull	Øygarden kommune	CH	Kick-Off av Desentralisert kompetanseutvikling: Profesjonsfaglig Digital kompetanse (PfdK)
Aug 24	Kick-off, DeKomp, Ulveset skole	Øygarden kommune	CH	Kick-Off av Desentralisert kompetanseutvikling: Profesjonsfaglig Digital kompetanse (PfdK)
Aug 24	Kick-off, Dekomp, Ulveset skole	Øygarden kommune	CH	Desentralisert kompetanseutvikling: Profesjonsfaglig Digital kompetanse (PfdK)
Aug 31	Kick-off, Dekomp, Hop oppveksttun	Bergen Kommune	CH	Desentralisert kompetanseutvikling: Profesjonsfaglig Digital kompetanse (PfdK)
Sep 1	PSYKFAK Dekanat Besøk	SLATE	BW	Centre for the Science of Learning & Technology
Sep 7	Kick-off, DeKomp, Eidsvåg skog	Bergen Kommune	CH	Desentralisert kompetanseutvikling: Profesjonsfaglig Digital kompetanse (PfdK)

SLATE Presentations				
Date	Event	Place	Who*	Title
Sep 8	SLATE Strategy Seminar	SLATE	BW	SLATE Activities
Sep 13	DATAREISEN Kick-Off møte	Digital Norway	BW, JS	Fantastiske data
Sep 13	PhD for Innovation	UiB	IN	Diversity – a key to Creativity: Innovation work in Interdisciplinary teams
Sep 14	Kick-off, DeKomp, Kjøkkelvik skole	Bergen Kommune	CH	Desentralisert kompetanseutvikling: Profesjonsfaglig Digital kompetanse (PfDK)
Sep 15	AVT leverandørmøte	Utdanningsetaten i Oslo Kommune	BW	Mitt Fagkart
Sep 15	AVT leverandørmøte	Oslo kommune	JS	xAPI data og dataoverføring
Sep 28	Datatilsynets regulatoriske sandkasse workshop	Datatilsynet	BW	Mitt Fagkart
Sep 28	Kick-Off, DeKomp, Tranevågen- og Fjell ungdomskule	Øygarden kommune	CH	Desentralisert kompetanseutvikling: Profesjonsfaglig Digital kompetanse (PfDK).
Oct 7	mLearn 2021	Tallinn University	MK	Harnessing Learning Analytics with Mobile Learning: Opportunities and Challenges
Oct 7	Oceans of Opportunity Network Kick-Off Meeting	UiB	BW	Experience with EU projects
Oct 12	Digitale fellesløsninger avdelingsmøte	Norwegian Directorate for Education and Training	BW	Læringsanalyse
Oct 14	iEarth SFI Lunch Seminar	UiB	BW	Learning Analytics
Oct 14	UDIR Forskning og internasjonalt arbeid (FIN) møte	Norwegian Directorate for Education and Training	BW	Digitalt økosystem i skolen: Læringsanalyse
Oct 20	Temasamling 2 Dekom- s/ lærerspesialistordninga: profesjonsfagleg digitalkompetanse, elevmedverknad og læringsanalyse	Vestland Fylkeskommune	BW	Læringsanalyse
Oct 20	Temasamling 2 Dekom- s/ lærerspesialistordninga: profesjonsfagleg digitalkompetanse, elevmedverknad og læringsanalyse	Vestland Fylkeskommune	CH	Profesjonsfaglig digital kompetanse
Oct 20	Temasamling 2 Dekom- s/ lærerspesialistordninga: profesjonsfagleg digitalkompetanse, elevmedverknad og læringsanalyse	Vestland Fylkeskommune	KB	Elevmedvirkning og elevaktiv undervisning
Oct 27	Læringskomiteen	Standards Norge - Læringskomitee	JS	xAPI, LRS og dataoverføring
Oct 28	Datatilsynets regulatoriske sandkasse	Datatilsynet	BW	AVT kommunikasjon
Oct 28	Labfrukost	UiB	FB	Spill i undervisningen
Nov 3	Nordic Education Research Association - NERA 2021	Syddansk Universitetet	KB	Teachers' technology use in formative assessment practices – a systematic review
Nov 4	Digitalisering i høyere utdanning 2021	Direktoratet for høyere utdanning og kompetanse, UiB	BW	Perspectives from the EU: Artificial Intelligence in Education and Work

SLATE Presentations				
Date	Event	Place	Who*	Title
Nov 4	Nasjonal digitalisering i høyre utdanning konferanse	UiB	BW	Perspectives from the EU: Artificial Intelligence in Education and Work
Nov 4	Nordic Education Research Association - NERA 2021	Syddansk Universitetet	KB	Mind the gap - Using barriers to student active learning to inform technology-enhanced active learning in teacher education.
Nov 8	Third International Conference on Quantitative Ethnography (ICQE) 2021	Vanderbilt University	BW	ICQE 2021: Opening
Nov 10	Third International Conference on Quantitative Ethnography (ICQE) 2021	Vanderbilt University	BW	ICQE 2021: Closing
Nov 11	Grenlandskonferansen 2021: Elevene bak tallene – LK20 (Gruppe 1)	Universitetet i Sørøst-Norge	CH	Å utforske elevens læring gjennom digitale verktøy
Nov 11	Grenlandskonferansen 2021: Elevene bak tallene – LK20 (Gruppe 2)	Universitetet i Sørøst-Norge	CH	Å utforske elevens læring gjennom digitale verktøy
Nov 12	Grenlandskonferansen 2021: Elevene bak tallene – LK20 (Gruppe 1)	Universitetet i Sørøst-Norge	CH	Å utforske elevens læring gjennom digitale verktøy
Nov 12	Grenlandskonferansen 2021: Elevene bak tallene – LK20 (Gruppe 2)	Universitetet i Sørøst-Norge	CH	Å utforske elevens læring gjennom digitale verktøy
Nov 17	SEIS EU project meeting	Tallinn University	BW, CH, IN	SLATE – Industry Collaboration
Nov 25	MediaFutures Monthly Keynotes	MediaFutures	MK	Translating Educational Data into Meaningful Practices: Insights from the field of Learning Analytics
Dec 1	Ekspertgruppen for digital læringsanalyse	Royal Norwegian Ministry of Education and Research	BW	Hva er læringsanalyse?
Dec 1	Webinar: Datadeling	Norwegian Directorate for Education and Training	JS	MittFagkart og FEIDE foreldre-barn funksjonalitet
Dec 2	CCBIO and Neuro-SysMed Special Seminar on Creativity & Innovation Leadership	UiB	IN	When aiming for Innovation: The importance of creativity and building complementary and well-functioning teams and culture
Dec 4	researchED Haninge	researchED	BW, CH	Learning Analytics
Dec 13	Turkish Ministry of Education conference on Distance Education Conference on Lifelong Learning	Turkey	MK	KEYNOTE: Learning Analytics as a Method in Technology Enhanced Learning: Data-Driven Decision Making for Better Learning
Dec 14	Feide gruppen i UNIT	UNIT	BW	AVT-prosjektet: Økosystem for læringsanalyse

* GB-Gleb Belokrysk; BW-Barbara Wasson; CH-Cecilie Hansen; FB-Fredrik Sundt Breien; KB-Kristin Børte; KE-Kjetil Egelanddal; IN-Ingunn Ness; JS-Jeanette Samuelsen; JoV-Joakim Vindenes; JV-Jorunn Viken; KM-Kamila Misiejuk

SLATE Meetings				
When	With	Where	Who*	Topic
Jan 5	Christian Soleim (UiB), Marte Holhjem (UNIT), Maria Kumle (UNIT), Terje Morland (UNIT)	Online	BW	UiB-Unit collaboration
Jan 8	Harald Engesæth, Director i AFF	Online	IN	Start smart UiB, UiB Tjenesteutvikling
Jan 13	Brian Jørgensen (UDE Oslo kommune), Lene Karin Wiberg (KS), Nicklas Holm (UDE Oslo kommune), Lasse Braaten (Cappelen Damm)	Online	BW	Produktpresentasjon Cappelen Damm
Jan 15	Danielle Espino (Pepperdine University), Golnaz Arastoopour Irgens (Clemson University), Mamta Shah (Elsevier)	Online	KM	Planning of the Women in QE panel
Jan 19	Harald Engesæth, AFF/UiB	Online	IN	Møte UiB Tjenesteutvikling
Jan 20	Iren Igesund, Fredrik Manne, Magnus Svendsen Nerheim, Malgorzata Cyndecka, Martine Baarheim, Pål Steinar, Truls Pedersen	Online	BW	Arbeidsgruppe Digital grunnkompetanse
Jan 21	NAV	Online	FB	Narrative game based learning as motivation tool for job applicants
Jan 22	Ruth Rørvik, Bergen kommune	Online	IN	Innovasjonsprat
Jan 25	Torbjørn Underland, Sigrid Underland	Online	BW, RB	Collaboration with MyLearnView
Jan 28	Elin Ødegaard (HVL)	Bergen	BW	Co-organisation of Visual World of Pedagogies 2021
Jan 28	Ann-Karin	Online	MK	OXALIC planning for Feedback
Jan 28	Eric Hamilton (Pepperdine University), Abigail R. Wooldridge (University of Illinois)	Online	KM	Planning of the Doctoral Consortium at the ICQE'20
Jan 29	Brendan Eagan (University of Wisconsin-Madison), Clare Porter (University of Wisconsin-Madison)	Online	KM	Preparation to the Intro to ENA workshop at the ICQE'20
Feb 1	Øyvind Bratshaug (A2G Gruppen)	Online	BW, JS	Possible project with A2G Gruppen)
Feb 3	Malgorzata Cyndecka (Juridisk Fak. UiB)	Online	BW	Possible collaboration with SLATE
Feb 3	Iren Igesund, Fredrik Manne, Magnus Svendsen Nerheim, Malgorzata Cyndecka, Martine Baarheim, Pål Steinar, Truls Pedersen	Online	BW	Arbeidsgruppe Digital grunnkompetanse
Feb 3	Ingvild Vikingen Skogestad	Online	CH	Planlegge samarbeid om Desentralisert kompetanseutvikling med Øygarden kommune
Feb 4	Eric Hamilton (Pepperdine University), Abigail R. Wooldridge (University of Illinois)	Online	KM	Planning of the Doctoral Consortium at the ICQE'20
Feb 4	Anita Mæland	Bergen	CH	Samordning av utviklingsarbeidene, desentralisert ordning, praksisutforskende metode
Feb 4	Elin Ødegaard (HVL), Oded Ben-Horin (HVL), Karin Pittman (UiB)	Online	BW	Science Opera @ Visual Worlds of Education
Feb 4	Martine Baarholm (Studentparlament)	Online	BW	Use of UiB student data
Feb 8	Knut Staring (UiO), Eva Mjøvik (UDIR), Sindre Gusfre Berge (UDIR), Kristin Braa (UiO), Terje Aksel Sanner (UiO)	Online	BW, JS	Possible collaboration with DHIS2 project (Ui= + World Bank)

SLATE Meetings				
When	With	Where	Who*	Topic
Feb 9	Muhterem Dindar (Oulu), Andy Nguyen (Oulu)	Online	BW, GB	Slate hosting of AiLife website
Feb 9	Daniel Spikol (U. Copenhagen), Sanne Järvelä (OULU)	Online	BW	Possible NORFACE application
Feb 9	Jessica Chan, Oxford University	Online	KB	Collaboration - Review assessment and technology use
Feb 10	Iren Igesund, Fredrik Manne, Magnus Svendsen Nerheim, Malgorzata Cyndecka, Martine Baarheim, Pål Steinar, Truls Pedersen	Online	BW	Arbeidsgruppe Digital grunnkompetanse
Feb 10	Asbjørn Finstad (KS), Jørgen Natvig (UDE Oslo Kommune), Anne-Marie Waag (Bærum Kommune)	Online	BW	AVT2 Styremøte
Feb 10	Annita Fjuk (Digital Norway)	Online	BW	Possible collaboration on EVU course
Feb 11	Price Waterhouse Coopers: Ida-Sofie Sandven, Anni Therese Hagen, Thor Dalhaug, Stig Rune Johnsen	Online	BW	Possible collaboration with PWC on bid
Feb 11	Charlotte Eide (Brussels), Tiril Johnsen (UiB)	Online	BW	Information to Faculty about using the UiB Brussels Office
Feb 12	Studieadministrasjonavdeling: Anniken Gjesdahl, Christian Soleim, Mette Opptun, Vice-Rector Oddrun Samdal	Online	BW	Om Arbeidslivsrelevans project
Feb 16	Senter for Krisepsykologi: Iren Johanson & Jarle Eid	Online	BW	Possible research project: Sorg app
Feb 16	Torbjørn Underland	Online	BW, RB	Input to project MyLearnView
Feb 17	Daniel Spikol (U. Copenhagen), Sanne Järvelä (OULU)	Online	BW	NORFACE Application on LA and AI in Nordic Schools
Feb 18	Olga Viberg (KTH), Daniel Spikol (U. Copenhagen), Morten Misfeldt (U. Copenhagen)	Online	BW	Info to LA PhD course planning
Feb 18	Todd Lubart	Online	IN	International Society for the Study of Creativity and Innovation meeting
Feb 19	Tommy Kabberød (Sjøkrigsskolen)	Online	BW, FB	Multimodal analytics for study simulation learning @ Sjøkrigsskolen
Feb 22	Mohammed Saqr (Eastern Finland U.), Merja Heinaniemi (Eastern Finland U.)	Online	BW, MK	Learning Analytics for Labster simulations in Envision project
Feb 22	Haukås skole, Bergen Kommune	Bergen	CH	Første møte, desentralisert ordning (DEKOM) - Haukås skole
Feb 23	Daniel Spikol (U. Copenhagen), Sanne Järvelä (OULU), + others	Online	BW	AiLife Workshop: Data from the Lab to the Wild
Feb 23	Kjøkkelvik skole, Bergen kommune	Bergen	CH	Første møte, desentralisert ordning (DEKOM) - Kjøkkelvik skole
Feb 24	Iren Igesund, Fredrik Manne, Magnus Svendsen Nerheim, Malgorzata Cyndecka, Martine Baarheim, Pål Steinar, Truls Pedersen	Online	BW	Arbeidsgruppe Digital grunnkompetanse
Feb 25	Hop oppveksttun, Bergen Kommune	Bergen	CH	Første møte, desentralisert ordning (DEKOM) - Hop oppveksttun
Feb 26	Anders Bærheim, Institutt for global helse og samfunnsmedisin, UiB	Online	IN	Exploring Learning in interdisciplinary teams

SLATE Meetings				
When	With	Where	Who*	Topic
Feb 26	Mia Milde og Harald Åge Sæthre, Matematisk-naturvitenskaplige fakultet	Bergen	CH, KE	Møte om Evalueringsprosjekt på gjennomføring og psykisk helse ved UIB
Mar 4	Golnaz Arastoopour Irgens (Clemson University), David Williamson Shaffer (University of Wisconsin-Madison), Terry Heinrichs	Online	KM	Board meeting of the International Society for Quantitative Ethnography
Mar 4	Antonette Shibani (UTS), Alejandra Martinez Mornes (UVA), Kathryn Barimote-Aufflick (SOLAR), J. Goothengel (U. Twente)	Online	BW	Learning Analytics Community Europe (LACE) SIG meeting
Mar 4	Iren Igesund, Fredrik Manne, Magnus Svendsen Nerheim, Malgorzata Cyndecka, Martine Baarheim, Pål Steinar, Truls Pedersen	Online	BW	Arbeidsgruppe Digital grunnkompetanse
Mar 5	Olga Viberg (KTH), Daniel Spikol (U. Copenhagen), Morten Misfeldt (U. Copenhagen)	Online	BW	Info to LA PhD course planning
Mar 10	Jon Eikhaug (IT, UiB), Robert Gray (UPED), Michael Erik Menk (IT), Siv Erstad (IR), Svein Jarle Nymark (IT)	Online	BW, MK	UiB Dashboard on tool use analytics with IT Department at UiB
Mar 11	Brendan Eagan (University of Wisconsin-Madison)	Online	KM	Planning activities for the beginner group in the 2nd QE data challenge
Mar 11	Øystein Gjille (UiO), Morten Goodwin (U Agder), Lilja Øvrelid (UiO)	Online	BW	Possible NKUL film on AI in Ed.
Mar 12	Reidun Lone, Tone Holst, UiB	Online	IN	FREMFARM project meeting
Mar 12	Labster group in Envision project	Online	BW, MK	Meeting about getting data for LA from Labster simulations
Mar 15	Donatella Persico (ITN, CNR, Italy)	Online	BW	PLEAIDE (EU project) Advisory Board meeting
Mar 17	Eidsvåg skole, Bergen Kommune	Bergen	CH	Første møte i desentralisert ordning - Eidsvåg skole
Mar 17	Annita Fjuk (Digital Norway), Christian Albertsen (Digital Norway)	Online	BW	Application on data literacy to Kompetanse Norge
Mar 18	Asbjørn Finstad (KS), Jørgen Natvig (UDE Oslo Kommune), Anne-Marie Waag (Bærum Kommune), Trond Ingebretsen (UDE)	Online	BW	AVT2 Styremøte
Mar 19	LINK Group	Online	BW, CH, MK	LINK GDPR
Mar 19	Øystein Gjille (UiO), Morten Goodwin (U Agder), Lilja Øvrelid (UiO)	Online	BW	Planning NKUL film on AIED
Mar 22	Todd Lubart and the other members	Online	IN	International Society for the Study of Creativity and Innovation meeting
Mar 24	Reidun Kjome and the other members	Online	IN	FREMFARM meeting
Mar 24	Øystein Gilje, Eli Tronsmo, Universitetet i Oslo	Online	KB	Symposium NERA 2021
Mar 24	Iren Igesund, Fredrik Manne, Magnus Svendsen Nerheim, Malgorzata Cyndecka, Martine Baarheim, Pål Steinar, Truls Pedersen	Online	BW	Arbeidsgruppe Digital grunnkompetanse
Mar 26	Kjøkkelvik Skole, Bergen kommune	Bergen	CH	Andre møte i desentralisert ordning - Kjøkkelvik skole

SLATE Meetings				
When	With	Where	Who*	Topic
Mar 26	Brendan Eagan (University of Wisconsin-Madison)	Online	KM	Strategy meeting on organising a group to develop and organise QE resources
Mar 29	Malgorzata Cyndecka (Juridisk FAK, UiB)	Bergen	BW, MK	Collaboration on a PhD position
Mar 31	Birgit Kopainsky, Hiwa Målen, UiB	Online	IN	PhD for Innovation - summer school session
Apr 6	Hop oppvekststun, Bergen kommune	Online	CH	Samarbeidsmøte (DEKOM), Hop oppvekststun: praksisutforskende metode, PfiDK
Apr 7	Fredrik Manne (UiB), Truls Pedersen (UiB)	Online	BW	Learning Objectives for the Digital Competence Course (Arbeidsgruppen)
Apr 8	Katja Enberg, Hiwa Målen, Birgit Kopainsky, UiB	Online	IN	PhD for Innovation - summer school session
Apr 9	Reidun Kjome and the other project members	Online	IN	FREMFARM meeting
Apr 9	Daniel Spikol (U. Copenhagen), Sanne Järvelä (OULU), Tobias Ley (Tallinn U)	Online	BW	CHANSE Application on LA and AI in European Schools
Apr 9	Alex and Evi	Online	MK	Spanish researchers
Apr 12	Brendan Eagan & Yuanru Tan (University of Wisconsin-Madison)	Online	KM	QE/ISQE resource development
Apr 12	Haukås skole, Bergen kommune	Online	CH	Samarbeidsmøte, Haukås skole
Apr 12	Øystein Gilje, Eli Tronsmo, Universitetet i Oslo	Online	KB	Symposium NERA 2021
Apr 13	LAK Accessibility group	Online	MK	LAK Accessibility workshop
Apr 13	Daniel Spikol (U. Copenhagen), Sanne Järvelä (OULU), Tobias Ley (Tallinn U), Linda Castañeda (U. Mucia)	Online	BW	DATALABS: CHANSE Application on LA and AI in European Schools
Apr 14	Iren Igesund, Fredrik Manne, Magnus Svendsen Nerheim, Malgorzata Cyndecka, Martine Baarheim, Pål Steinar, Truls Pedersen	Online	BW	Arbeidsgruppe Digital grunnkompetanse (finalising report)
Apr 15	Birgit Kopainsky, Hiwa Målen, UiB	Online	IN	Bir kurs
Apr 15	Margareth Hagen og medlemmer i Styringsgruppen	Online	IN	Karriereutvikling for yngre forskere: møte i styringsgruppe
Apr 15	Lene Karin Wiberg (KS), Brian Jørgensen (UDE Oslo kommune)	Online	BW, CH	eKommune presentation of AVT
Apr 20	Marie Eide, UiB and other MOMENTUM members	Online	IN	MOMENTUM meeting on Internationalization
Apr 20	Daniel Spikol (U. Copenhagen), Sanne Järvelä (OULU), Tobias Ley (Tallinn U), Linda Castañeda (U. Mucia)	Online	BW	DATALABS: CHANSE Application on LA and AI in European Schools
Apr 20	Brendan Eagan, Cesar Hinojosa & Yuanru Tan (University of Wisconsin-Madison)	Online	KM	QE resource discussion: collection & hosting
Apr 22	Online group	Online	MK, VS	OER workshop
Apr 23	Daniel Spikol (U. Copenhagen), Sanne Järvelä (OULU), Tobias Ley (Tallinn U), Linda Castañeda (U. Mucia)	Online	BW	DATALABS: CHANSE Application on LA and AI in European Schools

SLATE Meetings				
When	With	Where	Who*	Topic
Apr 26	Labster and Envision IO3 group	Online	BW, MK	Labster data for Envision project
Apr 26	Torbjørn Undeland (MyLearnView)	Online	BW	Consultation about research funding
Apr 27	Stian Osmundsen, Turbo tape Games	Online	IN	Game in BIR course
Apr 27	Lars Arnfred, Kari Bjørge Johnsen, Robert Gray, Cecilie Boge, Elisabeth Nesheim, Universitetet i Bergen	Online	KB	Reference group #studentaktiv
Apr 27	Gulden Serbest (CoE), Ahmet-Murat Kilic (CoE), Wayne Holmes (UCL), Irene-Angelica Chounta (Duisburg-Essen U.), Jen Persson, (DefendDigitalMe), Vania Dimitrova (U. Leeds), Inge Molenaar (Radboud U.) + others	Online	BW	Council of Europe working group on AI in Education; orientation meeting
Apr 28	Eidsvåg skole, Bergen kommune	Online	CH	Samarbeidsmøte DeKomp, Eidsvåg skole
Apr 29	Lærere i Øygarden kommune	Online	CH	Første møte for fyrtårnlærarar i Øygarden kommune
Apr 29	Asbjørn Finstad (KS), Jørgen Natvig (UDE Oslo Kommune), Anne-Marie Waag (Bærum Kommune), Trond Ingebretsen (UDE)	Online	BW	AVT2 Styremøte
Apr 30	Todd Lubart and the other members	Online	IN	International Society for the Study of Creativity and Innovation meeting
May 3	Daniel Spikol (U. Copenhagen), Sanne Järvelä (OULU), Tobias Ley (Tallinn U), Linda Castañeda (U. Murcia)	Online	BW	DATALABS: CHANSE Application on LA and AI in European Schools
May 4	Styringsgruppen - IKT-satsing UiB (Harald Walderhaug, leder)	Online	BW	Presentation of the final report on a digital course package for UiB studetns, from the Arbeidsgruppe Digital grunnkompetanse
May 5	Envision (Erasmus+)	Online	BW, MK	Envision Kick-off planning meeting
May 5	Øygarden ungdomskule, Øygarden kommune	Online	CH	Forankringsmøte Øygarden Ungdomskule
May 6	Carolle Salis, CNRS, Italy	Online	BW	Possible Erasmus+ project on AI & Remote Labs
May 7	Reidun Kjome and the project members	Online	IN	FREMFARM project meeting
May 7	Stian Osmundsen, Turbo tape Games	Online	IN	Game in BIR course
May 7	Anne Homme med flere på Iped	Online	IN	Iped forskningsgruppemøte
May 10	Tranevågen- og Fjell ungdomskule, Øygarden kommune	Online	CH	DeKomp forankringsmøte Tranevågen- og Fjell ungdomskul
May 10	Lars Arnfred, Cecilie Boge, Kari Bjørge Johnsen, Robert Gray, Elisabeth Nesheim, University of Bergen	Online	KB	Reference group #Studentaktiv
May 11	Mark Sternsen/UiT	Online	MK	OXALIC Mark UiT
May 11	Njål Foldnes, Lesesentert, UiS	Online	BW	New project on Dyslexia diagnosis, ML advice
May 11	Dan McCarthy (Morning Brew)	Online	BW	Interview on AVT2 participation in Datatilsynets Sandbox for Responsible AI
May 14	Joh Harald Bergen (CONEXUS)	Online	BW, CS	May
May 17	Brendan Eagan & Yuanru Tan (University of Wisconsin-Madison)	Online	KM	Action plan for resource development

SLATE Meetings				
When	With	Where	Who*	Topic
May 18	Zachary UCB	Online	MK	UCB Zachary
May 19	Ulveset skule Øygarden kommune	Online	CH	Forankringsmøte, DeKomp, Ulveset skule
May 20	Birgit Kopainsky/Hiwa Målen, UiB	Online	IN	PhD for Innovation - preparing Summer School
May 25	Ferdinand Mohn (KD), Håkon Kavli (KD), Eivind Heder (KD), Bente Vold (UiB), Ørnulf Lillestøl (UiB)	Online	BW	Annual Dialogue meeting
May 27	Brendan Eagan & Cesar Hinojosa (University of Wisconsin-Madison)	Online	KM	Feedback Meeting on the QE Pipeline
May 27	Hop oppveksttun, Bergen Kommune	Online	CH	Forankringsmøte, DeKomp, PfDK, Hop oppveksttun
May 27	Todd Lubart and the ISSCI network members	Online	IN	International Society for the Study of Creativity and Innovation meeting
May 27	Sverre Drønen, UiB	Online	IN	PhD for Innovation - policy briefs
May 28	Lars Arnfred, Cecilie Boge, Robert Gray, Kari Bjørø Johnsen, Elisabeth Nesheim, University of Bergen	Online	KB	Reference group meeting #Studentaktiv
May 31	Are Pilskog Blåst Film	Online	CG, FB	Knowledge and trust in digital game based learning
Jun 7	Haukås skole, Bergen kommune	Online	CH	Samarbeidsmøte, Haukås skole
Jun 8	Council of Europe working group on AI in Education: Gulden Serbest (CoE), Ahmet-Murat Kilic (CoE), Wayne Holmes (UCL), Irene-Angelica Chounta (Duisburg-Essen U.), Jen Persson, (DefendDigitalMe), Vania Dimitrova (U. Leeds)	Online	BW	AI Survey of member states
Jun 10	Eidsvåg skole, Bergen Kommune	Online	CH	Samarbeidsmøte, Eidsvåg skole
Jun 10	Mihail Forminyh (NTNU), Monica Divitini (NTNU), Ingun Hybertsen (NTNU), Anders Mørch (UiO)	Online	BW	Possible application on TEL Research School (to Research Council)
Jun 11	Kjøkkelvik skole, Bergen kommune	Online	CH	Samarbeidsmøte, Kjøkkelvik skole
Jun 15	Hop oppvesttun, Bergen Kommune	Online	CH	Samarbeidsmøte, Hop oppvesttun
Jun 16	Council of Europe working group on AI in Education: Gulden Serbest (CoE), Ahmet-Murat Kilic (CoE), Wayne Holmes (UCL), Irene-Angelica Chounta (Duisburg-Essen U.), Jen Persson, (DefendDigitalMe), Vania Dimitrova (U. Leeds)	Online	BW	AI Survey of member states
Jun 21	Envision parnters from: University of Leeds, University of Turku, University of Eastern Finland, Karolinska Institute, Abo Akademi	Online	BW, MK	Kickoff meeting Envision
Jun 22	Birgit Kopainsky and Hiwa Målen, UiB	Online	IN	Planning BIR course
Jun 24	Sverre Ole Drønen, Hiwa Målen, Birgit Kopainsky (all UiB)	Online	IN	PhD for Innovation - policy briefs
Jun 24	Anja Salzmann (InfoMedia, UiB)	Bergen	BW	Possibility of working at SLATE
Jun 24	Annita Fjuk (Digital Norway), Christian Albertsen (Digital Norway)	Online	BW	Preparations for project Kick-off

SLATE Meetings				
When	With	Where	Who*	Topic
Jun 25	Are Straume & Benedikte Loseth (FIA), Charlotte Eide (Brusselskontor), UiB Professors: Eystein Jansen, Hakan Sicakkan, Randi Bertelsen, Roger Strand	Bergen	BW	New Rector Group for promoting EU research at UiB
Jun 28	Øystein Gilje, Eli Tronsmo, UiO	Online	KB	Symposium for NERA 2021
Jun 29	Fagbok forlaget: Øystein Vestgården, Amund Lie Nitter, Anne Aaby, Deepak Thukral	Online	BW	Fagkart & Tagging tool
Jun 30	Council of Europe working group on AI in Education: Gulden Serbest (CoE), Ahmet-Murat Kilic (CoE), Wayne Holmes (UCL), Irene-Angelica Chounta (Duisburg-Essen U.), Jen Persson, (DefendDigitalMe), Vania Dimitrova (U. Leeds) + others	Online	BW	Second meeting of entire working group
Jul 6	Yael Harlap (Vice-Dean Teaching)	Bergen	BW	Opportunities for SLATE teaching at the Psychology Faculty
Jul 9	Cristian Lai (CNR), Carole Salis (CNR), Davide Zedda (CNR)	Online	BW	Deciding about an Erasmus+ application on AI and Remote Labs
Jul 13	Brendan Eagan (University of Wisconsin-Madison)	Online	KM	International Society for Quantitative Ethnography Resources Committee (ISQE-RC) Meeting
Jul 14	Janine Aldous Arantes (Victoria University, Melbourne, Australia)	Online	KM	Feedback on QEHUB, Australia 2021
Jul 14	Paavo Leppänen (U. Jyväskylä), Jenny Thomson (U. Sheffield)	Online	BW	Invite to join an application on an European Training Network (ETN) application
Jul 22	Janneke Tangen, Bergen kommune	Online	CH	Planlegging av Kick-Off DeKomp: Vurdering
Jul 26	Brendan Eagan, Cesar Hinojosa & Yuanru Tan (University of Wisconsin-Madison)	Online	KM	Review QE repository
Aug 3	David Williamson Shaffer (University of Wisconsin-Madison), Dragan Gasevic (Monash University), Golnaz Arastoopour Irgens (Clemson University), Terry Heinrichs	Online	KM	ISQE Board meeting
Aug 9	Janneke Tangen, Bergen kommune	Online	CH	Planlegging av Kick-off Dekomp med Rå- og Slåtthaug Ungdomsskole
Aug 17	Naif Johani	Online	MK	Possible collaboration
Aug 18	Stian Osmundsen, Turbo tape Games	Online	IN	Game in BIR course
Aug 18	Jenny Thomson (U. Sheffield), Chris Espinca (Leiden U)	Online	BW	possible PhD research project for the NextGen Readers ETN
Aug 20	Paavo Leppänen (U. Jyväskylä), Karsten Specht (UiB), Sasha Schroeder (U. Göttingen)	Online	BW	possible PhD research project for the NextGen Readers ETN
Aug 24	Hiwa Målen, UiB, Birgit Kopainsky, UiB	Online	IN	PhD for Innovation
Aug 25	Pål Kvarberg (Disputas AS)	Online	IN	about learning analytics as part of a EdTech tool, Disputas
Aug 27	Eva Skjold (BIR), Toralf Igesund (BIR)	Online	BW, FB, JS	EVU course contents for data literacy
Aug 31	Birthe Berven Dahle, EVU kurs koordinator, UiB	Online	BW, IN	Klargjøring til kurstart med emneansvarlige og adm (EVU)

SLATE Meetings				
When	With	Where	Who*	Topic
Sep 1	Bjørn Erik Andersen, UiB, Hiwa Målen, UiB, Birgit Kopainsky, UiB	Online	IN	PhD for Innovation - policy briefs
Sept 3	Digital Forståelse, kunnskap og kompetanse - styremedlemer	Bergen	BW	First meeting in the new board for the Digital competence of UiB students
Sep 10	Jelena UiT	Online	MK	UiT PhD Jelena
Sep 13	Annita Fjuk (Digital Norway), Christian Albertsen (Digital Norway)	Oslo	BW, JS	KICK-OFF meeting for DATAREISEN project
Sept 15	EdTech Vendor Meeting (various vendors)	Oslo	BW, JS	Discussions about AVT Mitt Fagkart & delivering of data in xAPI format
Sept 15	DPIA workshop @ UDE Oslo kommune; parents, students, personvern, teachers	Oslo	BW, JS	Input on the use of student data from Norwegian schools to the AVT DIPA
Sept 20	Maren Scheffel (U. Bochum, Germany), Dai Griffiths (UNIR, Spain)	Online	BW	EU project LAIDA applicaiton
Sep 21	Stian Osmundsen, Turbo tape Games	Online	IN	Game in BIR course
Sep 22	SEIS group	Online	MK	SEIS Sys. Review
Sep 23	Anita Mæland og Bergen Kommune, Etat for skole	Bergen	CH	Oppsummering av DeKomp-samarbeid
Sep 23	Øystein Gilje, Eli Tronsmo at UiO and Anne Lena Godhe	Online	KB	Symposium at NERA
Sep 28	Birgit Kopainsky, Professor, UiB	Online	IN	PhD for Innovation
Sep 29	Members of the International Society for the Study of Creativity and Innovation	Online	IN	International Society for the Study of Creativity and Innovation meeting
Sep 29	Brendan Eagan, Cesar Hinojosa & Yuanru Tan (University of Wisconsin-Madison)	Online	KM	QE repository
Oct 1	Brendan Eagan (University of Wisconsin-Madison)	Online	KM	Introduction to the ENA Webtool Bookdown Project
Oct 1	Asbjørn Finstad (KS), Jørgen Natvig (UDE Oslo Kommune), Anne-Marie Waag (Bærum Kommune), Trond Ingebretsen (UDE)	Online	BW	AVT2 Styremøte
Oct 6	Envision Consortium Group	Online	MK	Envision meeting
Oct 8	Birgit Kopainsky, UiB	Bergen	IN	PhD for Innovation
Oct 11	Tiril Johnsen, research advisor, UiB and Synne Alne, research advisor, UiB	Bergen	IN	Tjenesteinnovasjonsprogrammet, UiB
Oct 12	Sindre Gusfre Bergen (UDIR), Eva Mjøvik (UDIR), Geir Fuhre Pettersen (CONEXIUS)	Oslo	BW, GB	API + Tjenestekatalog project
Oct 13	Reidun Kjome m.fl. i Fremfarm prosjektet	Online	IN	Fremfarm meeting
Oct 14	Torunn Gjelsvik (ICDE Secretary General)	Online	BW	Planning for ICODEL 2021 Plenary 3 Session on AI in Online Education
Oct 13	Rianne Vogel, Papillon and Hiwa Målen, senior advisor FIA/UIB	Online	IN	Papillon potential project meeting
Oct 13	Birgit Kopainsky, professor, UiB	Bergen	IN	PhD for Innovation
Oct 14	Rianne Vogel, Papillon, Hiwa Målen, FIA/UiB	Online	IN	Papillon project exploration
Oct 15	Rianne Vogel, Manager, Papillon	Bergen	IN	Papillon collaboration

SLATE Meetings				
When	With	Where	Who*	Topic
Oct 21	Anita Mæland, Bergen kommune, Etat for skole	Bergen	CH	Samarbeidsgjennomgang med Bergen kommune om Dekomp
Oct 22	Ørjan Landfald (BI), Vegard Skipnes (BI)	Online	BW, MK	BI learning analytics - advice
Oct 22	Steering Group for AI Bergen (led by Vice-Rector Pinar Heggernes)	Bergen	BW	New Steering Group for AI research at University of Bergen
Oct 25	HEMIL	Online	MK	Weakties meeting NFR
Oct 27	Stian Osmundsen (TurboTape Games)	Online	IN	Game in BIR course
Oct 27	Members of the International Society for the study of Creativity and Innovation	Online	IN	INTERNATIONAL SOCIETY FOR THE STUDY OF CREATIVITY AND INNOVATION meeting
Oct 27	Læringskomiteén v/Eva Mjøvik	Online	CH	Komiteemøte SN/K 186 - Læringsteknologi
Oct 28	Anette Harris (UiB), Janne Grønli (UiB), Ståle Pallesen (UiB), Samuel Greiff (U. Luxembourg)	Bergen	BW, MK	Discussion on research collaboration with the UiB sleep group
Oct 29	Sonia Khan, lecturer Buckinghamshire New University, UK	Online	IN	Exploring potential collaboration
Oct 29	Birgit Kopainsky, professor, UiB, Hiwa Målen, senior advisor,UiB	Online	IN	PhD for Innovation
Nov 1	CMI	Online	FB, MK	CMI proposal Integrity game
Nov 3	Liv Dinsør (Director, Digital Norway), Sveinung Skule, Roar Olsen UNIT), Kari Olstad (Flexible Learning Norge), Tore Hillestad, Knut Martin Mørken, Inger Lise Nes, Tale Skjølsvik, Harald Nybolet & Kristin Selvaag (HKDIR) + others	Oslo	BW, IN	Digital Norway Forum for Livslang læring: Opening of new initiative
Nov 4-5	Young Researcher Program (YFL)	Online	MK	YFL Meeting
Nov 9	Envision project group	Online	MK	Envision Literature review
Nov 10	Aalborg University Review of Dept. of Communication panel: Sara Bay Cheng (York U), Felicity Baker (U. Melbourne), Ståle Stenslie (Kulturtanken), Theo Leeuwen (SDU), Lars-Christer Hyden (U. Linkjoping), Mikael Venter (Dept. head, Aalborg U) + others	Online	BW	Preparatory meeting for the evaluation of the research groups at the Dept. of Communication, University of Aalborg
Nov 15	Hilde Gjertsen	Oslo	JV	Presentasjon av BIR-kurs i AvfallNorge møte
Nov 16	Members of the International society for the study of creativity and innovation	Online	IN	INTERNATIONAL SOCIETY FOR THE STUDY OF CREATIVITY AND INNOVATION meeting
Nov 16	Possibility Study Network board members	Online	IN	PSN Network Board Meeting
Nov 18	Tiril Johnsen, Research adviser, UiB	Online	IN	Research advise meeting
Nov 25	Sharon Slade and Paul Prinsloo	Online	MK	BJET paper
Nov 26	Lars Unneberg & Lance Eastgate (Campus Inkrement)	Online	BW	Possibilities for tagging of Campus Inkrement content to the AVT Fagkart
Nov 26	Torbjørn Underland (MyLearnView)	Online	BW	Possibilities for innovation application
Nov 29	Øystein Steine Larsen, Head of Administration, Department of Education, UiB; Kariane Westrheim, professor Department of Education, UiB; Astrid Tolo, Department of Education, UiB; Kjersti Lea, Head of Department of Education, UiB	Bergen	IN	Iped - planning Olga Dysthe's Kings medal

SLATE Meetings				
When	With	Where	Who*	Topic
Nov 30	Norman Andersen, Dekan på Det psykologiske fakultet, UiB, Arne Magnus Morken, Rådgiver, UiB	Bergen	IN, JV	Nye forutsetninger for ombygging i C12 - konsekvenser for SLATE og Iped
Nov 30 - Dec 1	Ekspertgruppen for Læringsanalysen	Oslo	BW	First meeting in the Ministry of Education's newly appointed Expert Group for Learning Analytics
Dec 1	Brendan Eagan, Cesar Hinojosa & Yuanru Tan (University of Wisconsin-Madison); Szilvi Zörgő (Maastricht University)	Online	KM	ISQE resources committee meeting
Dec 1	Anita Mæland, Bergen Kommune, Etat for skole, Vigis Berg, Studieadministrasjonen, Ragnhild Lie Andersen, Lektorutdanningen, UiB	Bergen	CH	Oppdateringmøte om samarbeid i DeKomp med Bergen kommune
Dec 2	Agnete Engelsen, Faculty of Medicine, UiB	Bergen	IN	Exploring further collaboration
Dec 3	Tiril Elise Strand Johnsen, research adviser, UiB	Online	IN	Research advising meeting
Dec 3	AI Bergen Steering Group meeting	Bergen	BW	CoFund application planning
Dec 10	Øyvind Halvorsen, Fride Klykkem, Institutt for pedagogikk, UiB	Online	IN	Exploring potential collaboration
Dec 10	Programkomité for EUNIS 2022: Tore Burheim & Jon Eikhaug (IT Avd.), Gottfreid Greve (Pro-rektor), Inge Jonassen (Informatikk), Mathilde Holm (Læringslab)	Online	BW	First meeting on planning the EUNIS Rectors Meeting to be held at UiB in 2022
Dec 13	Gerte Koster (Utrecht U.)	Online	BW	Possibilities for a Research Internship at SLATE in 2022
Dec 14	Anne Homme, Universitetet i Bergen og alle masterstudentene på pedagogikk	Online	KB	Master Thesis ILUKS
Dec 17	Nils Petter Haugen (ViVite Science Centre)	Online	BW, FB	Possibilities for ViVite to host a PhD student as part of the NextGen Readers ETN applicaiton
Dec 20	Anita Mæland, Bergen kommune, Etat for skole	Bergen	CH	Planlegge bruk av ressurslærere PFDK-UiB-BK
Dec 20	Medisinske fakultet, UiB	Bergen	KB	Possible collaboration

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



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