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OVERVIEW	1
HIGHER EDUCATION	2
APPOINTMENTS	2
RESEARCH & SCHOLARSHIP	3
RESEARCH FUNDING	3
AWARDS/HONOURS	4
LEADERSHIP AND MANAGEMENT	5
UNIVERSITY OF TECHNOLOGY SYDNEY, AUS	5
THE OPEN UNIVERSITY, UK	6
ACADEMIC LEADERSHIP POSITIONS IN CIVIC ORGANISATIONS	6
INTERNATIONAL ACADEMIC PROFILE	6
KEYNOTE ADDRESSES	6
INVITED LECTURES (SELECTED)	7
CHAIR, CONFERENCES, WORKSHOPS, PANELS	8
JOURNAL EDITORIAL BOARDS	9
ADVISORY BOARDS/STEERING GROUPS/EXECUTIVE COMMITTEES	9
FOUNDER OF RESEARCH AND PRACTICE NETWORKS	9
EXTERNAL PHD EXAMINER (INCLUDING VIVA VOCE)	9
POLICY REPORTS/SUBMISSIONS	10
DOCTORAL SUPERVISION & TEACHING	10
DOCTORAL SUPERVISION	10
INTERNATIONAL DOCTORAL TRAINING	11
TEACHING	11
LEARNING TECHNOLOGY INNOVATION & IMPACT	12
UNIVERSITY OF TECHNOLOGY SYDNEY	12
THE OPEN UNIVERSITY	13
PEER REVIEWED PUBLICATIONS	14
AUTHORED BOOKS	14
EDITED BOOKS	14
EDITED JOURNAL SPECIAL ISSUES / CONFERENCE PROCEEDINGS	14
PEER REVIEWED JOURNAL ARTICLES	15
PEER REVIEWED CONFERENCE PAPERS (SELECTED)	18
BOOK CHAPTERS	22
BOOK REVIEWS	23

Overview

My calling is to invent digital tools for transformative learning.

All of these tools over the years share a common fascination with making thinking visible for personal and collective reflection. Today's challenges require diverse minds, so much of my work has focused on collective intelligence tools. Education is now in transition to a new form of knowledge infrastructure which is provoking systemic shocks and adaptations, and introduces new ways of modelling the world that require critical analysis.

Transdisciplinary Research. In my experience, developing effective tools for thinking requires deep engagement with both researchers and practitioners. It is demanding but exciting work to combine theoretical, methodological and technological disciplines in this way. My work is published in the top tier journals and conferences in Human-Computer Interaction, Educational Technology, Learning Analytics, AI in Education and Hypertext.

Collaboration & Communication. I am an enthusiastic collaborator across disciplinary boundaries, and enjoy nothing more than forging new partnerships to secure the resources needed to break new ground. This requires the ability to communicate big ideas to diverse audiences, which I enjoy doing through diverse channels: keynote addresses, accessible articles, mainstream media interviews and social media.

Innovation Diffusion. A key challenge that universities face is the diffusion of digital innovations into their own teaching practices. Moving to Associate Director of one institute, and now as a Director, I have helped to grow two applied research and innovation hubs from launch into high impact centres. Distinctively, these come to be recognised internationally not only for educational technology research excellence, but also for translating this into tools used by thousands of staff and students in the university, and beyond. In that capacity, I build teams who can operate across all levels of the university — “the Board Room, the Common Room and the Server Room.”

Higher Education

- 1988-1992 *D.Phil. Psychology*, Dept. Psychology, University of York, UK.
EPSRC Studentship in collaboration Rank Xerox Cambridge EuroPARC.
Dissertation: *A Cognitive Analysis of Design Rationale Representation*: Awarded Best Doctoral Dissertation, Supervisors Nicholas Hammond and Allan MacLean.
- 1987-1988 *M.Sc. Ergonomics*, Birkbeck College, University of London, UK.
Dissertation: *Interacting Cognitive Subsystems: Cognitive Modelling of Icon Visual Search*: Research Distinction, Supervisors Philip Barnard and John Long.
- 1984-1987 *B.Sc. (Hons) Psychology*, University of York, UK (2.i).
Honours Dissertation Distinction: *Signalling Modality in the User Interface via Keystroke Contingent Sounds*, Supervisor Andrew Monk.

Appointments

- 1 Aug. 2014 – present *Professor of Learning Informatics and Director*, Connected Intelligence Centre, University of Technology Sydney, Australia
- 1 Mar. 2013 – 31 Jul. 2014 *Professor of Learning Informatics and Associate Director (Technology)*, Knowledge Media Institute, The Open University, UK
- 1 Mar. 2012 – Jul. 2014 *Visiting Fellow*, Graduate School of Education / Centre for Systems Learning & Leadership, University of Bristol, UK
- June 2008 *Visiting Researcher*, Research Center for Advanced Science and Technology, University of Tokyo, Japan (Host: Kumiyo Nakakoji)
- 1 Oct. 2001 – 28 Feb. 2013 *Senior Lecturer in Knowledge Media*, Knowledge Media Institute, The Open University, UK
- 1 Apr. 1999 – 31 May 1999 *Visiting Researcher*, Center for Lifelong Learning & Design, Dept. Computer Science, University of Colorado at Boulder, USA (EPSRC Travel Grant)
- 1 Jun. 1999 – 30 Sep. 2001 *Lecturer in Knowledge Media*, Knowledge Media Institute, The Open University, UK
- 1 Sep. 1995 – 31 May 1999 *Research Fellow*, Knowledge Media Institute, The Open University, UK (5 year fixed term)
- 1 Oct. 1992 – 31 Aug. 1995 *Research Associate*, Dept. Psychology, University of York, UK (3 year fixed term)
- 1 Jan. 1991 – 30 Sep. 1992 *Research Fellow*, Dept. Psychology, University of York, UK (1 year fixed term)

Research & Scholarship

My research over the last 25 years has investigated the design and evaluation of tools that make thinking visible in different ways, in support of intellectual work. An initial focus on Computer-Supported Argument Visualization found applications in Design Rationale, Scholarly Publishing and Learning.

Extending this work, my focus since 2011 has been to help establish the discipline and scholarly community of Learning Analytics, including the launch of the archival international conference in cooperation with the ACM, a new open access journal, summer training institutes, and the professional Society for Learning Analytics Research (SoLAR).

My work was submitted as part of the UK's 2008 Research Assessment Exercise (Computing), and the 2014 Research Excellence Framework (Education, with an Impact Case in Computing & Informatics for computer-supported argument mapping software).

Research Funding

UTS: *I joined as inaugural Director of the Connected Intelligence Centre (CIC) in 2014. CIC is funded by UTS as a strategic centre, so my priority is therefore not on securing external funding, but on using the funding for internal analytics requirements analysis, innovation and impact, supplemented by small scale national collaborations in areas strategic to UTS.*

- 2018-2019 *Building ATN Institutional Capacity for Text Analytics.* Chief Investigator, Australian Technology Network (ATN) Learning & Teaching Innovation Grant, AUD\$100,000 • <http://heta.io>
- 2016-2018 *Scaling the Provision of Personalised Learning Support Actions to Large Student Cohorts.* Partner Investigator (U. Sydney lead partner), Australian Office for Learning and Teaching, AUD\$350,000 • <https://www.ontasklearning.org>
- 2015-2017 *Enabling Connected Learning via Open Source Analytics in the Wild: Learning Analytics Beyond the LMS.* Partner Investigator (QUT lead partner), Australian Office for Learning and Teaching, AUD\$320,000 • <https://www.beyondlms.org>
- 2015-2017 *Vice-Chancellor's Learning & Teaching Innovation Grants.* University of Technology Sydney: 8 x 1 year internal pilot projects with faculty, AUD\$10,000/project approx. • <https://utsaic.edu.au/category/project/uts>
- 2013-2016 *Student Retention and Learning Analytics: A Snapshot of Australian Practices and a Framework for Advancement.* Partner Investigator (U. South Australia lead partner), Australian Office for Learning and Teaching, AUD\$248,000 • <http://he-analytics.com>

OU: *I joined the new launched Knowledge Media Institute (KMI) in 1995 as a Research Fellow, and saw this grow from around 20 to 70 staff. From 1997-2014 I secured continuous external funding of £1.89M for my team from several UK Research Councils. I played a significant role in securing two major grants from the Hewlett Foundation in Open Educational Resources worth US\$10M for the university (OpenLearn and The Open Learning Network).*

- 2013-2016 *Election Debate Visualization: Interactive Replays of the 2015 UK General Election Prime Ministerial TV Debates.* Co- Investigator. Engineering and Physical Sciences Research Council (EPSRC) project, £500,000 • <http://edv-project.net>
- 2013-2015 *CATALYST: Collective Applied Intelligence and Analytics for Social Innovation.* Co- Investigator. European Commission Framework 7 ICT Project, €2.5M • <http://catalyst-fp7.idea.kmi.open.ac.uk>
- 2012-2014 *Educational Futures Evidence Hub.* OU Lead Partner. Principal Investigator. Partners: Vital/DfE, Burdett Foundation, Birmingham City Council, Milton Keynes Council, £67,000 • <http://Evidence-Hub.net>

- 2011-2014 *EnquiryBlogger Project*. OU Lead Partner. Co- Investigator. Paul Hamlyn Foundation and University of Bristol, £15,000 Partners: University of Bristol • <http://learningemergence.net/tools/enquiryblogger>
- 2009-2012 *Open Learning Network*. OU Lead Partner. Co-I whole project, Lead: *Collective Intelligence Work Package* Hewlett Foundation, \$3M total (\$2M = £1.3M to OU, £237,088 to KMI). Partners: Carnegie Mellon University • <http://olnet.org>
- 2008-2009 *e-Dance Project*. U. Bedfordshire Lead Partner. Co-Investigator whole project, Lead: *Knowledge+Video Mapping*. Joint EPSRC/AHRC/JISC Arts & Humanities e- Science Prog. (£337,017, £75,440 to KMI). Partners: Universities of Leeds, Manchester and Bedfordshire • <http://kmi.open.ac.uk/projects/e-dance>
- 2006-2008 *OpenLearn*. OU Lead Partner. Co-I whole project, Lead: *Open Sensemaking Communities Project*. Hewlett Foundation, \$9M to OU, £472,247 to KMI • <http://kmi.open.ac.uk/projects/osc>
- 2005-2007 *ECOSENSUS Project: Electronic/Ecological Collaborative Sensemaking Support System*. OU Lead Partner. Co-I whole project, Lead: *Knowledge+GIS Mapping*. ESRC e- Social Science Programme RES-149-25-1017, £45,663 (£44,426 to KMI) • <http://kmi.open.ac.uk/projects/ecosensus>
- 2005-2006 *MEMETIC Project: Meeting Memory Technologies Informing Collaboration*, OU Lead • Manchester Lead Partner. Co-I whole project, Lead: *Meeting Mapping*. JISC, £200,656 (£33,657 to KMI). Partners: Universities of Manchester and Southampton
- 2004 *Co-OPR Project: Collaborative Operations for Personnel Recovery*, OU Lead, Edinburgh Lead Partner. Co-I whole project, Lead: *Knowledge Mapping*. DARPA/SAIC, \$350,000 (£48,700 to KMI). Partners: University of Edinburgh • <http://www.aiai.ed.ac.uk/project/co-opr>
- 2002-2004 *Collaborative Advanced Knowledge Technologies in the Grid*, OU Lead • (2 year collaboration with NASA on Mars Field Trials). Southampton Lead Partner. Co-I whole project, Lead: *Knowledge Mapping*. EPSRC GR/R85143/01 £517,139 (£156,714 to KMI). Partners: Universities of Edinburgh and Southampton
- 2001-2004 *An Ontology-Based Environment for Managing Distributed Research Knowledge*. EPSRC GR/N35885/01 £315,929. OU Lead Partner. Principal Investigator.
- 2000-2002 *Electronic Journal of Well Engineering Project*, BP, £61,000 OU Lead Partner. Principal Investigator. Partners: BP
- 1999 *Next Generation Infrastructures for Scholarly Publishing* EPSRC GR/M78151/01 (Visiting Research Fellowship), £1750 Partner: University of Colorado at Boulder
- 1998-1999 *Towards Designing Scholarly Documents for the World Wide Web* British Council, £4,800 OU Lead Partner. Co-I whole project. Partner: Université Aix-en-Provence
- 1997-1998 *London Mathematical Society Electronic Journals Project*, £25,000 OU Lead Partner. Co-Principal Investigator whole project

Awards/Honours

- 2020 Best Paper AIED 2020: 21st International Conf. on AI in Education. *Moodoo: Indoor Positioning Analytics for Characterising Classroom Teaching*. <https://bit.ly/AIED2020BestPaper>
- 2017 Best Paper LAK 2017: 7th International Conf. on Learning Analytics & Knowledge. *Reflective Writing Analytics for Actionable Feedback*. <http://dx.doi.org/10.1145/3027385.3027436>

- 2010-2011 Exhibit: British Library Exhibition *Growing Knowledge: The Evolution of Research* (Oct. 2010-July 2011): video footage of Compendium from the AHRC/EPSRC/JISC *e-Dance project* • <http://projects.kmi.open.ac.uk/e-dance/2010/10/12/e-dance-growing-knowledge>
- 2010 Finalist: *Mozilla Foundation & MacArthur Foundation Jetpack for Learning Design Challenge*: for the *Cobere* Firefox Add-On, one of ten selected to go to SXSW Austin TX for most promising demonstration of Jetpack-enhanced Firefox for learning <http://mozillalabs.com/blog/2010/03/jetpack-for-learning-winners>
- 1996 Winner: *Charlesworth Electronic Journal Award*: for the *Journal of Interactive Media in Education*, for showing most potential in exploiting the power of the Web in scholarly communication

Leadership and Management

I specialize in launching and growing learning technology research centres that are internationally recognised not only for research excellence, but also for their capacity to innovate practical tools impacting the university and beyond.

University of Technology Sydney, AUS

As Professor of Learning Informatics and Director, Connected Intelligence Centre (CIC) I was a direct appointment to launch this new centre in August 2014. The mission was to refine and execute a Connected Intelligence strategy that UTS had been developing since 2011: to build the university's capacity to use data and analytics in its teaching, research and business operations. CIC grew from 2 to 20 staff by mid-2017. The appointment of a high performing academic team catapulted UTS from being research-inactive in the field of Learning Analytics to internationally leading. Significant milestones include the 2015 launch of the university's first transdisciplinary postgraduate degree (Master of Data Science & Innovation), the 2016 launch of the world's first PhD programme dedicated to Learning Analytics, and the use of innovative analytics tools in UTS degrees and business units, including the world's first automated feedback on reflective writing. UTS is documented as a case study in Australian and European reports on the state-of-the-art in Learning Analytics.

- 2020-present Program Board for Data, Analytics and Visualisation (*Power BI dashboard rollout*)
- 2018-present Thesis Examination Committee (*overseeing University-wide policy*)
- 2017 Chair, UTS Program Board for Data, Analytics & Artificial Intelligence (*prioritizing enterprise-wide technology funding*)
- 2016-2017 Steering Group, Faculty of Transdisciplinary Innovation (*oversight of the launch of a new faculty*)
- 2014-present Chair: CIC Board of Studies (*governance of Undergraduate, Masters and PhD programs*)
- 2014-2017 Member: University Academic Board, Teaching & Learning Cttee, Senior Leadership Group
- 2014-2016 Graduate Research School Board

Learning Analytics Leadership: UTS:CIC chosen as a case study

- 2017 *Research Evidence on the Use of Learning Analytics – Implications for Education Policy*. European Union Joint Research Centre Science for Policy (UTS featured as an exemplar case). <https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/research-evidence-use-learning-analytics-implications-education-policy>

The Open University, UK

Joining the Knowledge Media Institute (KMI) as a Research Fellow at its launch in 1995, I was awarded my Chair in 2013. I helped develop KMI into a 70-strong institute that came to be regarded as an exemplar of university learning technology innovation. I led a research group which depending on grants numbered around 7, and served on the leadership teams of the Open University's three major educational technology initiatives in my time: OpenLearn (launch of open educational resources), SocialLearn (experimental social learning platform), and FutureLearn (launch of the UK's MOOC platform). In my capacity as KMI Associate Director (Technology) I developed strategy for innovation diffusion from KMI to mainstream deployment (see Learning Technologies below).

2014	OU Learning Futures 2020 — Vision Steering Group
2013-2014	FutureLearn MOOC Academic Advisory Group, and Learning Analytics advisor
2013-2014	OU Analytics Steering Group
2012-2014	OU Learning Systems Advisory Group
2011-2014	Associate Director (Technology), KMI
2010-2011	Lead Academic, SocialLearn Innovation Pilot (PVC-Learning & Teaching Quality)
2009	Director, SocialLearn Project (OU Strategic Project)
2006-2008	Steering Group and Mock RAE Panel, Computing Research Centre
2001-2005	KMI Ph.D. Admissions Coordinator and OU Research Degrees Committee

Academic leadership positions in civic organisations

I am proud to have served on two UK school Boards of Governors, assisting them both in improving from being deemed by the national Office for Standards in Education (Ofsted) as being in need of 'special measures' for substantial improvement, to flourishing schools.

2005-2014	Chair of Governors, Bushfield Primary School, Wolverton, Milton Keynes
2004-2005	Governor, Radcliffe Secondary School, Wolverton, Milton Keynes

International Academic Profile

My work is currently best known in the Educational Technology and Learning Analytics communities. This bears the hallmark of human-centred design and critical perspectives on computational formalization, from my origins in the Human-Computer Interaction and Hypertext communities.

Keynote addresses

<http://simon.buckinghamshum.net/talks>

2020	International Conference on Quantitative Ethnography, Malibu (Oct. 2020)
2018	<i>Transitioning Education's Knowledge Infrastructure: Shaping Design or Shouting from the Touchline?</i> International Conference of the Learning Sciences, London (June 2018)
2017	<i>Learning Analytics vs Cognitive Automation: Rationale, Examples & Organisational Strategy.</i> International Learning Analytics Summer Institute, Ann Arbor, Michigan (2017)
2016	<i>Towards Learning Analytics for 21st Century Competencies.</i> Learning Analytics Summer Institute Asia (LASI-Asia), Seoul
2016	<i>Algorithmic Accountability and Learning Analytics.</i> Digital Learning Festival, University of South Australia, Adelaide
2014	<i>Learning Analytics and Personalisation of the Student Experience.</i> Universitas21 Educational Innovation Summit, Sydney

- 2014 *Learning Analytics: Welcome to the Future of Assessment?* EdMedia 2014: World Conference on Educational Media & Technology, Tampere, Finland
- 2013 *Learning Analytics Dreams and Nightmares.* 35th Annual European Higher Education Society 2013 Conference, Erasmus University, Rotterdam, NL
- 2013 *Learning Analytics: Unlocking Student Data for 21st Century Learning?* Technology in Higher Education Summit, BETT 2013, London
- 2012 *Our Learning Analytics are Our Pedagogy.* Expanding Horizons: Celebrating Learning and Teaching 2012, Macquarie University, Sydney, AUS
- 2011 *Learning Analytics: Dream, Nightmare, or Fairy dust?* Ascilite'11: Australian Society for Computers in Learning in Tertiary Education, Hobart, AUS
- 2007 *Hypermedia Discourse: Contesting Networks of Ideas & Arguments,* 15th International Conference on Conceptual Structures, Sheffield
- 2006 *Towards Next Generation Tools for Crafting Hypermedia Discourse,* Semaine de la Connaissance, Nantes
- 2003 *Hypermedia Discourse Evolving New Technologies and Practices,* International Conference on Open & Online Learning, Mauritius
- 2003 *Facilitated Hypertext for Collective Sensemaking: 15 Years on from gIBIS.* 8th International Working Conference on the Language Action Perspective on Communication Modelling, Tilburg
- 1995 *Practise What We Preach: Making HCI Design Techniques Usable,* Swedish Human-Computer Interaction Conference, Uppsala

Invited Lectures (selected)

- 2017 *Teaching, Assessment and Learning Analytics: Time to Question Assumptions.* Assessment Research Centre & Centre of the Study of Higher Education, University of Melbourne (Sept. 2017)
- 2017 *Towards Contested Collective Intelligence.* SWARM IARPA Collective Intelligence Project, University of Melbourne (Sept. 2017)
- 2017 *Innovating Analytics for Institutional Impact & Future Pedagogy.* Learning Analytics Summit, Sydney (Jun 2017)
- 2016 *Algorithmic Accountability and Learning Analytics.* UCL Knowledge Lab (Apr 2016)
- 2011 *Net-Centric Scholarly Discourse?* Leibniz Institute Workshop on Future of Research Communication, Dagstuhl
- 2008 *Argumentation Tools and Social Networks,* Leibniz Institute Workshop on Computational Modelling of Argument, Dagstuhl
- 2007 *Digital Research Discourse?* Computational Thinking Lecture Series, University of Edinburgh
- 2006 *Science Portals as Hubs for Hypermedia Discourse,* Genes to Cognition Program: New Horizons in the Internet, ColdSpring Harbor Laboratory, NY
- 2002 *ScholOnto: Towards a Tool for Distributed Scientific Discourse,* Research Institute for Advanced Computer Science, NASA Ames Research Center, Mountain View, CA
- 2002 *Designing Representational Coherence into an Infrastructure for Collective Sensemaking,* National Science Foundation Workshop on Infrastructures for Distributed Communities of Practice, San Diego

- 2001 *Research Directions in Human-Centred Knowledge Management over the Semantic Web*, Joint European Union/ National Science Foundation Strategic Workshop on the Semantic Web, Nice
- 2001 *JIME: An Interactive Journal for Interactive Media*, Change & Continuity in Scholarly Publishing Expert Conference, Dutch Science Foundation, Amsterdam
- 2001 *Open Peer Review Meets Open Archives? Open Archives & Peer Reviewed Journals*, CERN, Geneva
- 2000 *Literacy in Distributed Collective Practices? Distributed Collective Practices: NSF International Collaboration Workshop*, Paris

Chair, conferences, workshops, panels

- 2020 Chair, *Designing Automated Feedback for Impact*, online symposium (Sept. 2020)
- 2018 Scientific Programme Co-Chair: *8th International Conf. Learning Analytics & Knowledge*, Sydney (March, 2018)
- 2017 Co-Chair: *Workshop on Writing Analytics Literacy*, *7th International Conf. Learning Analytics & Knowledge*, Vancouver (March, 2017)
- 2016 Co-Chair: *Workshop on Critical Perspectives on Writing Analytics*, *6th International Conf. Learning Analytics & Knowledge*, Edinburgh (April, 2016)
- 2014 Co-Chair, *Workshop on Analytics for Learning and Becoming in Practice*, *International Conference of the Learning Sciences*, Boulder (June 2014)
- 2014 Co-Chair: *2nd International Workshop on Discourse-Centric Learning Analytics*, *4th International Conf. Learning Analytics & Knowledge*, Indianapolis (March 2014)
- 2014 *MOOC Analytics Workshop*, Future Learning Academic Network, Birmingham (Feb. 2014).
- 2013 Chair: *Dispositional Learning Analytics Workshop*, LASI13: Learning Analytics Summer Institute, Stanford University, USA (2 July, 2013).
- 2013 Chair: *1st International Workshop on Discourse-Centric Learning Analytics*, LAK13, Leuven, BE (8 Apr. 2013).
- 2012 Co-Chair: *Learning Analytics SoLAR Flare UK inaugural meeting*, Open University (19 Nov 2012)
- 2012 Scientific Programme Co-Chair: *2nd International Conf. Learning Analytics & Knowledge*, Vancouver
- 2012 Co-Chair: *Collective Intelligence as Community Discourse & Action* workshop, ACM Conf. Computer-Supported Cooperative Work, Seattle.
- 2012 Co-Chair: *UK SoLAR Flare*. First national meeting on Learning Analytics (Open University, 12 Nov 2012)
- 2010 Chair: *Online Deliberation Emerging Tools Workshop*, *4th International Conf. on Online Deliberation*, Leeds.
- 2007 Co-Chair: *2nd International Conf. on the Pragmatic Web*, Tilburg
- 2006 Chair: *Modelling Meetings, Argumentation & Discourse* workshop, *1st International Conf. on Computational Models of Argument*.
- 2005 Co-Chair: *e-PhDs—Developing Research Skills, Presence and Collaboration at a Distance*, Joint UK-GRAD/Open University national symposium, Milton Keynes.
- 2003 Chair: *1st International Workshop on Scholarly Hypertext*, *14th ACM Conference on Hypermedia*, Nottingham.

1996 Chair: *The Missing Link Symposium: World Web Usability & Hypermedia Research*, The Open University, Milton Keynes (1 May, 1996).

Journal Editorial Boards

2018-present Associate Editor: *Information & Learning Sciences*
2005-2013 Editorial Board: *New Review of Hypermedia & Multimedia*
2009-2012 Editorial Board: *Automated Experimentation*
2000-2004 Editorial Board: *International Journal of Human-Computer Studies*
1996-2004 Co-Founder & Co-General Editor: *Journal of Interactive Media in Education*

Advisory Boards/Steering Groups/Executive Committees

2011-2016 Co-Founder, Vice-President, Executive Committee,
2018-present *Society for Learning Analytics Research*. <http://SolAResearch.org>
2015-2016 Advisory Board, Beijing Normal University, *Big Data Center for Technology-Mediated Education*
2015-2016 Steering Group, University of Michigan NSF-funded *Educational Discourse Analytics* project
2012-2014 *Big Education Data Science Affinity Group*, Stanford University/Gates Foundation, USA
2012-2014 Advisory Board for *Helix Learning Platform*, Altius University, USA
2011-2014 Advisory Board for *Vital Partnerships*, a social enterprise focusing on the transformation of school and workplace learning and leadership through research validated techniques
2010-2012 Steering Group overseeing the international conference series on *Computational Modelling of Argument*
2001 Advisory Board for the *Joint EU-NSF Strategic Workshop on the Semantic Web* to prioritise research challenges for future funding
1992-1999 Executive Member of the *British Computer Society's Human-Computer Interaction Specialist Group*. Managed the first website, and edited a regular feature in its quarterly *Interfaces* magazine (1992-96).

Founder of research and practice networks

2011-present Co-Founder: *Society for Learning Analytics Research* <http://SolAResearch.org>
2011-present Co-Founder: *Learning Emergence Network* <http://LearningEmergence.net>
2003-2014 Co-Founder: *Compendium Institute* <http://Compendium.open.ac.uk>

External PhD Examiner (including Viva Voce)

2013 University of Galway, PhD Examiner: *Enabling Reuse of Arguments and Opinions from Online Social Disputes*.
2011 University of Southampton, PhD Examiner: *Open Semantic Hyperwikis*
2010 University of Utrecht, PhD Examiner: *Representational Scripting for Carrying out Complex Learning Tasks*
2006 University of Birmingham, PhD Examiner: *Computer-Supported Formulation of Argumentation Structure as a Planning Method in Argumentative Writing*

- 2006 Centrum voor Wiskunde en Informatica, Amsterdam, PhD Examiner
(formally appointed, but candidate withdrew)
- 2006 Sheffield Hallam University, PhD Examiner (formally appointed, but candidate withdrew)

Policy Reports/Submissions

- 2019 *Human Rights and Technology Issues Paper: UTS Submission*. Submission to the Australian Human Rights Commission (Human Rights and Technology Consultation). <https://www.uts.edu.au/partners-and-community/initiatives/social-justice-uts/human-rights-and-technology/uts-submission>
- 2019 *The Ethics of Learning Analytics in Australian Higher Education. A Discussion Paper*. Corrin, L., Kennedy, G., French, S., Buckingham Shum S., Kitto, K., Pardo, A., West, D., Mirriahi, N., & Colvin, C. (2019). <https://melbourne-cshe.unimelb.edu.au/research/research-projects/edutech/the-ethical-use-of-learning-analytics>
- 2014 *Putting Learners in Control of their Data*. The Open University's Knowledge Media Institute submission to the UK Dept. for Education, Educational Technology Action Group (ETAG), set up in February 2014 by three Ministers: Michael Gove, Matthew Hancock and David Willetts. <http://simon.buckinghamshum.net/2014/06/learning-analytics-input-to-etag>
- 2012 *UNESCO Policy Briefing on Learning Analytics*. <http://iite.unesco.org/publications/3214711> (one of the earliest policy reports on this emerging field)

Doctoral Supervision & Teaching

I greatly enjoy the mentoring of doctoral students, both my own, and via international doctoral consortia.

Doctoral Supervision

Connected Intelligence Centre, University of Technology Sydney, AUS

- 2018-present Principal Supervisor: Gloria Fernandez Nieto (full-time)
Guidance in Multimodal Learning Analytics for Collaborative Classrooms
- 2017-present Principal Supervisor: Sophie Abel (full-time)
Building Learning Design Patterns to Embed Writing Analytics Tools in Research Writing Pedagogy
- 2016-2019 Principal Supervisor: Shibani Antonette (full-time)
Understanding the Impact of Automated and Peer Feedback on Academic Writing and Revisions
- 2016-2020 Principal Supervisor: Vanessa Echeverria (full-time)
Supporting the Development of Collaborative Skills Through On-time Feedback
- 2016-present Co-Supervisor: Carlos Gerardo Prieto-Alvarez (full-time)
Giving Voice to Students: Inclusion of Learners in the Design Process of the Analytics that Represent Them

Knowledge Media Institute, The Open University, UK

- 2012-2017 Principal and then External Supervisor: Duygu Bektik (full-time/part-time)
Learning Analytics for Academic Writing through Automatic Identification of Metadiscourse
- 2012-2015 Principal Supervisor: Simon Knight (full-time)
Epistemic Beliefs, Social Search and Learning Analytics
- 2003-2011 Principal Supervisor: Albert Selvin (part-time)
Ph.D: *Making Representations Matter: Understanding Practitioner Experience in Participatory Sensemaking*

- 2002-2009 Principal Supervisor: Neil Benn (full and part-time)
Ph.D: *Modelling Scholarly Debate: Conceptual Foundations for Knowledge Domain Analysis Technology*
- 2000-2009 Principal Supervisor: Joanna Kwiat (full and part-time; I joined team in 2007)
Ph.D: *Multi-Perspective Annotation of Digital Stories for Professional Knowledge Sharing within Health Care*
- 2006-2008 Co-Supervisor: Anna De Liddo (full-time visiting student, University of Bari)
Ph.D: *A Process Memory Platform to Support Participatory Planning and Deliberation*
- 2005-2006 Co-Supervisor: Alexandra Okada (full-time visiting student, University of Sao Paulo)
Ph.D: *Knowledge Cartography for Learning, Teaching and Research*
- 2001-2006 Principal Supervisor: Bertrand Sereno (full and part-time)
Ph.D: *A Document-Centric Semantic Annotation Environment to Support Sense-Making*
- 1999-2003 Principal Supervisor: Clara Mancini (full-time)
Ph.D: *Cinematic Narrative and Scholarly Hypertext*

International Doctoral Training

- 2021 *Co-Chair Doctoral Consortium*, International Conference on Learning Analytics & Knowledge, 2021
- 2020 *Co-Chair Doctoral Consortium*, International Conference on Learning Analytics & Knowledge, 2020
- 2019 *Co-Chair Doctoral Consortium*, International Conference on Learning Analytics & Knowledge, 2019
- 2016 *Co-Chair Doctoral Consortium*, International Conference on Learning Analytics & Knowledge, 2016
- 2013-2016 *Coordinator, International network of Learning Analytics Summer Institutes* for PhD students: <https://solaresearch.org/conferences/lasi>
- 2015 *Co-Chair Doctoral Consortium*, International Conference on Learning Analytics & Knowledge, 2015
- 2012 *Chair, Learning Analytics Workshop*, 10th Interuniversity Centre for Educational Sciences (ICO) Research School (Netherlands & Belgium)
- 2011-12 *EDUCAUSE Learning Initiative: Learning Analytics webinars*:
[https://www.educause.edu/search?q="buckingham.shum"](https://www.educause.edu/search?q=)
- 2011 *Keynote, Research Methods Conference*, The Open University, UK:
<http://cloudworks.ac.uk/cloud/view/5106>
- 2010 *UK Visual Analytics Consortium Summer School*: <http://www.eis.mdx.ac.uk/vass>
- 2005 *Co-Chair, Joint UKGRAD/OU Research School e-PhD workshop* (physical+online workshop): <http://projects.kmi.open.ac.uk/e-phd>
- 2004 *Stanford University: Seminar Program on People, Computers, and Design*:
<http://hci.stanford.edu/courses/cs547/abstracts/03-04/040416-buckingham-shum.html>

Teaching

UTS Master of Data Science & Innovation

- 2015-2017 CIC launched in 2015 the *Master of Data Science & Innovation*, its first transdisciplinary, postgraduate degree. The human-centred design approach in this degree broke new ground, integrating conventional data science training with

extended work placements, creativity, collaboration, narrative innovation thinking and ethics. Students were recognised by employers as distinctive and highly employable, some students securing new jobs before graduation, and many teams winning open data hackathons run by government and business groups.

<https://www.uts.edu.au/future-students/analytics-and-data-science>

My challenge was to create the conditions and resources to enable the team intensity, creativity and agility required to launch a new Masters program. I had overall responsibility for the degree's staffing and operations, managed the Course Director, and coordinated/taught the first presentation of the core course *Data Visualisation & Narratives* in 2016, delivered in blended mode.

OU B823 Managing Knowledge, Business School (30 points)

Launched in 1999, this was the world's first MBA subject in Knowledge Management, at the time a very topical subject. The roles detailed below reflect what is involved as an OU Course Team member in delivering quality distance learning, including the piloting of (what were at the time) innovative learning technologies and multimedia resources (see next section for details).

- 1998-2006 Academic Author:
Unit 3: The Cost of Knowledge (50%)
Unit 10: Knowledge Technologies (sole author)
Unit 12: Knowledge Management: A Synthesis (10%).
- Lead author on assignment *TMA01: Sensemaking in an Internet Team* (80%)
- CD-ROM 3: *Unit 10 Demonstrations*
- Audio Tape 6: *Course Team Round Table Concluding Discussion*
- Assoc. Lecturer Lyceum Resource Pack: *Online Tutorial 1*
- Student/Assoc. Lecturer Handbook: *Lyceum Hands-On Hints* (1999 only)
- Websites for: *Unit 10 Resources* and *TMA01 Resources*
- Video: *Opening Day School – Introduction to Lyceum* (1999 only)
- 2000 *Residential Weekend School* planning and delivery
- 1998-1999 Member of the *Tutorial Working Group* (Tutorial 1, preparing for the pioneering use of *Lyceum* voice-conferencing synchronous groupware).

Learning Technology Innovation & Impact

A key challenge that universities face is the diffusion of technological innovation into their own teaching practices, as an instance of the pervasive challenge of embedding new technology in human work systems. I have made this both an object of scholarly enquiry, as well as a modus operandi.

University of Technology Sydney

The Connected Intelligence Centre is an innovation centre tasked with impacting UTS teaching and learning with analytics capability. The projects CIC runs with UTS and national partners are detailed on our website:
<https://cic.uts.edu.au>

The rationale and strategy underpinning CIC's operations are summarized in:

- 2018 Buckingham Shum, S. and McKay, T. (2018). Architecting Universities for Learning Analytics: Innovating for Sustainable Impact. *EDUCAUSE Review*, March/April 2018. <https://er.educause.edu/articles/2018/3/architecting-for-learning-analytics-innovating-for-sustainable-impact>
- 2016-present Incremental development and release of advanced learning analytics software tools to equip students with Graduate Attributes/transferable “21st Century”

competencies, including critical thinking, professional reflection, face-to-face teamwork and lifelong learning dispositions. Examples:

- Staff and student orientation to **automated feedback on writing**:
<https://uts.edu.au/acawriter>
- Staff and student orientation to **assessing learning dispositions**:
<https://LearningJourneys.uts.edu.au>
- Advances in **automated feedback on nursing teamwork**:
<https://cic.uts.edu.au/personalised-feedback-to-nursing-teams>
- CIC Newsletters provide snapshots of the centre's engagement and impact:
<https://cic.uts.edu.au/news/subscribe>

The Open University

At the Knowledge Media Institute, I made distinctive contributions to OU teaching and student support through the invention and innovation of learning technologies. I established a very strong leadership track record in migrating next generation tools from (normally externally-funded) research projects, to deployment in core OU teaching and research. My alumni page links to key projects: <http://kmi.open.ac.uk/people/member/simon-buckingham-shum>

2012-2014 **FutureLearn: UK MOOC platform grounded in social learning pedagogy**

FutureLearn was launched in 2012 by the OU as the UK's platform for Massive Open Online Learning courses (MOOCs), with university partners from across the UK offering courses. I served on the steering group from its inception, and as the academic lead on Learning Analytics. <http://futurelearn.com>

2008-2012 **SocialLearn: a Web 2.0 space for the OU learning journey**

SocialLearn was envisaged as a platform to understand the dynamics of free online social networking and user-generated content. SocialLearn supported informal-to-formal learning journeys, provided analytics for both pedagogical and business purposes. My role was formative, serving as Director (2009) liaising with the Vice-Chancellor's Executive, University Council and across the university, overseeing high level concept, user scenarios, detailed design, business modelling, branding, communications. As Lead Academic (2010-2012) coordinating research. Research blog: <http://www.open.ac.uk/blogs/SocialLearnResearch>

2006-2013 **Cohere: concept mapping web annotations**

Cohere enabled learners to add notes directly to any Web resource, connect them in meaningful ways to create concept and argument maps, and engage in reflective debate with others. It was in use by students and educators to engage in reflective learning and qualitative analysis. <http://kmi.open.ac.uk/technologies/name/cohere>

2011-2014 **Evidence Hubs: pooling collective intelligence**

Evidence Hubs provided a structured website for online learners to pool and debate their collective understanding of issues. Building on external seed funding, the OU and DfE are resourcing a new Hub connecting OU students and researchers, with educational practitioners, policy analysts and business. Funding from Research School, Vital, Birmingham City Council, Burdett Foundation and Hewlett Foundation. <http://evidence-hub.net>

2005-2014 **OpenLearn: open content plus open learning support tools**

OpenLearn enabled the OU to understand the dynamics of Open Educational Resources. I engaged with the Hewlett Foundation from their earliest visits to the OU, and convinced them that open content should be accompanied by open learning support tools. Consequently, free tools for knowledge mapping and video conferencing were integrated on the homepage of every OpenLearn course unit, with many examples of effective usage. I served on the OpenLearn Steering Group, Technical Management Group, and as PI on the associated *Open*

Sensemaking Communities project. <https://www.open.edu/openlearn> •
<http://projects.kmi.open.ac.uk/osc>

2002-2014 **Compendium: visual knowledge mapping**

Compendium supports learners in the critical appraisal and structuring of information fragments and ideas, moving towards reflective dialogue and argumentation. With >108,000 downloads and a global user community, this is a very flexible research tool with endorsements from many individuals, institutions and companies. I am the principal investigator (PI) on Compendium, securing external funding 2002-2012, and then facilitating faculties who tuned it to their needs. Archived community site: <http://Compendium.open.ac.uk>
User endorsements: <http://Compendium.open.ac.uk/community/community.htm>

1998-2009 **Lyceum: internet voice conferencing groupware**

Lyceum was the mid-90s precursor to today's synchronous groupware tools such as Skype, Google Hangout and Zoom. Lyceum was initiated by Marc Eisenstadt, pioneering the use of Java and Voice-over-IP in the era of the 56K modem. I led the effort to deploy it on the first OU course (B823 Managing Knowledge, 1999), advising other faculties subsequently. I tested early prototypes in 1998, and designed the first versions of the Concept Mapping, Whiteboard, and ScreenGrab tools used by thousands of students in online tutorials. I then designed and delivered the first training for the Tutors who ran student groups. Lyceum enabled the OU to pioneer telepresence at scale, building its capacity in the associated instructional design, for instance, the delivery of oral language exercises for foreign language distance courses. <http://kmi.open.ac.uk/technologies/name/lyceum>

Peer reviewed publications

- ORCID: <http://orcid.org/0000-0002-6334-7429>
- Google Scholar (h-index=48 / i10-index=152): <https://scholar.google.com/citations?user=t3774iUAAAAJ>
- ACM: http://dl.acm.org/author_page.cfm?id=81547962156&CFID=983711069&CFTOKEN=88559779#
- UK Open University Eprint Archive: <http://oro.open.ac.uk>

Authored Books

Selvin, A. and Buckingham Shum, S. (2015). *Constructing Knowledge Art: An Experiential Perspective on Crafting Participatory Representations*. Human-Centered Informatics Series, Morgan & Claypool. <http://www.morganclaypool.com/doi/abs/10.2200/S00593ED1V01Y201408HC1023>

Edited Books

Okada, A., Buckingham Shum, S. and Sherborne, T. (Eds.) (2008). *Knowledge Cartography: Software Tools and Mapping Techniques*. London, UK: Springer. (Second Edition 2014)
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<https://www.springer.com/gp/book/9781852336646>

Edited Journal Special Issues / Conference Proceedings

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- Buckingham Shum, S., Gasevic, D. and Ferguson, R. (Eds.). (2012). *Proceedings of the 2nd International Conference on Learning Analytics and Knowledge*. (Vancouver, March 2012). ACM Press: NY.
- Buckingham Shum, S., Lind, M. and Weigand, H. (2007). (Eds.) *Proceedings 2nd International Conference on the Pragmatic Web*, 22-23 Oct. 2007, Tilburg: NL. ACM Digital Library: <http://dx.doi.org/10.1145/1324237.1324238>
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- Spohrer, J., Sumner, T., & Buckingham Shum, S. (1998). (Eds.) Special Issue: Educational Authoring Tools and the Educational Object Economy. *Journal of Interactive Media in Education*, 98, (10) <http://jime.open.ac.uk/jime/issue/view/12> ISSN:1365-893X
- Buckingham Shum, S., & McKnight, C. E. (1997). World Wide Web Usability: Special Issue, *International Journal of Human-Computer Studies*. 47, (1), 1-222. ISSN: 1071-5819

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- Martinez-Maldonado, R., Schulte, J., Echeverria, V., Gopalan, Y. and Buckingham Shum, S. (In Press). Where is the Teacher? Digital Analytics for Classroom Proxemics. *Journal of Computer Assisted Learning*, to appear (Accepted March. 2020).
- Martinez-Maldonado, R., Elliott, D., Axisa, C., Power, T, Echeverria V. & Buckingham Shum, S. (2020). Designing Translucent Learning Analytics with Teachers: An Elicitation Process. *Interactive Learning Environments*, Published online: 19 Jan 2020. <http://doi.org/10.1080/10494820.2019.1710541>
- Roberto Martinez-Maldonado, Katerina Mangaroska, Jurgen Schulte, Doug Elliott, Carmen Axisa, and Simon Buckingham Shum. 2020. Teacher Tracking with Integrity: What Indoor Positioning Can Reveal About Instructional Proxemics. *Proc. ACM Interactive, Mobile, Wearable Ubiquitous Technology* 4, 1, Article 22 (March 2020), 27 pages. <https://doi.org/10.1145/3381017>
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Prieto-Alvarez, C.G., Martinez-Maldonado, R. and Buckingham Shum, S. 2020. LA-DECK: A Card-Based Learning Analytics Co-Design Tool. *Proceedings of the 10th International Conference on Learning Analytics and Knowledge*, Frankfurt, Germany, March 2020 (LAK'20), ACM, New York, NY, USA. 10 pages. DOI: <https://doi.org/10.1145/3375462.3375476>

Kirsty Kitto, Nikhil Sarathy, Aleksandr Gromov, Ming Liu, Katarzyna Musial, and Simon Buckingham Shum. 2020. Towards Skills-based Curriculum Analytics: Can we automate the recognition of prior learning? *Proceedings of the 10th International Conference on Learning Analytics and Knowledge (LAK '20)*, March 23–27, 2020, Frankfurt, Germany. ACM, New York, NY, USA, 10 pages. <https://doi.org/10.1145/3375462.3375526>

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