Scholarly Activity: Value and Opportunities
5 Sept 2016

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Scholarly Activity

- What is its purpose?
- What does it mean to you?
- Does it support your career objectives?
- How much time do you devote to it?
- What do you get out of it?
- Who else benefits?
My Experience
My Career Objective(s)

- Guide, mentor and inspire students to excel
- Enhance the reputation of the UoD
- Enjoy what I do
Purpose of Scholarly Activity

How to teach

What to teach
A Short Journey

- 2012 fulltime in Computing
  - Academic as “Domain Expert” or “Learning to Learn Expert”?
- 2013 / 2014 used Learning analytics to identify impact on BMEI deficit in module reports
- July to Sept 2014 noticed Locations Services accuracy problem
- Oct 2014 single Dissertation topic on LS accuracy
- April 2015 joint LBS paper with 3rd year students
Changing Environment

- Business School
  - Managerial approach
    - Tight control, permission based
    - You can take risks that succeed

- School of Computing and Maths
  - Leadership Approach
    - Inspire and enthuse, try new ideas
    - You will learn from success and failure
Amended Pedagogy

- Academic as “Learning to Learn” expert
  - Learning by research and big challenges
- Significant increase in individual contact
- Used Learning Analytics to identify benefits
- Video record all lectures, seminars and conference presentations onto YouTube Channel,
  [https://www.youtube.com/channel/UChK4x4moqdF85jcLxgSUHkg](https://www.youtube.com/channel/UChK4x4moqdF85jcLxgSUHkg)
Reducing BMEI Achievement Deficit

Good Grades Achievement

- B
- W
- Total


0 20 40 60 80 100
In 2013

Distribution of Mark

Percent

Mark

BMEI

White UK

Use orange line
Consequences

- One of 3 UoD nominations for HEA NTFS 2016
- Invited Keynote speaker
  - IJAS 2015, 2016 and 2017
- Portsmouth University - Communities of Practice
  - “Students Achieving Excellence without Exception: Confirmed by Learning Analytics” - Dec 2016
Value of Formative Review

Impact of Formative Review on % Mark
ISA / ES 2014
Does Attendance Matter?

ISA and ES Article Grades Compared to Attendance 2016

\[ y = 13.74x + 64.111 \]
\[ R^2 = 0.0378 \]
Students as “Co-Producers”

- Focus modules and research on my interests
- Single topic for Independent Studies
  - My research focus
- Student based publications
Triggers to Research Project

- 22km error
- Night-time wandering
- Start-up movement
- 4900m error from top of Mont-Royal
- wandering
V Patel – Key Insight – Models Vary

<table>
<thead>
<tr>
<th>phone</th>
<th>N</th>
<th>Mean</th>
<th>Std Dev</th>
<th>Std Err</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nexus</td>
<td>54</td>
<td>41.5629</td>
<td>24.1146</td>
<td>3.2816</td>
</tr>
<tr>
<td>iPhone</td>
<td>58</td>
<td>85.5101</td>
<td>113.8</td>
<td>14.9403</td>
</tr>
</tbody>
</table>

| Method          | Variances | DF    | t Value | Pr > |t| |
|-----------------|-----------|-------|---------|------|---|
| Pooled          | Equal     | 110   | -2.78   | 0.0064 |
| Satterthwaite   | Unequal   | 62.476| -2.87   | 0.0055 |

Proc Univariate – Histogram issues
Farondeep Bains – Key Insight – Cars and Carparks

Bar Chart Demonstrating The Error Difference In The Same Carpark Whilst Busy and Empty

- **Car Park When Busy high picture**: 100.88
- **Car Park When Busy medium**: 411.82
- **Car Park When busy low picture**: 935.49
- **Empty Car Park Low**: 10.133
- **Empty Car Park high**: 10.133
- **Empty Car Park medium**: 10.133

Carpark

<table>
<thead>
<tr>
<th>carpark</th>
<th>Color</th>
</tr>
</thead>
<tbody>
<tr>
<td>Car Park When Busy high picture</td>
<td>blue</td>
</tr>
<tr>
<td>Car Park When Busy medium</td>
<td>red</td>
</tr>
<tr>
<td>Car Park When busy low picture</td>
<td>green</td>
</tr>
<tr>
<td>Empty Car Park Low</td>
<td>brown</td>
</tr>
<tr>
<td>Empty Car Park high</td>
<td>purple</td>
</tr>
<tr>
<td>Empty Car Park medium</td>
<td>yellow</td>
</tr>
</tbody>
</table>
V Horecny – Key Insight – Chipsets

HTC-M8 (blue) modern chipset
HTC-Desire S (Pink) early version chipset
Amna Al-Mutawa – Key Insight – Time Variability

Date: 10.03.15
01:31 pm to 01:43 pm
Consequences

- **Student Publications**
  - [http://commerce3.derby.ac.uk/ojs/](http://commerce3.derby.ac.uk/ojs/)

- **Student co-Authored Paper at SAS Global 2015**
  - Using SAS® Mapping functionality to measure and present the Veracity of Location Data

- **Invited speaker at Business conferences**
  - Informa / Knect365 (and session chair)
  - IQPC
  - Management Events (and Leadership session 2017)
  - Hennik Group
  - 31Media

- **Invited by Business conference organisers to shape their Agenda**
Analytics Domain Expertise

- Development of Big Data and Data Science curricula
- SAS and IBM Watson
Consequences

- Co-chair of annual IBM BDA EdCon series
- IBM Faculty Awards ($10k), 2014, 2015 and 2016
- Founding member of Watson Analytics Global Academic Network
- Watson Analytics for Students for all UoD UK students (equivalent benefit of $8.5M per year)
- Programme Committee member on several conferences
- Editorial Team member on International Journal of Learning Technology
External Profile

- **School Web Site**

- **LinkedIn**
  - [https://uk.linkedin.com/in/richardselfllm](https://uk.linkedin.com/in/richardselfllm)

- **YouTube**
  - [https://www.youtube.com/channel/UChK4x4moqdF85jcLxgSUHkg](https://www.youtube.com/channel/UChK4x4moqdF85jcLxgSUHkg)

- **Big Data Educational Resources and Research**
  - [http://computing.derby.ac.uk/bigdatares/](http://computing.derby.ac.uk/bigdatares/)