00:00:00,379 --> 00:00:01,059[00:00:00,379 --> 00:00:01,059] - [speaker_0]
... you know.

00:00:01,039 --> 00:00:02,480[00:00:01,039 --> 00:00:02,480] - [speaker_1]
So nothing about your product then?

00:00:02,460 --> 00:00:03,399[00:00:02,460 --> 00:00:03,399] - [speaker_0]
Oh, y- y- yeah. So like-

00:00:03,379 --> 00:00:03,740[00:00:03,379 --> 00:00:03,740] - [speaker_1]
Okay. (laughs)

00:00:03,720 --> 00:00:14,220[00:00:03,720 --> 00:00:14,220] - [speaker_0]
... eventually we'll get to that in, in the sense like, "What are your thoughts on how it can be, like, a few words that'd be, that'd be also great." Um, but, um, yeah, don't worry about it too much obviously. We can edit things out and then obviously we'll send you the video.

00:00:14,199 --> 00:00:14,279[00:00:14,199 --> 00:00:14,279] - [speaker_1]
Yeah.

00:00:14,259 --> 00:00:18,360[00:00:14,259 --> 00:00:18,360] - [speaker_0]
It is most, only mostly for the, uh, for our module purposes, so-

00:00:18,340 --> 00:00:19,940[00:00:18,340 --> 00:00:19,940] - [speaker_1]
Yeah, sure, sure. Yeah, that'd be grand.

00:00:19,920 --> 00:00:20,680[00:00:19,920 --> 00:00:20,680] - [speaker_0]
So (inaudible)

00:00:20,659 --> 00:00:24,420[00:00:20,659 --> 00:00:24,420] - [speaker_1]
What was I gonna say? How many, how many people have you interviewed so far then?

00:00:24,399 --> 00:00:28,279[00:00:24,399 --> 00:00:28,279] - [speaker_0]
Uh, we've had set up, uh, I think around 10 interviews, so, so far.

00:00:28,260 --> 00:00:28,360[00:00:28,260 --> 00:00:28,360] - [speaker_1]
Okay.

00:00:28,340 --> 00:00:34,119[00:00:28,340 --> 00:00:34,119] - [speaker_0]
But this is all for the video. Uh, obviously we've spoken to, at this point, well over 100 people. (laughs)

00:00:34,099 --> 00:00:34,479[00:00:34,099 --> 00:00:34,479] - [speaker_1]
Yeah.

00:00:34,459 --> 00:00:38,539[00:00:34,459 --> 00:00:38,539] - [speaker_0]
So yeah, it's been quite a journey. But, uh, yeah, final push I suppose. So, yeah.

00:00:38,520 --> 00:00:38,720[00:00:38,520 --> 00:00:38,720] - [speaker_1]
Yeah.

00:00:38,700 --> 00:00:39,079[00:00:38,700 --> 00:00:39,079] - [speaker_0]
Um-

00:00:39,059 --> 00:00:41,000[00:00:39,059 --> 00:00:41,000] - [speaker_1]
So where do you want me? Do I have to sit back or?

00:00:40,979 --> 00:00:45,360[00:00:40,979 --> 00:00:45,360] - [speaker_2]
Uh, wherever you want. The, the camera should be set up for it. Um, anyways.

00:00:45,340 --> 00:00:45,540[00:00:45,340 --> 00:00:45,540] - [speaker_0]
Yeah.

00:00:45,520 --> 00:00:46,080[00:00:45,520 --> 00:00:46,080] - [speaker_1]
So yeah.

00:00:46,059 --> 00:00:48,299[00:00:46,059 --> 00:00:48,299] - [speaker_0]
Um, have we got the lamps?

00:00:48,279 --> 00:00:48,899[00:00:48,279 --> 00:00:48,899] - [speaker_2]
Just clipping this on.

00:00:48,879 --> 00:00:49,220[00:00:48,879 --> 00:00:49,220] - [speaker_0]
Yeah.

00:00:49,200 --> 00:00:50,080[00:00:49,200 --> 00:00:50,080] - [speaker_2]
There you go.

00:00:50,059 --> 00:00:50,500[00:00:50,059 --> 00:00:50,500] - [speaker_1]
Uh... Thank you.

00:00:50,479 --> 00:00:52,340[00:00:50,479 --> 00:00:52,340] - [speaker_0]
That's brilliant. All right. Uh, so as I said, just a quick intro maybe then, uh, who you are at Imperial, what's your role been, and, uh, how long you've been around here.

00:00:52,319 --> 00:00:54,059[00:00:52,319 --> 00:00:54,059] - [speaker_1]
Okay, sure. Uh, James Toner. Uh, my, uh, title is Director of Digital Education Services and Innovation within, uh, ICT.

00:00:54,039 --> 00:00:54,059[00:00:54,039 --> 00:00:54,059] - [speaker_0]
Yeah.

00:00:54,039 --> 00:00:54,059[00:00:54,039 --> 00:00:54,059] - [speaker_1]
Uh, been at Imperial now two and a half years. Um, but yeah.

00:00:54,039 --> 00:00:54,059[00:00:54,039 --> 00:00:54,059] - [speaker_0]
Uh, how long have you been in education then?

00:00:54,039 --> 00:00:54,439[00:00:54,039 --> 00:00:54,439] - [speaker_1]
Oh, uh, a long time. Uh, 20 odd years, um, in different areas, be it, um, in commercial, um, through to government, uh, and now obviously in, in higher education.

00:00:54,419 --> 00:00:54,500[00:00:54,419 --> 00:00:54,500] - [speaker_0]
Brilliant. Yes. And what drew you to the school, uh, to begin with? How did you end up in education?

00:00:54,479 --> 00:00:54,779[00:00:54,479 --> 00:00:54,779] - [speaker_1]

Um, uh, I've always been interested in, in computing, uh, and, uh, and, um, also interested in human computer interaction.

00:00:54,759 --> 00:00:54,840[00:00:54,759 --> 00:00:54,840] - [speaker_0]
Mm-hmm.

00:00:54,819 --> 00:01:39,039[00:00:54,819 --> 00:01:39,039] - [speaker_1]
Uh, and, uh, interactive design. And so through that aspect of my degree course, I leant more towards understanding how people learn and interacted with technology that then led me into more the education field. Uh, originally more project managee, um, or project management. Uh, but then that through sort of desktop support and training. I then lent into online education or digital online courses about 20 years ago. And then from there, it just carried on through.

00:01:39,019 --> 00:01:45,299[00:01:39,019 --> 00:01:45,299] - [speaker_0]
Brilliant. Yeah. And, you know, over your vast experience, sort of 20 years then, uh, speaking exactly about that, the sort of human to computer interaction, specifically student to computer interaction, what have you seen to be the biggest trends? How has it changed?

00:01:45,279 --> 00:02:28,579[00:01:45,279 --> 00:02:28,579] - [speaker_1]
Um, I suppose it's just the opportunities that technology provides in enriching the education experience. Um, although there's been lots of, um, developments over these 20 years with, you know, the likes of Facebook and, um, TikTok and all of these different... YouTube and all these different platforms, um, there's a perception that people are getting more technology savvy. But actually, um, from my experience, it's very much surfaced sort of learning, and they don't necessarily understand the more detailed aspects of the technology. Um, so, um, technology has been beneficial, but then also caused barriers in, in, in people not necessarily understanding, um, how they could best utilize it. And so, um, yeah, I've seen technology in both a positive light as well as a, a, maybe a negative light as well.

00:02:28,559 --> 00:02:45,359[00:02:28,559 --> 00:02:45,359] - [speaker_0]
Absolutely. Yeah. And from the university perspective, uh, how have you seen universities adapt to this? Uh, have they been quick to react to new technological developments? What are they looking when they're, uh, looking to onboard new technology?

00:02:45,339 --> 00:03:39,239[00:02:45,339 --> 00:03:39,239] - [speaker_1]
I think it's, um... it's difficult to say in a sense because of the context of how a university works. And so if, um, if you want to do obviously changes to programs or modules, there's a lot of planning that has to happen in advance of that happening. So I mean, what, what for one person is quick, um, may be seen as slow in another person's eyes. Um, there was, there is also a lot of worry or this perceived worry, um, for example, when lecture capture came in and there was... it was seen as maybe potentially replacing, um, the education and, and seen more as a threat. Uh, whereas now, I think it was still seen in, in potentially a bad light, uh, and there was lots of research about how it potentially could impact, um, the student experience, uh, in a negative way that students wouldn't turn up and just rely on, on lecture captures, for example. Um, but when sort of COVID hit, um, I think sort of the mindset changed a little bit, as well as obviously experiencing it over a few years. So that's just one example, uh, of where, um, sort of technology came in gradually over a number of years, but actually at a point now where it's not even thought about. Uh, it's expected that lectures are captured. Uh, and you see it with the use of VLEs as well, Virtual Learning Environments, also known as Learning Management Systems. Um, the, the simplicity now of, you know, submitting coursework, um, when in, in, in previous years you would have to queue up outside a, an office and hand in a hard copy. Um, uh, there's, there's lots of, uh, technology enhance, enhancements I've had that you could perceive has made life a lot simpler for students.But also it's created a lot of noise and trying to

then understand what is the right technology to look at and what is the, the technology that will help support students in their day-to-day, uh, life. It makes... it, it become more difficult.

00:03:39,219 --> 00:06:05,599[00:03:39,219 --> 00:06:05,599] - [speaker_0]
Absolutely. Yeah. And you mentioned there was something interesting, uh, that we could maybe dig in a little bit more into. So, uh, you know, different people, uh, are able... you know, have different command of technology, right? Uh, do you feel like the, uh, services that universities provide, uh, are tailored to each student to, to a sufficient degree? Or do you think that, uh, that is still lacking?

00:06:05,579 --> 00:07:31,099[00:06:05,579 --> 00:07:31,099] - [speaker_1]
Um, I think different universities work in different ways, and I think at Imperial wh- where it's very federated, it's very much I... look, you know, having that local support within the lo- local departments to help support their students, which works well. I think where that... where the challenge with that h- is the consistency of experience across dif- even different departments within the same, uh, faculty, uh, and, and comparing faculties a- across the university. So, um, I still feel, um, w- we need to get to a point where, um, it's a li- a lot more user-friendly in, in, in what... in how technology supports, um, students and staff. Um, uh, and it's just really lowering that bar, um, so there is no training required and it just... it's, it's just seen as natural. Uh, sort of, you know, there was a point, uh, I, I... I just watched this recently where the mention of the iPhone, when the iPhone came in, it opened up the market that a lot more people then use... easily use a phone. Same with Nintendo Wii, when that appeared, it just opened up the market. There was a lot more natural for people to use. And so I think there's things that we can do, especially around the education experience that's a lot more personalized to the individual, that's more just in time regarding what they're doing, that then they can then reference out to different pieces of support, uh, based on what they're trying to do at that particular point in time.

00:07:31,079 --> 00:07:42,339[00:07:31,079 --> 00:07:42,339] - [speaker_0]
Yeah. Absolutely. Yeah. And up until this point, we've been speaking only... mostly about students, uh, but what about the lecturer side of things? How has that advanced and... especially the lecturer-student interaction? How has technology been able to support that?

00:07:42,319 --> 00:08:45,987[00:07:42,319 --> 00:08:45,987] - [speaker_1]
Yeah, I think this is a... the, the... I think the, uh... I was on a call, um, even just, um, about an hour ago where we were looking at AI and, and, and how, um, that is impacting on how, um, courses and learning is, is, is delivered. And there may be a perception that, you know, academics are..... they're under a lot of time pressure, but then seeing this technology as a potential to reduce that time pressure, um, in, in a good way so then they can focus on, you know, value-add rather than it just being seen as not doing as much work as they'd previously done. I think technology, like I mentioned previously, adds extra workload because they have to learn and understand how the technology works and what value they get out of it, um, a- and then also keep on top of the developments, uh, as well as, you know, what students are expecting, you know, coming through from secondary school/college, their experience may be of technology, maybe it's slightly different, um, to, to what they experience in, in HE. Um, and it's just keeping on top of those developments and making sure that they value-add to, um, the, the student experience.

00:08:45,967 --> 00:09:02,367[00:08:45,967 --> 00:09:02,367] - [speaker_3]
Yeah, absolutely. And, you know, y- you mentioned there, you know, the support that the technology can now give to lecturers. Uh, where do you think are the areas of focus that we're testing it and being able to levy, you know, uh, the load off, uh, you know, some, some of the burden off the lecturers' shoulders particularly?

00:09:02,347 --> 00:10:14,267[00:09:02,347 --> 00:10:14,267] - [speaker_1]
Well, I think it's about enriching what they're doing. Um, I mean, um, there's always, well, there's contact hours, but, um, that could be, um, is 20 hours of lectures, you know, didactic lectures as good as five hours of really valuable interactions? And so there's some, um, difficult metrics that I use to, to sort of quantify, quantify the quality of the teaching, but I see technology to provide those insights. So, you know, analytics, um, coming through, um, l- learning analytics in a sense that, uh, an academic can look at how their educational content has been engaged with and then adapt that teaching based on that immediate feedback to then make sure that the, you know, the, the learning objectives are being, are being understood, uh, by the students and they, you know, naturally progress into the higher levels of, of the, you know, the Bloom's Taxonomy Of, of Learning. So, um, I think there's, th- is that the technologies has opened up lots of data and, and feedback that probably wasn't there before, um, but again, it's having that time to make sure that's easily digestible to then reference it back and how quickly do you reference it back and how quickly do you adapt your teaching, um, is a, is a challenge, I think.

00:10:14,247 --> 00:10:27,827[00:10:14,247 --> 00:10:27,827] - [speaker_3]
Yeah. Um, what has been, uh, sort of any practices in the past? You mentioned that, you know, there isn't really anything cool today, but, uh, what have lecturers sort of, um, gone up to try and get these analytics, uh, from students and how have they been able to adapt it to their teaching?

00:10:27,807 --> 00:10:43,027[00:10:27,807 --> 00:10:43,027] - [speaker_1]
I think there's some, um, interesting dashboards that appear around student engagement, uh, in regards to looking at content and, you know, attendance and, and scores and, and some correlations around that. Um... Um...

00:10:43,007 --> 00:10:45,707[00:10:43,007 --> 00:10:45,707] - [speaker_3]
What would be the shortcomings of those instruments?

00:10:45,687 --> 00:10:46,607[00:10:45,687 --> 00:10:46,607] - [speaker_1]
The shortcomings?

00:10:46,587 --> 00:10:46,607[00:10:46,587 --> 00:10:46,607] - [speaker_3]
Yeah.

00:10:46,587 --> 00:11:30,447[00:10:46,587 --> 00:11:30,447] - [speaker_1]
I think we need to be careful that data doesn't, and those interactions doesn't show the complete picture, and there could be lots of other things that are going on regarding, uh, students' day-to-day life that need to be considered, but it's a good way to identify what's going on, um, or give you at least a sense of what's going on across your, your, your particular subject. On the other hand, it could act negatively on students that they feel that they have to, uh, are using the metrics to then compete and then, um, yeah, I think that they may add extra pressure on s- both staff and students, um, that maybe wasn't there before. Um, so I see those probably as the, the, the negative aspects of, of that data.

00:11:30,427 --> 00:11:57,867[00:11:30,427 --> 00:11:57,867] - [speaker_3]
Yeah. Mm-hmm. Absolutely. And, you know, more from the university side, so, so sort of covering all the stakeholders here today, uh, you know, how does the university see, uh, the use of this technology moving forwards? Obviously, you know, there's, um, uh, in day-to-day of students that it can help, uh, the personalization aspects, it can help, uh, lecturers on the analytic side, but what is a university's proposition over the next couple of years, uh, with the recent developments in tech? Uh, how can they stay on top?

00:11:57,847 --> 00:12:00,647[00:11:57,847 --> 00:12:00,647] - [speaker_1]
You know, I, I probably can't speak for the whole university.

00:12:00,627 --> 00:12:00,687[00:12:00,627 --> 00:12:00,687] - [speaker_3]
Okay.

00:12:00,667 --> 00:12:38,767[00:12:00,667 --> 00:12:38,767] - [speaker_1]
I can only gi- give my opinion from my own personal experience. And, um, so I think some of the conversations, um, that probably are happening at, at the moment is just reinforcing what it is to have a university experience, uh, and a v- a university degree, uh, at, at the various levels, and what does that individual get once they leave university that, you know, makes them, you know, progress and succeed in the future? Uh, and obviously the course is a key component of that, but also personal development and how they interact with their peers, the, the, um, the, the, uh, academic a- and just how they live life during those, th- that period is, is a massive growth-

00:12:38,747 --> 00:12:39,247[00:12:38,747 --> 00:12:39,247] - [speaker_3]
Mm-hmm.

00:12:39,227 --> 00:13:54,207[00:12:39,227 --> 00:13:54,207] - [speaker_1]
... element. And it's, it's really focusing on that. You would've seen it years ago when MOOCs came along, it was like, "Well, now universities are no longer needed because everyone can just learn online." But then I think that probably doesn't really... it dilutes what the experience is of coming to a university. So I think it's really... And with AI, similarly, um, it's like, "Well, why do we need a university when we can just question AI and it will get the answer?" But, um, I think what that takes out is the human factor and, and engaging with, like I mentioned, with people, uh, and developing as an individual and how you work together and how you come to goals and how you fail and then succeed. There's a, there's a lot around failing or, or learning fast that needs to be understood. So I think the univer- and, and also that reemphas- re-emphasizes the purpose of being together and physically being together. I know you can do this online, but still, it doesn't quite have that same level, uh, of interactions I see when, when in a physical space. There's lots of cues that get missed. Um, you know, knowing when to interrupt, knowing when not to interrupt, not getting distracted by, uh, going onto the internet if you're on an online meeting or what have you. So I think it's really trying to pinpoint or be very conscious of what the value-adds of being a, uh, on a degree, uh, and then using technology to support that, um, uh, being... yeah, being clear on that.

00:13:54,187 --> 00:14:14,507[00:13:54,187 --> 00:14:14,507] - [speaker_3]
Yeah, and sort of dig even a little bit further into that, what are the, you think, sort of the main areas, you know, obviously, uh, that we can use the technology and to support the, the human aspects of learning, uh, more focusing on, uh, peer-to-peer l- learning, and what can we then optimize in students' day-to-day lives, um, using technology?

00:14:14,487 --> 00:14:15,347[00:14:14,487 --> 00:14:15,347] - [speaker_1]
Sorry, say that one again?

00:14:15,327 --> 00:14:25,907[00:14:15,327 --> 00:14:25,907] - [speaker_3]
So using technology, what can we sort of try and optimize in students' day-to-day lives and lecturers' day-to-day lives so that we try and, uh, support the human aspect of learning as much as possible?

00:14:25,887 --> 00:14:48,627[00:14:25,887 --> 00:14:48,627] - [speaker_1]
I think probably the prompting may be valuable, um, in regards to, um, sharing, you know, what

would be useful to look at today as opposed to the course. I, I, I suppose you need to be careful in balancing it because there's a- an element of that you should be doing that anyway, and sometimes relying on technology to do things that you, you should be thinking through anyway-

00:14:48,607 --> 00:14:49,047[00:14:48,607 --> 00:14:49,047] - [speaker_3]
Yeah.

00:14:49,027 --> 00:16:05,507[00:14:49,027 --> 00:16:05,507] - [speaker_1]
... um, could be seen as a negative aspect, but then in the future, do... will we need to do that and will prompting be the, the, you know, the go-to thing in the morning, something tell you what you need to do for the rest of that day? Um, but do you want... there's also that aspect, do you want that to happen and feel that contr- be, in a way, controlled by the technology? So I can see there's, there's a line in between that for me at least, where it needs to have a balance where technology is helping me when I need it to help me, uh, and I decide when it needs, needs to help me or not. Uh, um, so yeah, I, I think we need to be careful, um, that we don't become, um, too reliant on technology that we can't then think for ourselves, a- as well as question what's coming back, 'cause I think that's... you know, that's another thing about being at un- uh, university. It's not, uh, it's not just about the course. Um, I should have mentioned earlier, it's about being able to critically think independently. So even though you get told something, you always need to be... not necessarily, um, you always need to question things when you get told them and have that breadth of understanding to be able to have a conversation about the particular topic rather than take it as read. And I feel like we probably need to be a bit careful saying with technology and, you know, with AI and, and the responses that come back. You know, there's hallucinations and p-

00:16:06,023 --> 00:16:17,063[00:16:06,023 --> 00:16:17,063] - [speaker_2]
... all. So, um, with time, it will get more sophisticated, but still, um, it's still someone's training it and it's still coming back with certain, um, feedback, so as an individual, we all need to be questioning.

00:16:17,043 --> 00:16:31,664[00:16:17,043 --> 00:16:31,664] - [speaker_3]
Absolutely. Yeah, thank you so much. And, uh, you know, uh, just obviously you've been involved, uh, with, uh, as we were developing Amphy throughout this term. Uh, uh, I'll maybe just give a quick, uh, recap of, um, what Amphy is today, and maybe a few thoughts, uh, if you could share.

00:16:31,643 --> 00:16:32,584[00:16:31,643 --> 00:16:32,584] - [speaker_4]
Give a demo?

00:16:32,563 --> 00:16:35,243[00:16:32,563 --> 00:16:35,243] - [speaker_3]
Uh, oh, yeah, we can just, uh, do a demo. Uh-

00:16:35,223 --> 00:16:37,383[00:16:35,223 --> 00:16:37,383] - [speaker_4]
Okay. Do you want me to do the introduction first and then check?

00:16:37,363 --> 00:18:06,083[00:16:37,363 --> 00:18:06,083] - [speaker_3]
Yeah, yeah, yeah. So, uh, Amphy, uh, obviously, uh, the way we built it is a personalized, uh, uh, uh, learning platform. Uh, our focus with Amphy has been so far that, uh, effectively, uh, engineering students and e- and engineering tutorial sheets, right? So how can we optimize that, uh, part of, uh, you know, contact hours that we have and really not enough availability of the tutoring, uh, that we have during, uh, the, uh, the tutorial, uh, sessions, right? So effectively, uh, what we are proposing is a platform where students can log in, they can solve their tutorial sheets on a whiteboard, and once they get to the point that where they are

struggling, uh, they can, uh, they can share their, uh, they can, uh, prompt our, uh, Amphy AI, which is, uh, effectively, uh, has the view of the whiteboard. And they can speak to it just like they would a, would a GKA about the tu- tutorial sheet. But what the focus really is is that it wouldn't just give the answer, uh, to them on, you know, uh, on a plate. Uh, the focus is to just get the student unstuck from, uh, a certain point, make sure that they are understanding in the way that they're learning, in the way that we've, uh, seen them learn in the past. Uh, taking into account what their shortcomings have been in the past, and also to feed this information over to lecturers. So we can basically consolidate all this knowledge, uh, uh, into different topics and how students are responsive to those specific topics, sharing that information to the lecturers. So in terms of our progress so far, uh, we've had over 300 students already try the platform, uh, with, uh, over 70, uh, signups, uh, that are actively using the, uh, platform so far.

00:18:06,063 --> 00:18:07,903[00:18:06,063 --> 00:18:07,903] - [speaker_4]
Can you show 'em like a-

00:18:07,883 --> 00:18:15,903[00:18:07,883 --> 00:18:15,903] - [speaker_3]
Uh, yeah. We can absolutely have to do a quick, uh, demo. Liam, do you wanna just real quick, uh, grab this?

00:18:15,883 --> 00:18:20,683[00:18:15,883 --> 00:18:20,683] - [speaker_4]
Yeah. Great. Perfect. So we haven't, uh, showed you the demo yet, have we?

00:18:20,663 --> 00:18:22,843[00:18:20,663 --> 00:18:22,843] - [speaker_2]
No, I'm just getting a look, just seeing the latest.

00:18:22,823 --> 00:18:28,583[00:18:22,823 --> 00:18:28,583] - [speaker_4]
So this is, um, the, like we said, 350 students that have, have already signed up to use, um, and that we have to-

00:18:28,563 --> 00:18:32,503[00:18:28,563 --> 00:18:32,503] - [speaker_2]
Is this the one you were demoing when online, uh, it was having a bit of a-

00:18:32,483 --> 00:18:33,403[00:18:32,483 --> 00:18:33,403] - [speaker_4]
Yes, yes, it was.

00:18:33,383 --> 00:18:33,863[00:18:33,383 --> 00:18:33,863] - [speaker_2]
Yeah.

00:18:33,843 --> 00:18:34,743[00:18:33,843 --> 00:18:34,743] - [speaker_4]
Um, so-

00:18:34,723 --> 00:18:35,843[00:18:34,723 --> 00:18:35,843] - [speaker_2]
That was a few months ago, wasn't it?

00:18:35,823 --> 00:18:40,443[00:18:35,823 --> 00:18:40,443] - [speaker_3]
Yeah, it's quite a bit more worked out now.

00:18:40,423 --> 00:18:42,923[00:18:40,423 --> 00:18:42,923] - [speaker_4]
Okay, so, uh, you know about differentiation?

00:18:42,903 --> 00:18:43,283[00:18:42,903 --> 00:18:43,283] - [speaker_2]
Yeah.

00:18:43,263 --> 00:18:44,043[00:18:43,263 --> 00:18:44,043] - [speaker_4]
Yeah, okay, great.

00:18:44,023 --> 00:18:44,403[00:18:44,023 --> 00:18:44,403] - [speaker_2]
(laughs)

00:18:44,383 --> 00:18:48,163[00:18:44,383 --> 00:18:48,163] - [speaker_4]
Um, so I'm just gonna give you the demo here, and here's, uh, the iPad.

00:18:48,143 --> 00:18:48,523[00:18:48,143 --> 00:18:48,523] - [speaker_2]
Okay.

00:18:48,503 --> 00:18:58,623[00:18:48,503 --> 00:18:58,623] - [speaker_4]
So, uh, let me just check there's volume on there. Um, there we go, got the volume on. So, um, when you're ready. If you j- if you just press-

00:18:58,603 --> 00:18:58,883[00:18:58,603 --> 00:18:58,883] - [speaker_2]
Sorry.

00:18:58,863 --> 00:19:01,003[00:18:58,863 --> 00:19:01,003] - [speaker_4]
Sorry, go ahead.If you just press, um-

00:19:00,983 --> 00:19:01,483[00:19:00,983 --> 00:19:01,483] - [speaker_2]
Start session?

00:19:01,463 --> 00:19:04,583[00:19:01,463 --> 00:19:04,583] - [speaker_4]
... start session, yep. Uh-

00:19:04,563 --> 00:19:05,343[00:19:04,563 --> 00:19:05,343] - [speaker_2]
Allow, yeah?

00:19:05,323 --> 00:19:11,023[00:19:05,323 --> 00:19:11,023] - [speaker_4]
Yeah, allow. And then, uh, just start speaking to it as if you would normally.

00:19:11,003 --> 00:19:12,503[00:19:11,003 --> 00:19:12,503] - [speaker_2]
Okay, so-

00:19:12,483 --> 00:19:13,003[00:19:12,483 --> 00:19:13,003] - [speaker_4]
Uh, so in, in-

00:19:12,983 --> 00:19:15,103[00:19:12,983 --> 00:19:15,103] - [speaker_2]
Do I have to p- prompt it? What's the, does it have a name?

00:19:15,083 --> 00:19:19,243[00:19:15,083 --> 00:19:19,243] - [speaker_4]
Ima- imagine you were doing, uh, a tutorial and then just go like, "Hey, Amphy." And let-

00:19:19,223 --> 00:19:20,203[00:19:19,223 --> 00:19:20,203] - [speaker_2]
Oh, it's Alphy. Okay.

00:19:20,183 --> 00:19:20,843[00:19:20,183 --> 00:19:20,843] - [speaker_4]
Am- Amphy.

00:19:20,823 --> 00:19:22,583[00:19:20,823 --> 00:19:22,583] - [speaker_2]

Amphy, not Alphy. (laughs)

00:19:22,563 --> 00:19:23,403[00:19:22,563 --> 00:19:23,403] - [speaker_4]
(laughs)

00:19:23,383 --> 00:19:35,543[00:19:23,383 --> 00:19:35,543] - [speaker_3]
Uh, yeah, so, uh, you know, assuming that you want to solve and go over to the next step of, uh, trying to find, uh, the derivative of, uh, the equation, uh, we can just, effectively can ask if you're stuck on how that can be carried out.

00:19:35,523 --> 00:19:39,143[00:19:35,523 --> 00:19:39,143] - [speaker_2]
So we're just saying, Alphy, can you provide me with the answer to this?

00:19:39,123 --> 00:19:40,983[00:19:39,123 --> 00:19:40,983] - [speaker_3]
Or, uh, uh, how can I-

00:19:40,963 --> 00:19:46,263[00:19:40,963 --> 00:19:46,263] - [speaker_4]
Okay. The derivative of the equation Y equals 2X is 2. Would you like me to explain that?

00:19:46,243 --> 00:19:49,283[00:19:46,243 --> 00:19:49,283] - [speaker_2]
Yes, I would.

00:19:49,263 --> 00:20:09,103[00:19:49,263 --> 00:20:09,103] - [speaker_4]
Okay. The derivative represents the instantaneous rate of change of a function. In this case, Y equals 2X, the rate of change is constant. For every one unit increase in X, Y increases by two units. This rate of change is what the derivative represents, and since it's constant at two, the derivative is just two. Does that make sense?

00:20:09,083 --> 00:20:12,383[00:20:09,083 --> 00:20:12,383] - [speaker_2]
Uh, no, it doesn't.

00:20:12,363 --> 00:20:52,503[00:20:12,363 --> 00:20:52,503] - [speaker_4]
Okay, let me try a different approach. In calculus, the power rule can be used to find the derivative of terms like 2X. Do you know-Hey, hey, Amphy? Could you give an example, um, in terms of like an analogy? So maybe use football as an example.Okay. Let's use football as an analogy. Imagine a football player running down the field at a constant speed. The derivative, in this context, would be that constant speed at which the player is running. Since the player's speed is consistent, the derivative is a constant value. In the case of Y equals 2X, that value is two. Does that help you understand the concept of the derivative a bit better?

00:20:52,483 --> 00:20:54,163[00:20:52,483 --> 00:20:54,163] - [speaker_2]
Yes, it does.

00:20:54,143 --> 00:20:55,603[00:20:54,143 --> 00:20:55,603] - [speaker_4]
If you maybe, uh-

00:20:55,583 --> 00:20:55,683[00:20:55,583 --> 00:20:55,683] - [speaker_2]
Can it-

00:20:55,663 --> 00:20:56,703[00:20:55,663 --> 00:20:56,703] - [speaker_4]
... try writing that out.

00:20:56,683 --> 00:20:58,983[00:20:56,683 --> 00:20:58,983] - [speaker_3]

Great. If you want, we can discuss how to find-

00:20:58,963 --> 00:21:00,323[00:20:58,963 --> 00:21:00,323] - [speaker_2]
Can it ask, can it ask me... Can it draw a picture? Can it-

00:21:00,303 --> 00:21:01,183[00:21:00,303 --> 00:21:01,183] - [speaker_4]
Uh, not, not quite yet.

00:21:01,163 --> 00:21:01,543[00:21:01,163 --> 00:21:01,543] - [speaker_2]
Oh, okay. (laughs)

00:21:01,523 --> 00:21:07,983[00:21:01,523 --> 00:21:07,983] - [speaker_4]
So is it, is it... (laughs) So, so yeah, so we- we would like to highlight some stuff from the elements on the screen and some stuff like that.

00:21:07,963 --> 00:21:08,303[00:21:07,963 --> 00:21:08,303] - [speaker_2]
Same.

00:21:08,283 --> 00:21:15,603[00:21:08,283 --> 00:21:15,603] - [speaker_4]
If you just write down what, what the answer is to that equation.Uh, so Y equals, uh, two. Uh, D-DY by DX.

00:21:15,583 --> 00:21:15,603[00:21:15,583 --> 00:21:15,603] - [speaker_3]
So just to give a basic recap-

00:21:15,583 --> 00:21:16,063[00:21:15,583 --> 00:21:16,063] - [speaker_2]
Yeah.

00:21:16,043 --> 00:21:18,903[00:21:16,043 --> 00:21:18,903] - [speaker_4]
DY by DX equals two.

00:21:18,883 --> 00:21:19,903[00:21:18,883 --> 00:21:19,903] - [speaker_3]
So, dy over dx.

00:21:19,883 --> 00:21:21,423[00:21:19,883 --> 00:21:21,423] - [speaker_2]
Sign, it's all right. (laughs)

00:21:21,403 --> 00:21:25,563[00:21:21,403 --> 00:21:25,563] - [speaker_4]
(laughs) So, uh, just write down, uh, DY by DU... DX equals two.

00:21:25,543 --> 00:21:26,443[00:21:25,543 --> 00:21:26,443] - [speaker_2]
DY.

00:21:26,423 --> 00:21:28,383[00:21:26,423 --> 00:21:28,383] - [speaker_4]
If you just, just mute it a second.

00:21:28,363 --> 00:21:30,183[00:21:28,363 --> 00:21:30,183] - [speaker_2]
All right. So, what? DY.

00:21:30,163 --> 00:21:34,283[00:21:30,163 --> 00:21:34,283] - [speaker_4]
Y, uh, and then over DX.

00:21:34,263 --> 00:21:35,223[00:21:34,263 --> 00:21:35,223] - [speaker_2]

Over DX.

00:21:35,203 --> 00:21:39,303[00:21:35,203 --> 00:21:39,303] - [speaker_4]
Yep. Uh, equals two.

00:21:39,283 --> 00:21:40,003[00:21:39,283 --> 00:21:40,003] - [speaker_2]
Equals two.

00:21:39,983 --> 00:21:44,963[00:21:39,983 --> 00:21:44,963] - [speaker_4]
And then, uh, just unmute yourself and then ask Amphy, "Is that the right answer?"

00:21:44,943 --> 00:21:48,103[00:21:44,943 --> 00:21:48,103] - [speaker_2]
Amphy, is that the right answer?

00:21:48,083 --> 00:21:48,843[00:21:48,083 --> 00:21:48,843] - [speaker_4]
You got-

00:21:48,823 --> 00:22:00,663[00:21:48,823 --> 00:22:00,663] - [speaker_3]
Yes, that's the right answer. The derivative of Y equals 2X is two, represented as DY/DX equals two. Is there anything else I can help you with?

00:22:00,643 --> 00:22:02,723[00:22:00,643 --> 00:22:02,723] - [speaker_4]
So if you just pause the, uh, the session there.

00:22:02,703 --> 00:22:03,203[00:22:02,703 --> 00:22:03,203] - [speaker_2]
Stop this one?

00:22:03,183 --> 00:22:15,983[00:22:03,183 --> 00:22:15,983] - [speaker_4]
Yeah, yeah. Either of them is fine. So, uh, this can get a lot more complex. So what we didn't show in the demo is you can just upload an image. So for example, one of my favorite, our favorite demos is, um, it's a boy moving up and down on a s- on the screen.

00:22:15,963 --> 00:22:16,283[00:22:15,963 --> 00:22:16,283] - [speaker_2]
Yeah.

00:22:16,263 --> 00:22:28,043[00:22:16,263 --> 00:22:28,043] - [speaker_4]
Uh, and it's just, uh, sort of like a line. It's really, you cannot tell that what, what the question is. Uh, but it's a, yeah, it's a line that goes up and down. It's basically a sine wave that, that, uh, denotes like the height of the boy over time-

00:22:28,023 --> 00:22:28,143[00:22:28,023 --> 00:22:28,143] - [speaker_2]
Right.

00:22:28,123 --> 00:22:50,623[00:22:28,123 --> 00:22:50,623] - [speaker_4]
... with the boy on top, and it's got a massive derivation underneath it. Uh, and there's a, there's a problem halfway through the line, and then it goes am... Like, am... You basically ask the question, "Amphy, I'm stuck. Where did I go wrong on this question?" And it basically s- breaks it down step by step without giving you exactly where it went wrong. It was asking questions and to go like, "Maybe try and consider this approach, uh, when you're moving from this step to this step."

00:22:50,603 --> 00:22:50,763[00:22:50,603 --> 00:22:50,763] - [speaker_2]
Yeah.

00:22:50,743 --> 00:23:02,723[00:22:50,743 --> 00:23:02,723] - [speaker_4]
It was able to break down the problem. So literally any difficulty from like something as simple as just differentiating (laughs) , uh, Y equals 2X all the way to like, uh, a quite advanced calculus and, um, other kind of subject areas.

00:23:02,703 --> 00:23:20,123[00:23:02,703 --> 00:23:20,123] - [speaker_3]
What I also really enjoyed, though, when I was solving my questions is that, um, it prompts you whenever you get stuck on a part of the question, uh, with example other, uh, other examples that you should solve to practice that part of the question to better, uh, really sort of nail down that approach, uh, so you don't get stuck in the future too.

00:23:20,103 --> 00:23:30,183[00:23:20,103 --> 00:23:30,183] - [speaker_2]
Have you got any, uh, sort of feedback on how students are using it? 'Cause I under- there's a little bit of me that maybe, um, could imagine that people just go, "Just give me the answer."

00:23:30,163 --> 00:23:32,383[00:23:30,163 --> 00:23:32,383] - [speaker_3]
Yeah. So I mean, that is still there.

00:23:32,363 --> 00:23:33,263[00:23:32,363 --> 00:23:33,263] - [speaker_2]
Like I did at the beginning. (laughs)

00:23:33,243 --> 00:23:52,583[00:23:33,243 --> 00:23:52,583] - [speaker_3]
Right, right. Yeah. No, it's like i- if you really explicitly prompt it to, yes, just give me the answer, it, it, it's still going to do that. But, uh, we've actually got, uh, quite a bit of feedback, uh, from the students and that's how we've been iterating over the past two weeks, uh, from anything from the actual UI components, uh, the students, uh, to make the student interaction better-

00:23:52,563 --> 00:23:52,723[00:23:52,563 --> 00:23:52,723] - [speaker_2]
Yeah.

00:23:52,703 --> 00:23:59,483[00:23:52,703 --> 00:23:59,483] - [speaker_3]
... to actual prompt and actual settings of the AI, uh, and how it, uh, how it engages with the system. And so far, it's been quite good.

00:23:59,463 --> 00:24:09,343[00:23:59,463 --> 00:24:09,343] - [speaker_2]
Yeah, no, no, it's great. I'm just mer- I'm just merely thinking, you know, obviously... And I suppose it goes back to one of the points about, you know, individuals wanting to learn in their own way. And so maybe giving them the answer isn't-

00:24:09,647 --> 00:24:11,247[00:24:09,647 --> 00:24:11,247] - [speaker_5]
... as, as bad as, as-

00:24:11,228 --> 00:24:11,267[00:24:11,228 --> 00:24:11,267] - [speaker_6]
Mm-hmm.

00:24:11,247 --> 00:24:14,408[00:24:11,247 --> 00:24:14,408] - [speaker_5]
... you know, straight off might not necessarily be bad-

00:24:14,387 --> 00:24:14,427[00:24:14,387 --> 00:24:14,427] - [speaker_6]
Yeah.

00:24:14,407 --> 00:24:35,167[00:24:14,407 --> 00:24:35,167] - [speaker_5]

Um, and then they'll work their way back. But long as they work their way back, and that's the bit I suppose... I know there's some train of thought about not giving like even model answers, because of the concern around it, you know, pressures meaning they move on to the next thing or the individual moves on to the next thing. But it's maybe just a consideration. I, I don't have an answer for it, but, um, I can imagine it. So it doesn't-

00:24:35,147 --> 00:24:46,707[00:24:35,147 --> 00:24:46,707] - [speaker_7]
A lot of my thought was around with the advances of, uh, other AI models at, at the time, like, we're not restricting the student to just using us. If they really want to go and get someone to give them the answer

00:24:46,707 --> 00:24:46,968[00:24:46,707 --> 00:24:46,968] - [speaker_2]
Yeah, yeah.

00:24:46,948 --> 00:24:49,008[00:24:46,948 --> 00:24:49,008] - [speaker_7]
... around the corner, then they can go somewhere else.

00:24:48,987 --> 00:24:53,528[00:24:48,987 --> 00:24:53,528] - [speaker_6]
So the, the longer they're going to use Amphy, the, the more it kind of tailors to their learning style.

00:24:53,507 --> 00:24:53,547[00:24:53,507 --> 00:24:53,547] - [speaker_5]
Mm-hmm.

00:24:53,527 --> 00:25:09,147[00:24:53,527 --> 00:25:09,147] - [speaker_6]
So if it knows that the reason why this student's asking for the question here is because they just want the answer and rather... instead of actually doing it, then we can challenge the student in that way and we can go, you know, "Maybe try and give it another shot," in the same way that a tutor would, um, for that example.

00:25:09,128 --> 00:25:09,347[00:25:09,128 --> 00:25:09,347] - [speaker_5]
Yeah.

00:25:09,327 --> 00:25:19,947[00:25:09,327 --> 00:25:19,947] - [speaker_6]
'Cause it's, you know, th- this is something that students could be using 24/7 for, for their tutorial sheets. This is something that they've ha- ha- ha- ha- they have had access to from the start of their university experience to the end.

00:25:19,927 --> 00:25:20,407[00:25:19,927 --> 00:25:20,407] - [speaker_5]
Yeah, yeah, yeah.

00:25:20,387 --> 00:25:36,107[00:25:20,387 --> 00:25:36,107] - [speaker_6]
This could be really kind of personalized to them. Um, we think of it as an extension to the uni experience, so, so it's kind of constantly with you, a constant tutorial that you can always fall back to when, you know, to, uh, you know, one o'clock in the, in the morning when the, when the tutor isn't available. Uh, yeah.

00:25:36,087 --> 00:25:43,127[00:25:36,087 --> 00:25:43,127] - [speaker_5]
Oh, yeah, yeah. I can see a massive, yeah, advantage. I suppose the other, you know, I'm saying glass is half full. (laughs)

00:25:43,107 --> 00:25:43,147[00:25:43,107 --> 00:25:43,147] - [speaker_6]
(laughs)

00:25:43,127 --> 00:25:49,087[00:25:43,127 --> 00:25:49,087] - [speaker_5]
Uh, it may be, you know, say a student turn up one day after years of using this and forgot it.

00:25:49,067 --> 00:25:49,327[00:25:49,067 --> 00:25:49,327] - [speaker_6]
Yeah.

00:25:49,307 --> 00:25:56,347[00:25:49,307 --> 00:25:56,347] - [speaker_5]
Or, you know, they didn't have access. Where does that leave them? And maybe, I suppose you could compare it to other technologies out there, you know.

00:25:56,327 --> 00:25:56,447[00:25:56,327 --> 00:25:56,447] - [speaker_6]
Mm-hmm.

00:25:56,427 --> 00:25:59,107[00:25:56,427 --> 00:25:59,107] - [speaker_5]
Just get by, but, um, yeah.

00:25:59,087 --> 00:25:59,487[00:25:59,087 --> 00:25:59,487] - [speaker_6]
Yeah.

00:25:59,467 --> 00:26:17,227[00:25:59,467 --> 00:26:17,227] - [speaker_5]
So the glass is definitely half empty and I think it's great, don't get me wrong. Um, I could really see how this would benefit, uh, especially I think some of the ideas you had, um, when we last spoke about it, being able to start drawing and moving the equation round and seeing things develop through this would be amazing.

00:26:17,207 --> 00:26:17,447[00:26:17,207 --> 00:26:17,447] - [speaker_6]
Mm-hmm.

00:26:17,427 --> 00:26:37,127[00:26:17,427 --> 00:26:37,127] - [speaker_5]
Rather than just obviously commenting on what the individual writes on the, on the whiteboard. But, you know, there are opportunities there around the analytics, the data, seeing how people... where people are struggling. This all might then reset, you know, how an academic would view how they presented the topic, uh, and then goes into that learning analytics thing I mentioned earlier.

00:26:37,107 --> 00:26:38,447[00:26:37,107 --> 00:26:38,447] - [speaker_7]
Yeah, precisely.

00:26:38,427 --> 00:26:41,347[00:26:38,427 --> 00:26:41,347] - [speaker_6]
So, now you know about Amphy. (laughs) Ask questions. (laughs)

00:26:41,327 --> 00:26:41,347[00:26:41,327 --> 00:26:41,347] - [speaker_5]
(laughs)

00:26:41,327 --> 00:26:52,207[00:26:41,327 --> 00:26:52,207] - [speaker_7]
So, yeah. So just in terms of, uh, your thoughts about Amphy, if you were to summarize it, uh, and, and also the applicability of the tech, uh, into the future of what a university might look like.

00:26:52,187 --> 00:27:52,687[00:26:52,187 --> 00:27:52,687] - [speaker_5]
Yeah, I, um, I think it's great, um, the concept, the idea, the initial pilot or development of, of the product. Um, and I think time will tell regarding, you know, how students... what students gain from, from utilizing it, as you're doing at the moment with how many students have si-

signed up to it. Um, and, and like I said, you know, some of those developments you were mentioning, acting... ac- has it acting like a, um, like a sh- an academic assistant they can call on any time, anywhere, would be, be great. Um, I suppose it'd be interesting to see how it develops over time and do, do people see it as that companion or do they get frustrated with it or, you know, how does... how will this go? But time will tell and your evaluation will tell. And I'm sure once you get that feedback, you'll adapt your products accordingly. Um, but yeah, no, very, um, interesting how this develops, uh, and obviously wider applications, not just in this scenario, but o- other areas of the college.

00:27:52,667 --> 00:28:07,407[00:27:52,667 --> 00:28:07,407] - [speaker_7]
Absolutely. And just to sort of recap also, like sort of a quick fire, couple of words of, uh, what are the main problems, uh, at university that you see, uh, going into the coming few years, uh, with the adoption of tech?

00:28:07,387 --> 00:28:08,287[00:28:07,387 --> 00:28:08,287] - [speaker_5]
The main problems?

00:28:08,267 --> 00:28:10,107[00:28:08,267 --> 00:28:10,107] - [speaker_7]
Yeah, the main problems from sort of a university side.

00:28:10,087 --> 00:28:22,887[00:28:10,087 --> 00:28:22,887] - [speaker_5]
I think it's just keeping sure that the, the core value of being at university is still understood and recognized. It's not about just pushing people through and getting scores. Um, it's around the learning and that developing as an individual.

00:28:22,867 --> 00:28:22,967[00:28:22,867 --> 00:28:22,967] - [speaker_7]
Mm-hmm.

00:28:22,947 --> 00:28:49,907[00:28:22,947 --> 00:28:49,907] - [speaker_5]
And I think, um, ensuring technology that can help support that, um, is key. Uh, I suppose the bit with this maybe, but you might want to cut this bit out. But if... being negative is that this might act as just being... making people go very solo and insulated and, and then just dealing with that, where in the past you may have spoke to a, a, a, a group and gone through that as well. So, you know, just as a... we may get that question. So you probably... We already had that question.

00:28:49,887 --> 00:28:56,667[00:28:49,887 --> 00:28:56,667] - [speaker_6]
We have. We actually built Amphy initially, uh, in the, in the original showcase that we gave to you. It's built with collaboration in mind.

00:28:56,647 --> 00:28:56,907[00:28:56,647 --> 00:28:56,907] - [speaker_5]
Yeah.

00:28:56,887 --> 00:28:58,507[00:28:56,887 --> 00:28:58,507] - [speaker_6]
So, um, you, you'll see all of our-

00:28:58,487 --> 00:29:00,787[00:28:58,487 --> 00:29:00,787] - [speaker_5]
Oh God, yeah. There's people, there was meant... Yeah, I remember that.

00:29:00,767 --> 00:29:01,207[00:29:00,767 --> 00:29:01,207] - [speaker_6]
There is, yeah, yeah, yeah.

00:29:01,187 --> 00:29:01,427[00:29:01,187 --> 00:29:01,427] - [speaker_5]

Yeah, yeah, yeah.

00:29:01,407 --> 00:29:06,887[00:29:01,407 --> 00:29:06,887] - [speaker_6]
So, um, we haven't turned it on on this version, but you can have a- multiple people on the call. Um, so you can-

00:29:06,867 --> 00:29:08,007[00:29:06,867 --> 00:29:08,007] - [speaker_5]
God, I'm interested how that works.

00:29:07,987 --> 00:29:08,267[00:29:07,987 --> 00:29:08,267] - [speaker_6]
Yeah.

00:29:08,247 --> 00:29:10,827[00:29:08,247 --> 00:29:10,827] - [speaker_5]
Have you, have you watched... Have you seen in action?

00:29:10,807 --> 00:29:11,647[00:29:10,807 --> 00:29:11,647] - [speaker_6]
Um, well, we, we have-

00:29:11,627 --> 00:29:13,847[00:29:11,627 --> 00:29:13,847] - [speaker_5]
Because I can imagine a bit of chaos going on when everyone's-

00:29:13,827 --> 00:29:13,847[00:29:13,827 --> 00:29:13,847] - [speaker_6]
Yeah.

00:29:13,827 --> 00:29:16,687[00:29:13,827 --> 00:29:16,687] - [speaker_5]
... trying to do something in Amphy, trying to catch up with what's going on.

00:29:16,667 --> 00:29:24,067[00:29:16,667 --> 00:29:24,067] - [speaker_6]
So, one, one of the biggest changes in our department has been some- something called Figma. Uh, it's basically a UI design tool.

00:29:24,047 --> 00:29:24,287[00:29:24,047 --> 00:29:24,287] - [speaker_5]
Okay.

00:29:24,267 --> 00:29:27,147[00:29:24,267 --> 00:29:27,147] - [speaker_6]
But we use it for li- literally everything about our course from-

00:29:27,127 --> 00:29:27,647[00:29:27,127 --> 00:29:27,647] - [speaker_5]
Right.

00:29:27,627 --> 00:29:59,867[00:29:27,627 --> 00:29:59,867] - [speaker_6]
... um... Because it has a student license, so everyone can have access for free and give it, and give it out. Um, you basically... You have, like, little, um, mouse icons that go, go all over the screen so you can see where other people are. You can, like, tap on people to see where they are. Uh, you can collaborate on, like, documents, PDFs, different... creating like document, research document. Like, just everything from, like, a, a research document to, like, a presentation or a demo. It, like... the tools are, are like vast. But the alternative, what we used to use is, like, InDesign, which is the Adobe suite.

00:29:59,847 --> 00:30:00,627[00:29:59,847 --> 00:30:00,627] - [speaker_5]
Oh, okay.

00:30:00,607 --> 00:30:05,967[00:30:00,607 --> 00:30:05,967] - [speaker_6]

And that was very much... you would just work together to get the content, then you'd ha- hand it over to somebody.

00:30:05,947 --> 00:30:05,987[00:30:05,947 --> 00:30:05,987] - [speaker_5]
That's-

00:30:05,967 --> 00:30:08,627[00:30:05,967 --> 00:30:08,627] - [speaker_6]
And then it would just be... it was really bad. It was like-

00:30:08,607 --> 00:30:09,487[00:30:08,607 --> 00:30:09,487] - [speaker_5]
So there's new stuff there.

00:30:09,467 --> 00:30:16,467[00:30:09,467 --> 00:30:16,467] - [speaker_6]
Yeah, yeah. It's... but it's, like, revolutionized the way that we work. We do, like, mind mapping, brainstorming together now. Like, the, the department-

00:30:16,447 --> 00:30:16,467[00:30:16,447 --> 00:30:16,467] - [speaker_5]
Nice.

00:30:16,447 --> 00:30:18,487[00:30:16,447 --> 00:30:18,487] - [speaker_6]
... as a whole has become much more collaborative.

00:30:18,467 --> 00:30:18,487[00:30:18,467 --> 00:30:18,487] - [speaker_5]
Nice.

00:30:18,467 --> 00:30:19,987[00:30:18,467 --> 00:30:19,987] - [speaker_6]
I think there's, there's, there's like-

00:30:19,967 --> 00:30:22,127[00:30:19,967 --> 00:30:22,127] - [speaker_5]
Be nice to see that and see how that works.

00:30:22,107 --> 00:30:22,247[00:30:22,107 --> 00:30:22,247] - [speaker_6]
Yeah.

00:30:22,227 --> 00:30:30,247[00:30:22,227 --> 00:30:30,247] - [speaker_5]
Because I'm, I'm having a bit of a challenge at the minute, a problem, around how we present the user e- experience in, say, for lecture theaters.

00:30:30,227 --> 00:30:30,667[00:30:30,227 --> 00:30:30,667] - [speaker_6]
Mm-hmm.

00:30:30,647 --> 00:30:37,947[00:30:30,647 --> 00:30:37,947] - [speaker_5]
And it's all very well, you know, writing down a list of all of the technology, but kno- not knowing how people are interacting with that-

00:30:37,927 --> 00:30:38,807[00:30:37,927 --> 00:30:38,807] - [speaker_6]
Mm-hmm.

00:30:38,787 --> 00:30:40,787[00:30:38,787 --> 00:30:40,787] - [speaker_5]
... um, could be a chall-... I don't know if this tool would help with that.

00:30:40,767 --> 00:30:40,807[00:30:40,767 --> 00:30:40,807] - [speaker_6]
Yeah.

00:30:40,787 --> 00:30:46,187[00:30:40,787 --> 00:30:46,187] - [speaker_5]
But, you know, I've been... I'm always... you know, as I mentioned earlier, I mean, usability design was what I sort of started with and-

00:30:46,167 --> 00:30:46,407[00:30:46,167 --> 00:30:46,407] - [speaker_6]
Yeah.

00:30:46,387 --> 00:30:54,387[00:30:46,387 --> 00:30:54,387] - [speaker_5]
... and in the old days, it was a lot more basic with bits of paper and flipping through bits of paper rather than using any cool software. So, um, yeah, I'd be interested-

00:30:54,447 --> 00:30:54,467[00:30:54,447 --> 00:30:54,467] - [speaker_6]
Yeah.

00:30:54,447 --> 00:30:55,747[00:30:54,447 --> 00:30:55,747] - [speaker_5]
... in your thoughts on what we could do.

00:30:55,727 --> 00:30:58,647[00:30:55,727 --> 00:30:58,647] - [speaker_6]
Yeah. I mean, I'm, I'm happy to, to talk you through it. Like I, I-

00:30:58,627 --> 00:30:58,727[00:30:58,627 --> 00:30:58,727] - [speaker_5]
Yeah, yeah, yeah.

00:30:58,707 --> 00:31:03,387[00:30:58,707 --> 00:31:03,387] - [speaker_6]
You guys will know, I absolutely love Figma. It's cool. It's, it's so good. Um, yeah.

00:31:03,367 --> 00:31:04,487[00:31:03,367 --> 00:31:04,487] - [speaker_5]
It'll be good to see it.

00:31:04,467 --> 00:31:04,827[00:31:04,467 --> 00:31:04,827] - [speaker_6]
Yeah.

00:31:04,807 --> 00:31:16,307[00:31:04,807 --> 00:31:16,307] - [speaker_5]
Yeah, but that was the only thing about this... you know, and that's also the issue, um, because I, I think I mention... I don't know if we're still recording, but just generally, I saw a com- a company called Abrism. Did I mention Abrism to you?

00:31:16,287 --> 00:31:17,247[00:31:16,287 --> 00:31:17,247] - [speaker_6]
I don't think so.

00:31:17,227 --> 00:31:18,407[00:31:17,227 --> 00:31:18,407] - [speaker_7]
Sorry, is it A Prism?

00:31:18,387 --> 00:31:19,067[00:31:18,387 --> 00:31:19,067] - [speaker_5]
Abrism.

00:31:19,047 --> 00:31:19,387[00:31:19,047 --> 00:31:19,387] - [speaker_7]
Abrism.

00:31:19,367 --> 00:31:29,887[00:31:19,367 --> 00:31:29,887] - [speaker_5]
Abr-... I can send you the link to the details, but it, it... they, they came to me when I was at King's College, um, to show their course, that it was like a next generation virtual learning environment where-

00:31:29,867 --> 00:31:30,267[00:31:29,867 --> 00:31:30,267] - [speaker_7]
Gotcha.

00:31:30,247 --> 00:32:06,127[00:31:30,247 --> 00:32:06,127] - [speaker_5]
... it was all, it was all about, um, it digesting all of the educational content and then reacting to how an individual interacted with that course. And so then it started, you know, bringing up stretch activities, more guidance on what they should do. I never got to the stage where, um, we used it because then I moved to Imperial, but, um, the same concern I had, you know, with this potentially being a bit more of a, like a, an individual, um, experience was the same with that. Whereas if you're on... you know, if you're just getting everything you need just from being in that course, then I don't know about some of those wider experiences that an individual might need.

00:32:06,107 --> 00:32:06,367[00:32:06,107 --> 00:32:06,367] - [speaker_7]
Mm-hmm.

00:32:06,347 --> 00:32:19,327[00:32:06,347 --> 00:32:19,327] - [speaker_5]
But then I suppose you'd need to factor in different people behave or have different tendencies, an introvert versus an extrovert, and I suppose catering from those. So I suppose I'm talking myself out of the problem, but, um-

00:32:19,307 --> 00:32:19,427[00:32:19,307 --> 00:32:19,427] - [speaker_7]
(laughs)

00:32:19,407 --> 00:32:24,747[00:32:19,407 --> 00:32:24,747] - [speaker_5]
Yeah, uh, there's so much to consider. Um, but I'm picking, I'm picking.

00:32:24,727 --> 00:32:25,207[00:32:24,727 --> 00:32:25,207] - [speaker_7]
Yeah, definitely.

00:32:25,187 --> 00:32:25,327[00:32:25,187 --> 00:32:25,327] - [speaker_5]
But yeah.

00:32:25,307 --> 00:32:26,267[00:32:25,307 --> 00:32:26,267] - [speaker_7]
No, that's very helpful.

00:32:26,247 --> 00:32:26,407[00:32:26,247 --> 00:32:26,407] - [speaker_5]
Yeah.

00:32:26,387 --> 00:32:31,775[00:32:26,387 --> 00:32:31,775] - [speaker_7]
Um-Do you think that, uh, sort of in terms of the value delivered, uh, the universities-

00:32:31,755 --> 00:32:31,815[00:32:31,755 --> 00:32:31,815] - [speaker_1]
Mm-hmm.

00:32:31,795 --> 00:32:38,375[00:32:31,795 --> 00:32:38,375] - [speaker_7]
... know enough about w- what is happening in the lectures? Uh, what, how do you, you know, how the students are taking the information?

00:32:38,355 --> 00:33:44,675[00:32:38,355 --> 00:33:44,675] - [speaker_1]
Um, I think generally, I suppose what's different and maybe I should just said this earlier, in, in HE is, is it's not a top down structure. It's not, "You're expected to do this this way." It's very much independence in how an academic feels, uh, a particular program should be taught, a

module should be taught, you know, a particular session should be taught. So I think maybe that's some of the challenges with getting some of this s- stuff brought across an institution or as a standard application because there's so many people to consider and different approaches that happen at an individual Like that federated me- I mentioned earlier. So maybe whereas if you were in a company, um, a commercial company, and they'll just come down and say, "You do this and this is the tool you use," you see at Imperial everyone uses all sorts of tools for all sorts of reasons. So maybe that's where the challenge is around governance and oversight, but in a way that enables the departments to act quickly for their particular needs and what they want to do. Um, um, whereas maybe in a big organization it would take months to years to get that standardization. So yeah, again, that's a bit of a double-edged sword as well.

00:33:44,655 --> 00:34:09,495[00:33:44,655 --> 00:34:09,495] - [speaker_6]
Would you be able to describe some of the key stakeholders in the education... Like, who, who's responsible, what departments are responsible for the kind of output of the education to the students? Uh, and then kind of how this tool might, um, like, impact those, those people, um, whether that'd be good or bad in terms of, like, the analytics side of things, um, feed out to the student, um, tool?

00:34:09,476 --> 00:34:25,855[00:34:09,476 --> 00:34:25,855] - [speaker_1]
Um, well, it's all... I don't know exactly how, how it's done at Imperial. I had a better idea at King's because... just because I was there longer. Um, but what tends to happen is there would be a- an element where, um, a program would be decided upon.

00:34:25,835 --> 00:34:26,295[00:34:25,835 --> 00:34:26,295] - [speaker_6]
Mm-hmm.

00:34:26,275 --> 00:34:49,855[00:34:26,275 --> 00:34:49,855] - [speaker_1]
Um, you know, we want to, to, to have this as a program within our department because we see demand for it because of where the market is and we think students would benefit from it. And then through that then they may create, you know, the modules and, you know, how... the learning outcomes based on the modules for that particular program. Uh, that's, like, at the outset. Uh, um, and I'm not sure what level that's done at Imperial.

00:34:49,835 --> 00:34:50,035[00:34:49,835 --> 00:34:50,035] - [speaker_6]
Yeah.

00:34:50,015 --> 00:34:55,315[00:34:50,015 --> 00:34:55,315] - [speaker_1]
Um, um, I suspect it's done at the department level and feed up to the faculty. Um-

00:34:55,295 --> 00:34:55,315[00:34:55,295 --> 00:34:55,315] - [speaker_6]
Mm-hmm.

00:34:55,295 --> 00:34:58,515[00:34:55,295 --> 00:34:58,515] - [speaker_1]
I don't know if there's a central place that that gets ratified or not.

00:34:58,495 --> 00:34:58,895[00:34:58,495 --> 00:34:58,895] - [speaker_6]
Yeah.

00:34:58,875 --> 00:35:57,615[00:34:58,875 --> 00:35:57,615] - [speaker_1]
And then over time, w- as they want to adapt that, um, program or modules, they would then seek to add modules to it, remove modules. If it's... if no one's interested in doing it, there's... you know, there's those factors that play into that. Uh, and any amendments they might want to do to that module. And ten- that tended to be a yearly activity. Um, uh, uh, and then

obviously then, you know, the student feedback via the va- various methods, module feedback, uh, NSS and what have you, then play into where they want to develop that, that module for- forward. I suppose the k- the challenge maybe is when, you know, the person who had the original idea to do the program then moves and then who then owns that prior and post, that academic moving on. Um, and then how that program is developed over the years. Uh, maybe s-... I don't know. Uh, people... I think sometimes people like turning things on and, and doing new things and maybe there's less, less happening where things are taken away.

00:35:57,595 --> 00:35:57,795[00:35:57,595 --> 00:35:57,795] - [speaker_6]
Mm-hmm.

00:35:57,775 --> 00:35:59,635[00:35:57,775 --> 00:35:59,635] - [speaker_1]
But I don't know, I don't know the details.

00:35:59,615 --> 00:36:05,675[00:35:59,615 --> 00:36:05,675] - [speaker_6]
Take, like, take a look at the sort of analytics. I don't think we've mentioned what sort of analytics we were able to collect with this.

00:36:05,655 --> 00:36:05,695[00:36:05,655 --> 00:36:05,695] - [speaker_1]
(clears throat)

00:36:05,675 --> 00:36:27,795[00:36:05,675 --> 00:36:27,795] - [speaker_6]
But, um, so think of, like, understanding over time, uh, engagement, uh, kind of concepts, key concepts, uh, next best actions for the lecturers and stuff. Um, what do you think, kind of, if we had this pool of, uh, analytics and engagement, um, sort of analytics, what departments do you think are kind of key stakeholders in that? Like, um, in, like, ed-

00:36:27,775 --> 00:36:29,095[00:36:27,775 --> 00:36:29,095] - [speaker_1]
Education Office is probably-

00:36:29,075 --> 00:36:29,095[00:36:29,075 --> 00:36:29,095] - [speaker_6]
Yeah.

00:36:29,075 --> 00:36:31,415[00:36:29,075 --> 00:36:31,415] - [speaker_1]
... the main one I would think of. Um-

00:36:31,395 --> 00:36:36,115[00:36:31,395 --> 00:36:36,115] - [speaker_6]
Would... Do you think, like, um, so kind of going out, like, doing admissions would be, um ?

00:36:36,095 --> 00:36:39,675[00:36:36,095 --> 00:36:39,675] - [speaker_1]
I think maybe if you had an example of what you've done and how it's helped.

00:36:39,655 --> 00:36:39,735[00:36:39,655 --> 00:36:39,735] - [speaker_6]
Mm-hmm.

00:36:39,715 --> 00:36:59,315[00:36:39,715 --> 00:36:59,315] - [speaker_1]
And then i- it's always better to come with the evidence of what you've done and how it's improved a particular cohort or area. And then that can then get fed through different areas of governance, so then people to, you know, build on the idea. Um, I think that's probably the best way to, to approach it. Um, Education Office, Phil Power.

00:36:59,295 --> 00:36:59,795[00:36:59,295 --> 00:36:59,795] - [speaker_6]
Mm-hmm.

00:36:59,775 --> 00:37:05,315[00:36:59,775 --> 00:37:05,315] - [speaker_1]
Um, Peter Haines'... you know, area is, is... you know, they lead the education. Obviously, Alan Spivey as well.

00:37:05,295 --> 00:37:05,495[00:37:05,295 --> 00:37:05,495] - [speaker_6]
Mm-hmm.

00:37:05,475 --> 00:37:20,095[00:37:05,475 --> 00:37:20,095] - [speaker_1]
Um, um, those would be the key individuals to, to, to go through. Um, obviously there's T- Teaching and Learning Product Board that I look after with Alan Spivey, and you would... went to the tools subgroup recently-

00:37:20,075 --> 00:37:20,215[00:37:20,075 --> 00:37:20,215] - [speaker_6]
Mm-hmm.

00:37:20,195 --> 00:37:31,335[00:37:20,195 --> 00:37:31,335] - [speaker_1]
... where that sort of fed in some of the ideas. Um, but I think if you were to do something like you are doing, doing... just getting on and showing how it works and the data that comes back and then what that means.

00:37:31,315 --> 00:37:31,395[00:37:31,315 --> 00:37:31,395] - [speaker_6]
Mm-hmm.

00:37:31,375 --> 00:37:34,135[00:37:31,375 --> 00:37:34,135] - [speaker_1]
Uh, you know, being careful that it doesn't show the whole picture.

00:37:34,115 --> 00:37:34,355[00:37:34,115 --> 00:37:34,355] - [speaker_6]
Mm-hmm.

00:37:34,335 --> 00:37:36,335[00:37:34,335 --> 00:37:36,335] - [speaker_1]
That would be a good approach to take.

00:37:36,315 --> 00:37:40,475[00:37:36,315 --> 00:37:40,475] - [speaker_6]
That's good. Yeah. Um, could we maybe, like, talk about King's?

00:37:40,455 --> 00:37:40,635[00:37:40,455 --> 00:37:40,635] - [speaker_1]
Sure.

00:37:40,615 --> 00:37:55,455[00:37:40,615 --> 00:37:55,455] - [speaker_6]
If that's all right. Like, um, how do you think the... Is there any similarities and differences in terms of how products are used in King's versus Imperial. Um, kind of how does the size of the uni affect, uh, the decisions that are made on what products to use?

00:37:55,435 --> 00:39:00,415[00:37:55,435 --> 00:39:00,415] - [speaker_1]
So I, I suppose, uh, when I was... 'Cause I... I worked at City University before King's, and between the three, although there's a lot of similarities, a lot of differences as well. And it purely-... it seems purely based on, you know, just how the institution has developed over time. Um, if I s-... mention... if... I'll give a similar example, but not quite a... quite in the same field. Uh, at King's, um, all teaching spaces are centrally managed, so that enables you to have, um, a central standard of what's expected in each of the teaching spaces. And anyone from anyone can book whatever spaces is ac- across, across the college. However, here, departments own their own spaces and therefore there is a variance in how they, they have those spaces. Uh, and that's just because how it's always been here. We got... I think faculties are, are quite new

as well. I think faculties have only been around for 18 or 20 odd years. Before that it was still just with the departments. So you can see where if you have, have some governance and ownership centrally-

00:39:00,395 --> 00:39:00,535[00:39:00,395 --> 00:39:00,535] - [speaker_6]
Mm-hmm.

00:39:00,515 --> 00:40:12,475[00:39:00,515 --> 00:40:12,475] - [speaker_1]
... um, it makes it a lot simpler to standardize the approach. And so we used to have... In the digital education space, we used to have core tools that we expected everyone to use. We had recommended tools that we said, "This tool you should use for this particular scenario." And then we had recognized tools which we knew were happening or people were using them, but there was no central support for them. Uh, and, um, we were a bit worried about that as well in saying that we recognize these tools because then it may encourage people to use them further, but in a way that they might, you know, build upon what I was saying at the very beginning, or, uh, of this part at least, around great to have people use it and learn from it and then feedback to see the value in using that tool. Many a time, people just, you know, see this tool and, and, and think it'll be... do everything for everyone, but then when they practically use it, um, it's missing key components and that doesn't get picked up until people are actively using it. Um, so, and, and King's had a much more centralized governance of ownership over things. Um, but then that... you could then argue then that made everything a bit bland. Not bland. Everything a bit standardized that might not necessarily be the right or the best tool for, for the job.

00:40:12,455 --> 00:40:12,615[00:40:12,455 --> 00:40:12,615] - [speaker_6]
Mm-hmm.

00:40:12,595 --> 00:40:15,295[00:40:12,595 --> 00:40:15,295] - [speaker_1]
So, um, it's a balance in action.

00:40:15,295 --> 00:40:24,535[00:40:15,295 --> 00:40:24,535] - [speaker_7]
So, so would you say that, um, the tools themselves are lacking in personalization aspects that are out there in education offering?

00:40:24,515 --> 00:42:03,819[00:40:24,515 --> 00:42:03,819] - [speaker_1]
What I find is that sometimes, um, they probably, uh..... in my experience, haven't really nece- understood particular user cases. Um, and they, or how I've seen some of the tools designed is more, uh, so for, for... I think I said this to you before on like a virtual learning environment. It's very much organized in, in containers within content, within containers, within containers and that's where the content is and that's where you go to get it for a particular point in time. Rather than stepping back and then servicing up content to an individual based on their week or what they decide upon. So it's, it's the... That's what I mean. It's not been... Well, what I've witnessed has not been very user-centric in that sense. And, and thinking from a staff, a staff perspective. It's more of a, "This is how the system works and this is how you should use it." Rather than, "Actually, how are you working with it and then how do we then present, make that what you want to do easier, and here's the best ways of doing it." So that's more of a, like a generic thing across most technologies and, and what you find, what one people can do, another person wouldn't. And it goes back to the point I mentioned about like the Wii and the iPhone reducing barriers of entry to use the technology, that it's just natural for people to use it. Uh, and we get that with AV lecterns, you know, you know, what, what... For one person, "Oh, it's easy. It's just tabs and this is how it works." And so someone coming into that cold not really knowing how to use it at all. So it's that lowering that bar of, of getting a base level and then, you know, sort of revealing features as people get more confident with using the tool.

00:42:03,799 --> 00:42:03,859[00:42:03,799 --> 00:42:03,859] - [speaker_8]
Mm-hmm.

00:42:03,839 --> 00:43:02,759[00:42:03,839 --> 00:43:02,759] - [speaker_1]
Uh, and what you find then, and with, with, with software providers is that they tend to start with one core element that they're looking after in the education space, but then they start branching out and it starts getting a bit murky over which tool is the right tool for which, which space. So, um, that's... And I'm, I'm probably rambling, but that's sort of how I've seen the technology develop over the past while it's more, um, how the software providers think it should be rather than really understanding what it is the academics need and the students need. However, if they go to 100 academics and 100 students, what answers they'll get will be 100 different answers and 100 different, um, um, suggestions. So there's a m- there's like a, a balance there of just c- coming somewhere in the middle I'd suggest. Um, I did have another point, but I've forgotten it now. Uh. No, it's gone.

00:43:02,739 --> 00:43:04,519[00:43:02,739 --> 00:43:04,519] - [speaker_8]
We've, uh, taken up a lot of your time. I don't-

00:43:04,499 --> 00:43:07,339[00:43:04,499 --> 00:43:07,339] - [speaker_1]
No, no, it's all right. I've got, I've got, I've got Speaker 2: We've got enough time again.Yes.

00:43:07,319 --> 00:43:16,019[00:43:07,319 --> 00:43:16,019] - [speaker_8]
Um, could we kind of like finish up with, um, something like some PR for us? But what, what do you see, uh, the potential for Amphi to be?

00:43:15,999 --> 00:43:17,339[00:43:15,999 --> 00:43:17,339] - [speaker_1]
I'm buying Amphi. (laughs)

00:43:17,319 --> 00:43:18,159[00:43:17,319 --> 00:43:18,159] - [speaker_8]
(laughs)

00:43:18,139 --> 00:44:27,779[00:43:18,139 --> 00:44:27,779] - [speaker_1]
There's th- I think there's, um, there's a huge potential. Um, like I said, um, I'm, I'm picking some of the challen- you know, I've picked some of the, the issues, or potential issues. Um, but the whole real-time reacting to what you're doing, um, understanding, helping to explain, um, concepts and, you know, drilling in and providing different methods to, for the learner style to explain concepts isn't a way what, um, you would expect to have when speaking directly to an academic. So in a way it helps, helps not... It's not the same, but it helps on that journey and then it helps you, that individual have a much more enriched conversation with that academic because they would have learnt the baseline, um, w- u- understanding more of the baseline. So, I see that as a massive plus for that individual at a particular point in time. Looking at the analytics over time, that would be great as an individual to see, "Oh, where am I struggling? What am I doing? Where, where do I need help?" Would help maybe improve that in, that, you know, their learning interactions for themselves and then obviously that analytics then feeding into-

00:44:27,859 --> 00:44:27,879[00:44:27,859 --> 00:44:27,879] - [speaker_8]
Mm-hmm.

00:44:27,859 --> 00:44:52,859[00:44:27,859 --> 00:44:52,859] - [speaker_1]
... I call that sort of like, um, uh, then analytics leading into like the learning analytics for the academic to see how they can better improve their educational content. So I sort of use learner analytics and learner analytics is more the individual at a particular point in time and how

they're engaging, and learning analytics is looking at the content over time, see how it can be better improved. And I can see this as a great way of collecting data and feeding into those, those conversations. They've been around for a number of years.

00:44:52,839 --> 00:44:54,259[00:44:52,839 --> 00:44:54,259] - [speaker_8]
And s- sorry to ... Sorry.

00:44:54,239 --> 00:44:54,479[00:44:54,239 --> 00:44:54,479] - [speaker_2]
Yeah.

00:44:54,459 --> 00:45:05,779[00:44:54,459 --> 00:45:05,779] - [speaker_8]
I, I, I, from the university side, uh, sort of like stakeholders that are, you know, overseeing education across different departments, is there something that, uh, they would look to see through, see from this tool?

00:45:05,759 --> 00:45:45,299[00:45:05,759 --> 00:45:45,299] - [speaker_1]
I, uh, um, I think... I'm not sure if w- whether they've identified a "this is a problem that needs to be solved", so I think it's more that this can enrich what the current practice is. Uh, but, um, what I've seen there's lots of, you know, there's always lots of discussion around what we can do, but having something that you, you've got evidence is working and, and has improved, l- learning outcomes and attainment is much more better than ha- a really slick pitch. Um, so, there's lots of, uh, uh, you know, all the talking in the world, but if you have the evidence, that's where I, I go to and it seems like you're doing that anyways.

00:45:45,279 --> 00:46:28,539[00:45:45,279 --> 00:46:28,539] - [speaker_8]
Okay. Good. Um, if you, uh... Sorry, Speaker 2: Yeah, that's fine.Uh, uh, uh, sorry, uh, there, there might be a bit of pushback, um, if Amphi was ever to be released. Um, so hypothetically, if you were to release this within Imperial, what would kind of the university stance be on how, uh, you would integrate it? Um, so for example, so, so people might think, "Oh, you're trying to replace, uh, lecturers, uh, with this tool." If i- if the uni felt that it was, uh, valuable enough to implement and they thought that it didn't replace the lecturer kind of site, what would be the university's stance, uh, to that question?

00:46:28,519 --> 00:46:29,859[00:46:28,519 --> 00:46:29,859] - [speaker_1]
Uh, stance in, in what way?

00:46:29,839 --> 00:46:45,479[00:46:29,839 --> 00:46:45,479] - [speaker_8]
As in like, so, so say, say someone came up to you and he'd be like, "Oh, why did you integrate Amphi into Imperial? Because it's replacing lecturers." What would be, uh, the un- the university's stance to go like, "Actually no, we feel this is embedded within the university because it's an extension" uh, as an example.

00:46:45,459 --> 00:47:01,959[00:46:45,459 --> 00:47:01,959] - [speaker_1]
Yeah. I think it's similar to the, the sort of brief mention about lecture capture. So if you can sort of picture it in the same way as when lecture capture appeared, it was seen as originally a threat. Uh, also people, and I couldn't understand, didn't necessarily want to be recorded, but, uh, oh well, you know, doing that now.

00:47:01,939 --> 00:47:02,019[00:47:01,939 --> 00:47:02,019] - [speaker_8]
(laughs)

00:47:01,999 --> 00:48:20,279[00:47:01,999 --> 00:48:20,279] - [speaker_1]
But, um, uh, um, but then over time, they saw actually it was helping. Uh, but th- uh, I suppose

it was helping in a way, but wi- uh, and again, uh, you need to be, we need to be careful that, um... Originally lecture capture was, uh, an addition, an add-on, that was you... An individual was always expected to turn up to a lecture to do the lecture and have it as a backup. But what we saw in certain scenarios was students, um, used it as a replacement and then that negatively impacted on their, on their scores at the end of it, because they all started trying to pack it all in at the end of the module. Um, um, but over time, um, the, the benefits outweighed the disadvantages and I think students then realized that actually you can't do that. And so over time they realized that they can't, you know, now just go get the answer and then move on to the next thing, because when it comes to the exam or anything at the end of the day, they realize they haven't learned. So, I think time, time tells everything or, um, and, and having those practical experience where you're saying this is enriching the experience to have better levels of debate and discussion around the, the learning, um, is where this will help.

00:48:20,259 --> 00:48:20,339[00:48:20,259 --> 00:48:20,339] - [speaker_8]
Mm-hmm.

00:48:20,319 --> 00:48:30,699[00:48:20,319 --> 00:48:30,699] - [speaker_1]
So yeah, so and, and ideally it bring everyone to similar levels or help people reach a certain level to then have those bigger and, uh, or more enriched engagements. But, um-

00:48:31,375 --> 00:48:55,835[00:48:31,375 --> 00:48:55,835] - [speaker_5]
... yeah. L- that's how I see it. I think using it, people, word of mouth, evidence, seeing how students like it, how academics have benefited from it, uh, and, and yeah, feeding that back in and that will hopefully create that more positive angle rather than it being seen as a replacement. Uh, but people tend to naturally go to replacement because we've seen it with AI, we've seen it with lecture capture, we've seen it with all sorts of technologies.

00:48:55,815 --> 00:48:56,016[00:48:55,815 --> 00:48:56,016] - [speaker_6]
Mm-hmm.

00:48:55,995 --> 00:49:04,476[00:48:55,995 --> 00:49:04,476] - [speaker_5]
Uh, some people, um, see it as just a, an efficient... an efficiency innovation rather than a, like a, an improving, sustaining innovation.

00:49:04,455 --> 00:49:06,636[00:49:04,455 --> 00:49:06,636] - [speaker_6]
Yeah. Well, that's-

00:49:06,615 --> 00:49:07,275[00:49:06,615 --> 00:49:07,275] - [speaker_2]
That's, honestly-

00:49:07,255 --> 00:49:07,416[00:49:07,255 --> 00:49:07,416] - [speaker_5]
Yeah?

00:49:07,395 --> 00:49:08,156[00:49:07,395 --> 00:49:08,156] - [speaker_6]
... so good. Yeah.

00:49:08,136 --> 00:49:08,615[00:49:08,136 --> 00:49:08,615] - [speaker_5]
Is that all right?

00:49:08,595 --> 00:49:09,476[00:49:08,595 --> 00:49:09,476] - [speaker_6]
Yeah, yeah.

00:49:09,455 --> 00:49:10,976[00:49:09,455 --> 00:49:10,976] - [speaker_2]

Thank you so much.

00:49:10,955 --> 00:49:11,576[00:49:10,955 --> 00:49:11,576] - [speaker_5]
Good stuff.

00:49:11,555 --> 00:49:14,255[00:49:11,555 --> 00:49:14,255] - [speaker_6]
Take care, yeah. Yeah.

00:49:14,235 --> 00:49:18,435[00:49:14,235 --> 00:49:18,435] - [speaker_5]
Thank you very much. Uh, gra- great to get access to it and have a play. Can I get access to that?

00:49:18,415 --> 00:49:19,155[00:49:18,415 --> 00:49:19,155] - [speaker_6]
Oh, yeah, you can get access to it.

00:49:19,136 --> 00:49:19,676[00:49:19,136 --> 00:49:19,676] - [speaker_5]
Yeah, yeah.

00:49:19,656 --> 00:49:19,856[00:49:19,656 --> 00:49:19,856] - [speaker_6]
The link.

00:49:19,835 --> 00:49:20,655[00:49:19,835 --> 00:49:20,655] - [speaker_5]
Somebody, somebody links.

00:49:20,636 --> 00:49:20,656[00:49:20,636 --> 00:49:20,656] - [speaker_6]
Yeah.

00:49:20,636 --> 00:49:23,575[00:49:20,636 --> 00:49:23,575] - [speaker_5]
And in- interesting that use- usability stuff, that would be great.

00:49:23,555 --> 00:49:23,836[00:49:23,555 --> 00:49:23,836] - [speaker_6]
Yeah.

00:49:23,816 --> 00:49:29,495[00:49:23,816 --> 00:49:29,495] - [speaker_5]
In my day, it was heuristic evaluation and cognitive walkthrough. Do you still do any of that sort of stuff or is that not a thing anymore?

00:49:29,475 --> 00:49:30,375[00:49:29,475 --> 00:49:30,375] - [speaker_6]
No, I don't think so, no.

00:49:30,355 --> 00:49:33,075[00:49:30,355 --> 00:49:33,075] - [speaker_5]
You never heard of it, great. (laughs)

00:49:33,055 --> 00:49:46,675[00:49:33,055 --> 00:49:46,675] - [speaker_6]
No. No. Uh, yeah, we can give you access to the demo for free to show other people as well. I mean, um, there might, there might be some errors with the, um... just the... like, it, it's still being worked on, so we might push an area that might happen or might not work, but-

00:49:46,655 --> 00:49:49,955[00:49:46,655 --> 00:49:49,955] - [speaker_5]
How did the meeting with the... I know I couldn't attend. How did it go with that tools group?

00:49:49,935 --> 00:50:05,355[00:49:49,935 --> 00:50:05,355] - [speaker_6]
Um, it went, it went well. Uh, there was a guy from the engineering who was just, like, amazed

that, um... I- I can't remember the guy's name, but he, he was like, "Oh, we need to get you in part of the engineering team," and then we did an engineering one, then someone else got in touch. So we- we're speaking to them.

00:50:05,335 --> 00:50:05,855[00:50:05,335 --> 00:50:05,855] - [speaker_5]
(laughs) Great.

00:50:05,835 --> 00:50:13,835[00:50:05,835 --> 00:50:13,835] - [speaker_6]
Um, uh, he apologized that the rest of the, the, the, the people there were, like, not as engaged, but he was like, "Look, d- don't worry about it."

00:50:13,815 --> 00:50:14,915[00:50:13,815 --> 00:50:14,915] - [speaker_5]
They were a bit negative about it?

00:50:14,895 --> 00:50:15,855[00:50:14,895 --> 00:50:15,855] - [speaker_6]
N- no, not negative, just-

00:50:15,835 --> 00:50:32,495[00:50:15,835 --> 00:50:32,495] - [speaker_2]
No, no, no, it was really just from the bureaucratical points of like, you know, do we... we need to make it to the end of the year for them to review the tools, uh, for them to onboard somebody new, and then they can pilot it within another department and then that's how they try and do things as opposed to onboarding something mid-term.

00:50:32,475 --> 00:50:33,475[00:50:32,475 --> 00:50:33,475] - [speaker_5]
Yeah, yeah, yeah, of course.

00:50:33,455 --> 00:50:36,735[00:50:33,455 --> 00:50:36,735] - [speaker_6]
And we haven't had... we haven't made any more progress with Lambda, um, either.

00:50:36,715 --> 00:50:37,855[00:50:36,715 --> 00:50:37,855] - [speaker_5]
No, no. Okay.

00:50:37,835 --> 00:50:50,615[00:50:37,835 --> 00:50:50,615] - [speaker_6]
Yeah, it, it was just... I think he had an agenda, uh, to basically just have the product embedded within it, as in, like, to give him all the code and everything, and I don't think that was anything that we were going to, um, agree to. So-

00:50:50,595 --> 00:50:51,215[00:50:50,595 --> 00:50:51,215] - [speaker_5]
Yeah, okay, fair enough.

00:50:51,195 --> 00:50:52,375[00:50:51,195 --> 00:50:52,375] - [speaker_6]
... I think we just reached kind of a stalemate.

00:50:52,355 --> 00:50:55,635[00:50:52,355 --> 00:50:55,635] - [speaker_5]
Yeah, no, I just saw, saw two and two and thought I'd put you together just to have that conversation.

00:50:55,615 --> 00:50:58,455[00:50:55,615 --> 00:50:58,455] - [speaker_6]
Oh, yeah, I think it would have been... it would have been really good. I think we just didn't see-

00:50:58,435 --> 00:50:59,595[00:50:58,435 --> 00:50:59,595] - [speaker_5]
Well, it's part of the learning, isn't it?

00:50:59,575 --> 00:50:59,855[00:50:59,575 --> 00:50:59,855] - [speaker_6]
Yeah.

00:50:59,835 --> 00:51:01,435[00:50:59,835 --> 00:51:01,435] - [speaker_5]
So you d- you can always put that in, can't you?

00:51:01,415 --> 00:51:01,555[00:51:01,415 --> 00:51:01,555] - [speaker_6]
Yeah.

00:51:01,535 --> 00:51:02,975[00:51:01,535 --> 00:51:02,975] - [speaker_5]
If you had that and you decided not to.

00:51:02,955 --> 00:51:03,375[00:51:02,955 --> 00:51:03,375] - [speaker_6]
Yeah.

00:51:03,355 --> 00:51:16,175[00:51:03,355 --> 00:51:16,175] - [speaker_5]
'Cause I think he... but, uh, uh, from what I saw of speaking to him, I think he was keen to basically hand over Lambda. So in a way, I thought he was... in my mind, he was looking, "Well, do you guys want to take on Lambda as well as this?"

00:51:16,155 --> 00:51:23,955[00:51:16,155 --> 00:51:23,955] - [speaker_6]
That, that was... I think that was the initial thing, but I think as we kind of... we... I think because we weren't agreeing with everything that he was saying-

00:51:23,935 --> 00:51:24,855[00:51:23,935 --> 00:51:24,855] - [speaker_5]
Yeah, well, yeah.

00:51:24,915 --> 00:51:25,315[00:51:24,915 --> 00:51:25,315] - [speaker_6]
... he kind of went away.

00:51:25,295 --> 00:51:27,475[00:51:25,295 --> 00:51:27,475] - [speaker_5]
I mean, you get a sense, you know. It'd be... gonna be difficult working in that.

00:51:27,455 --> 00:51:27,475[00:51:27,455 --> 00:51:27,475] - [speaker_6]
Yeah.

00:51:27,455 --> 00:51:28,355[00:51:27,455 --> 00:51:28,355] - [speaker_5]
You just... yeah, yeah, yeah.

00:51:28,335 --> 00:51:28,635[00:51:28,335 --> 00:51:28,635] - [speaker_6]
Yeah.

00:51:28,615 --> 00:51:29,615[00:51:28,615 --> 00:51:29,615] - [speaker_5]
Don't understand.

00:51:29,595 --> 00:51:31,915[00:51:29,595 --> 00:51:31,915] - [speaker_2]
Um, yeah. Thank you so much. (laughs)

00:51:31,895 --> 00:51:39,255[00:51:31,895 --> 00:51:39,255] - [speaker_5]
No worries. Well, good luck with it. And, um, I, I, I was still hassling King's. Um, they've got an... a, um, group-

00:51:39,235 --> 00:51:39,855[00:51:39,235 --> 00:51:39,855] - [speaker_2]

Mm-hmm.

00:51:39,835 --> 00:51:45,875[00:51:39,835 --> 00:51:45,875] - [speaker_5]
... um, that they told me they would let you, um, present at. But it's quite an official, like, governance group.

00:51:45,855 --> 00:51:45,875[00:51:45,855 --> 00:51:45,875] - [speaker_2]
Yeah.

00:51:45,855 --> 00:51:53,115[00:51:45,855 --> 00:51:53,115] - [speaker_5]
So that might be why they're getting a bit thingy. But if you wanted, I can get... I can ask them to just have my old CTEL team and you do it to them?

00:51:53,095 --> 00:51:53,635[00:51:53,095 --> 00:51:53,635] - [speaker_6]
Yeah, yeah.

00:51:53,615 --> 00:51:53,755[00:51:53,615 --> 00:51:53,755] - [speaker_5]
Yeah?

00:51:53,735 --> 00:51:55,175[00:51:53,735 --> 00:51:55,175] - [speaker_2]
That's also fine with... that'd be great. That'd be great.

00:51:55,155 --> 00:51:58,735[00:51:55,155 --> 00:51:58,735] - [speaker_5]
Yeah, I think Phil, Phil Blake is the person who I was going through.

00:51:58,715 --> 00:51:59,115[00:51:58,715 --> 00:51:59,115] - [speaker_2]
Yes.

00:51:59,095 --> 00:52:03,355[00:51:59,095 --> 00:52:03,355] - [speaker_5]
And he was... yeah. He said there was a group because I spoke to him twice. I did chase him, but he didn't get back to me.

00:52:03,335 --> 00:52:03,875[00:52:03,335 --> 00:52:03,875] - [speaker_2]
Right.

00:52:03,855 --> 00:52:07,215[00:52:03,855 --> 00:52:07,215] - [speaker_6]
Our, our deadline is in three weeks so we are... we are-

00:52:07,195 --> 00:52:09,735[00:52:07,195 --> 00:52:09,735] - [speaker_5]
I could get... I'm sure he can get you on the CTEL team.

00:52:09,715 --> 00:52:10,135[00:52:09,715 --> 00:52:10,135] - [speaker_6]
Yeah.

00:52:10,115 --> 00:52:16,415[00:52:10,115 --> 00:52:16,415] - [speaker_5]
CTEL, Central Technology... I should really wear my old T-shirt. CTEL. (laughs)

00:52:16,395 --> 00:52:16,735[00:52:16,395 --> 00:52:16,735] - [speaker_6]
(laughs)

00:52:16,715 --> 00:52:18,895[00:52:16,715 --> 00:52:18,895] - [speaker_5]
But they basically looked after digital education-

00:52:18,875 --> 00:52:18,995[00:52:18,875 --> 00:52:18,995] - [speaker_6]

Yeah.

00:52:18,975 --> 00:52:20,775[00:52:18,975 --> 00:52:20,775] - [speaker_5]
... across King's, so-

00:52:20,755 --> 00:52:21,075[00:52:20,755 --> 00:52:21,075] - [speaker_6]
Yeah.

00:52:21,155 --> 00:52:24,295[00:52:21,155 --> 00:52:24,295] - [speaker_5]
... they've got a new person who's sort of my replacement, but I'd gotten with her well, so-

00:52:24,275 --> 00:52:24,995[00:52:24,275 --> 00:52:24,995] - [speaker_6]
Yeah.

00:52:24,975 --> 00:52:25,675[00:52:24,975 --> 00:52:25,675] - [speaker_2]
That's really nice.

00:52:25,655 --> 00:52:32,615[00:52:25,655 --> 00:52:32,615] - [speaker_6]
And if you ever wanna talk, like, outside of just amphi as well about like, education and student experience, we're happy to, to help.

00:52:32,595 --> 00:52:32,935[00:52:32,595 --> 00:52:32,935] - [speaker_5]
Yeah.

00:52:32,915 --> 00:52:34,835[00:52:32,915 --> 00:52:34,835] - [speaker_6]
And if you want to talk about... more about Figma as well. I'm-

00:52:34,815 --> 00:52:35,615[00:52:34,815 --> 00:52:35,615] - [speaker_2]
(laughs)

00:52:35,595 --> 00:52:36,395[00:52:35,595 --> 00:52:36,395] - [speaker_6]
... happy to do that.

00:52:36,375 --> 00:52:37,635[00:52:36,375 --> 00:52:37,635] - [speaker_2]
Start us off with Figma if it's all right.

00:52:37,615 --> 00:52:45,395[00:52:37,615 --> 00:52:45,395] - [speaker_5]
Yeah, yeah. And, uh, uh, the other thing that's come up recently that we're looking at is a new AI thing called CloudForce. I don't know if you've come across it.

00:52:45,375 --> 00:52:48,135[00:52:45,375 --> 00:52:48,135] - [speaker_6]
I haven't heard of CloudForce. It sounds like Salesforce but-

00:52:48,115 --> 00:52:48,835[00:52:48,115 --> 00:52:48,835] - [speaker_2]
(laughs)

00:52:48,815 --> 00:52:51,095[00:52:48,815 --> 00:52:51,095] - [speaker_5]
Cloud- CloudForce. Nebula One or something like that.

00:52:51,075 --> 00:52:51,375[00:52:51,075 --> 00:52:51,375] - [speaker_6]
Oh, yeah.

00:52:51,355 --> 00:53:03,315[00:52:51,355 --> 00:53:03,315] - [speaker_5]

It's, it's quite an interesting thing. It seems to, um... we need to be careful around it because I don't want to, you know, uh, get too excited by it. But it looks, um... it's a part... they're a partner of Microsoft.

00:53:03,295 --> 00:53:03,395[00:53:03,295 --> 00:53:03,395] - [speaker_6]
Mm-hmm.

00:53:03,375 --> 00:53:13,395[00:53:03,375 --> 00:53:13,395] - [speaker_5]
And it looks, initially from our conversations, that it is... provides that ChatGPT type experience but with Microsoft, um, backend.

00:53:13,375 --> 00:53:13,775[00:53:13,375 --> 00:53:13,775] - [speaker_6]
Yeah. Okay.

00:53:13,755 --> 00:53:17,575[00:53:13,755 --> 00:53:17,575] - [speaker_5]
Um, but it can... it can go off into any learning, uh, language model you want.

00:53:17,555 --> 00:53:18,295[00:53:17,555 --> 00:53:18,295] - [speaker_6]
Mm-hmm.

00:53:18,275 --> 00:53:26,375[00:53:18,275 --> 00:53:26,375] - [speaker_5]
Um, large language model, sorry. Um, uh, but yeah, we're literally just getting a trial in the next, um, in the next few weeks.

00:53:26,355 --> 00:53:26,715[00:53:26,355 --> 00:53:26,715] - [speaker_6]
Okay.

00:53:26,695 --> 00:53:30,875[00:53:26,695 --> 00:53:30,875] - [speaker_5]
So, um, I don't know if it will link into some of the stuff you're doing in the Gemini, um-

00:53:30,855 --> 00:53:31,015[00:53:30,855 --> 00:53:31,015] - [speaker_6]
Yeah.

00:53:30,995 --> 00:53:40,275[00:53:30,995 --> 00:53:40,275] - [speaker_5]
... element, because I'm not, I'm not sure if that was linked into it, but, um, it seemed positive. They've released it in London School of Business, I believe, to all the students and all the staff.

00:53:40,255 --> 00:53:40,875[00:53:40,255 --> 00:53:40,875] - [speaker_6]
Oh, okay.

00:53:40,855 --> 00:53:52,115[00:53:40,855 --> 00:53:52,115] - [speaker_5]
Yeah, yeah. But, um, it's, uh, an interesting thing. But the whole thing around... actually we might pick your brains around how we better describe those interactions in the physical and, and space.

00:53:52,095 --> 00:53:52,175[00:53:52,095 --> 00:53:52,175] - [speaker_6]
Yeah.

00:53:52,155 --> 00:53:58,055[00:53:52,155 --> 00:53:58,055] - [speaker_5]
Will be an easy... hopefully... I, I was gonna take it out the learning area and just do it in meeting rooms, um-

00:53:58,035 --> 00:53:58,355[00:53:58,035 --> 00:53:58,355] - [speaker_6]

Yes.

00:53:58,335 --> 00:54:01,655[00:53:58,335 --> 00:54:01,655] - [speaker_5]
... just keep it a bit more easier, condensed.

00:54:01,635 --> 00:54:01,855[00:54:01,635 --> 00:54:01,855] - [speaker_6]
Yeah.

00:54:01,835 --> 00:54:03,415[00:54:01,835 --> 00:54:03,415] - [speaker_5]
So yeah, maybe we can pick your brains around that.

00:54:03,395 --> 00:54:03,415[00:54:03,395 --> 00:54:03,415] - [speaker_6]
Yeah.

00:54:03,395 --> 00:54:06,135[00:54:03,395 --> 00:54:06,135] - [speaker_5]
That'll be cool. Well, good luck.

00:54:06,115 --> 00:54:06,735[00:54:06,115 --> 00:54:06,735] - [speaker_2]
Thank you so much.

00:54:06,715 --> 00:54:09,735[00:54:06,715 --> 00:54:09,735] - [speaker_5]
And I'll see you after... yeah. I will try and get that thing over at King's if it will help.

00:54:09,715 --> 00:54:09,995[00:54:09,715 --> 00:54:09,995] - [speaker_6]
Yeah.

00:54:09,975 --> 00:54:10,295[00:54:09,975 --> 00:54:10,295] - [speaker_5]
Yeah.

00:54:10,275 --> 00:54:13,695[00:54:10,275 --> 00:54:13,695] - [speaker_6]
Hey, do you still have that contact at Google as well? I know you mentioned.

00:54:13,675 --> 00:54:17,055[00:54:13,675 --> 00:54:17,055] - [speaker_5]
I met with them, we met with them, but it didn't go very well. They, um-

00:54:17,115 --> 00:54:17,135[00:54:17,115 --> 00:54:17,135] - [speaker_6]
Oh. (laughs)

00:54:17,115 --> 00:54:17,435[00:54:17,115 --> 00:54:17,435] - [speaker_5]
Yeah.

00:54:17,415 --> 00:54:18,575[00:54:17,415 --> 00:54:18,575] - [speaker_6]
That doesn't sound good.

00:54:18,555 --> 00:54:26,675[00:54:18,555 --> 00:54:26,675] - [speaker_5]
They seem to have come from the Bet Fair and it must have been a long day and they were much more on the research side than they were on the education side.

00:54:26,655 --> 00:54:27,295[00:54:26,655 --> 00:54:27,295] - [speaker_6]
Okay.

00:54:27,275 --> 00:54:29,235[00:54:27,275 --> 00:54:29,235] - [speaker_5]
So, um, I could-

00:54:29,215 --> 00:54:29,335[00:54:29,215 --> 00:54:29,335] - [speaker_6]
That's awesome.

00:54:29,315 --> 00:54:32,195[00:54:29,315 --> 00:54:32,195] - [speaker_5]
... I could, I could still... I could try and see what they say.

00:54:32,175 --> 00:54:33,215[00:54:32,175 --> 00:54:33,215] - [speaker_6]
Thank you, yeah.

00:54:33,195 --> 00:54:33,675[00:54:33,195 --> 00:54:33,675] - [speaker_5]
Yeah.

00:54:33,655 --> 00:54:35,175[00:54:33,655 --> 00:54:35,175] - [speaker_6]
Yeah.

00:54:35,155 --> 00:54:35,555[00:54:35,155 --> 00:54:35,555] - [speaker_5]
Okay.

00:54:35,535 --> 00:54:36,715[00:54:35,535 --> 00:54:36,715] - [speaker_2]
Bye-bye. Thank you.

00:54:36,695 --> 00:54:36,735[00:54:36,695 --> 00:54:36,735] - [speaker_5]
What's up?

00:54:36,715 --> 00:54:54,195[00:54:36,715 --> 00:54:54,195] - [speaker_6]
So I'm also doing some work for the micro campus on, uh, room booking, uh, and we're trying to move everything over to Microsoft Teams. So it means that, you know Juan's vision for, uh, like, digital room booking and, like, screens outside the rooms?

00:54:54,175 --> 00:54:54,495[00:54:54,175 --> 00:54:54,495] - [speaker_5]
Yeah.

00:54:54,475 --> 00:54:59,995[00:54:54,475 --> 00:54:59,995] - [speaker_6]
Um, it might actually be feasible with the new systems. So I thought you might be w- willing to, like-

00:54:59,975 --> 00:55:00,295[00:54:59,975 --> 00:55:00,295] - [speaker_5]
Yeah, yeah.

00:55:00,275 --> 00:55:02,055[00:55:00,275 --> 00:55:02,055] - [speaker_6]
Yeah, you might be on board or not on board.

00:55:02,035 --> 00:55:05,875[00:55:02,035 --> 00:55:05,875] - [speaker_5]
We need to make... we need to make sure it works in, uh, in-

00:55:05,855 --> 00:55:06,755[00:55:05,855 --> 00:55:06,755] - [speaker_6]
Like the, the new-

00:55:06,735 --> 00:55:07,355[00:55:06,735 --> 00:55:07,355] - [speaker_5]
MediaWorks.

00:55:07,335 --> 00:55:08,275[00:55:07,335 --> 00:55:08,275] - [speaker_6]
... MediaWorks, yeah.

00:55:08,255 --> 00:55:12,635[00:55:08,255 --> 00:55:12,635] - [speaker_5]
Yeah, yeah. Because that... well, actually you've seen that thing inside the room. We just need to make sure that that works.

00:55:12,615 --> 00:55:19,535[00:55:12,615 --> 00:55:19,535] - [speaker_6]
Yeah. This, this will be a way of... if it does wo-... I, I think the system's great at the minute. The, the 441... 440?

00:55:19,515 --> 00:55:20,075[00:55:19,515 --> 00:55:20,075] - [speaker_5]
441.

00:55:20,055 --> 00:55:20,735[00:55:20,055 --> 00:55:20,735] - [speaker_6]
441, yeah.

00:55:20,715 --> 00:55:21,035[00:55:20,715 --> 00:55:21,035] - [speaker_5]
Yeah, yeah, yeah.

00:55:21,015 --> 00:55:22,715[00:55:21,015 --> 00:55:22,715] - [speaker_6]
I think that one's worked really nicely.

00:55:22,695 --> 00:55:25,935[00:55:22,695 --> 00:55:25,935] - [speaker_5]
Yeah, yeah, yeah. That's right, yeah. And it... we didn't do anything. We just put in the thing and it worked.

00:55:25,915 --> 00:55:26,395[00:55:25,915 --> 00:55:26,395] - [speaker_6]
Yeah, yeah.

00:55:26,375 --> 00:55:26,695[00:55:26,375 --> 00:55:26,695] - [speaker_5]
Yeah, yeah.

00:55:26,675 --> 00:55:35,855[00:55:26,675 --> 00:55:35,855] - [speaker_6]
But, uh, th- this way, we'll be able to do it for, like, all rooms, including, like, teaching spaces as well. So students, uh, or anybody could book a room that... outside of teaching time.

00:55:35,835 --> 00:55:37,375[00:55:35,835 --> 00:55:37,375] - [speaker_5]
But you need a screen on it which-

00:55:37,355 --> 00:55:38,735[00:55:37,355 --> 00:55:38,735] - [speaker_6]
Um, no, we, we don't necessarily.

00:55:38,715 --> 00:55:39,515[00:55:38,715 --> 00:55:39,515] - [speaker_5]
It's all on the app.

00:55:39,495 --> 00:55:45,055[00:55:39,495 --> 00:55:45,055] - [speaker_6]
Uh, yeah. So, so like we might be able to do like a full Teams integration so you can, like, book a room like you would normally-

00:55:45,035 --> 00:55:45,715[00:55:45,035 --> 00:55:45,715] - [speaker_5]
Yeah, I want to see that.

00:55:45,695 --> 00:55:52,575[00:55:45,695 --> 00:55:52,575] - [speaker_6]
... across like the whole campus. That's the visi- that's the vision anyway and I think we're getting quite close to it. So I thought I'd make you aware of it so you, so you-

00:55:52,555 --> 00:55:54,215[00:55:52,555 --> 00:55:54,215] - [speaker_5]
Yeah, yeah. That'll be good to see. Yeah, yeah, definitely.

00:55:54,195 --> 00:55:54,555[00:55:54,195 --> 00:55:54,555] - [speaker_6]
Yeah.

00:55:54,535 --> 00:55:55,215[00:55:54,535 --> 00:55:55,215] - [speaker_5]
Good stuff.

00:55:55,195 --> 00:55:55,715[00:55:55,195 --> 00:55:55,715] - [speaker_6]
Okay, great.

00:55:55,695 --> 00:55:57,495[00:55:55,695 --> 00:55:57,495] - [speaker_2]
Um, Mike, uh-

00:55:57,475 --> 00:55:58,255[00:55:57,475 --> 00:55:58,255] - [speaker_5]
Oh, I nearly got away.