Multimodal Learning Analytics in Real-world Practice: A Bridge Too Far?

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Date: **July 9, 2024 (Tuesday)**
Time: **14:30 – 16:00**
Venue: **Room 408-410, Meng Wah Complex, HKU /**
Online via Zoom (Hybrid mode)

Zoom Meeting Link:
https://hku.zoom.us/j/99082104282?pwd=PIginYyvBS9OckQbXKuKlo7UC39u8y.1
Meeting ID: 990 8210 4282   Password: 324849

Chair: *Professor Nancy Law*

Registration:

https://hkuems1.hku.hk/hkuems/ec_regform.aspx?guest=Y&ueid=94753

Abstract:
Multimodal Learning Analytics (MMLA) has gathered an increasingly significant amount of interest from the research communities of Learning Analytics and Artificial Intelligence in Education within the last decade. In this talk, I will present some of my recent research on the support and evaluation of the collaboration process with MMLA. MMLA research leverages various modalities of data both from physical and digital spaces, uses computational approaches to process and analyse these multimodal data, and utilises and contributes to theories about the analysis of human behaviours in learning contexts. It plays an important role in expanding Learning Analytics' goal of understanding and improving learning in situ, through taking better account of factors influencing learning. However, it can be problematic with multiple layers of challenges including methodological, logistical, and ethical. The talk will be concluded with some reflections upon some of the reasons behind their morally troubling nature of MMLA driven by our recent real-world implementations.

About the speaker:
Mutlu Cukurova is Professor of Learning and Artificial Intelligence at University College London. Prof. Cukurova investigates human-AI complementarity in education, aiming to address the pressing socio-educational challenge of preparing people for a future with AI systems that will require a great deal more than the routine cognitive skills currently prized by many education systems and traditional approaches to automation. Prof. Cukurova is the Director of the UCLAIT team and works with UNESCO's Unit for Technology and AI in Education as an external expert. He contributed to numerous influential policymaking documents including UNESCO's recent report on *Guidance for generative AI in education and research* and the report on UNESCO AI competency frameworks for teachers. He was the programme chair of the International Conference of AI in Education in 2020 and CSEDU in 2022, currently serving as the editor of the British Journal of Educational Technology and an Associate Editor of the International Journal of Child-Computer Interaction.

~ All are welcome ~
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