# Tony Reeves, PhD

I am an experienced educator with a strong commitment to inclusive learning. I help people learn how to think critically about learning in order to develop practical, creative approaches to teaching curriculum design.

My doctoral research focused on the effects of technology on individual and organisational learning. I am a dedicated and conscientious professional who is committed to enabling students and educators to succeed and grow through higher education.

## Career summary

- Managing Director, Ding Learning
- Research and Education Lead, The QoE
- Course Leader, PGCert in Creative Education at the University for the Creative Arts, UCA
- Director of Learning, Creative Huddle
- Programme Manager in Digital Pedagogy, UCA
- Academic Developer in Learning Technology, UCA

## Career history

### Apr 2020 – present: Managing Director, Ding Learning

- Working with organisations to evaluate and improve online learning
- Advising on all aspects of curriculum design, assessment and technology

### Jan 2016 – April 2020: Research and Education Lead, The QoE

- Developing online courses for customer and employee experience professionals
- Undertaking research involving clients from Vodafone UK, Atom Bank, Atos, Liverpool Victoria
- Leading the content marketing activity to engage clients and develop new business
- Facilitating face-to-face and online focus group discussions

### Dec 2017 – present: Course Leader, Postgraduate Certificate in Creative Education, UCA

- Leading on all aspects of the University's teacher development course including curriculum design, delivery, assessment, budgeting and managing a team
- Coordinating all quality assurance and enhancement activity on the course, including working with external examiners, preparing documentation for periodic review and revalidation
- Editor of the University's Journal of Useful Investigations in Creative Education (JUICE), with responsibility for all peer reviewing and preparation of articles for publication
- Leading the University's Creative Education Network to engage and inspire faculty with new pedagogical approaches and ideas
- Leading the University's Higher Education Academy development scheme to enable all staff to achieve a teaching qualification

### Jun 2014 – Dec 2015: Director of Learning, Creative Huddle

- Developing and facilitating workshops for corporate clients
- Developing an online learning platform for asynchronous course delivery

### Feb 2013 – Aug 2017: Programme Manager in Digital Pedagogy, UCA

- Leading on the enhancement of technology enhanced teaching, learning and assessment
- Promoting the discoverability of electronic learning resources and their successful deployment to enhance student learning
- Designing the undergraduate curriculum for the University's BA/BSc (Hons) in Music Technology
- Line-managing a Research Associate and using technology enhanced approaches to effectively coordinate and direct their work
- Researching and evaluating new technologies and pedagogies, and aligning these with the strategic vision of the University
- Developing online learning communities to support and enhance student learning

### July 2009 – Feb 2013: Academic Developer in Learning Technology, UCA

- Supporting 26 course teams with all aspects of learning technology
- Managing the online learning environment and ensuring it enhances the student experience
- Developing the online learning environment to support the evolving needs of students and staff
- Advising tutors and course teams on how to enhance teaching and learning with technology

### Sept 2007 – June 2009: Visiting Lecturer, University of Hertfordshire

- Writing, delivering and assessing three units of study on the BA (Hons) Music Technology course using online and face to face methods
- Teaching a range of practical and theoretical skills to undergraduate students

## Research

My doctoral research investigated how digital technology is driving the evolution of organisations, and explored the benefits and challenges that technology presents to organisational learning under conditions of increasing complexity. My research has provided me with a platform to engage with large organisations including Vodafone, National Grid, Liverpool Victoria Insurance, Atom Bank, and Morgan Sindell.
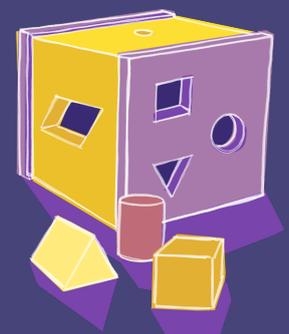


## Education and qualifications

| | |
|---|---|
| 2013 – 2018 | University of Lancaster<br>PhD in e-Research and Technology Enhanced Learning |
| 2015 | Senior Fellow of the Higher Education Academy |
| 2009 – 2011 | University for the Creative Arts<br>Postgraduate Certificate in Higher Education<br>Fellow of the Higher Education Academy |
| 2002 – 2006 | University of Southampton<br>BA (Hons) French and Music (1st Class Honours) |
| 1990 – 1995 | Canford School, Wimborne, Dorset<br>2 A-Levels in French and Music<br>12 GCSEs at Grade C and above including Maths and English |

## References

Available on request

# Publications

Reeves, T. (2019) Review of Michael Peters, Petar Jandrić and Alexander Means (Eds.) (2019). Education and Technological Unemployment. *Journal of Postdigital Science and Education.*

Houghton, N. & Reeves, T. [2019] Assessing Creativity. In:  M A Peters & R Heraud (eds) Encyclopedia of Educational Innovation.

Reeves, T. & Caglayan, E. (2019) Power to the people: How should universities position community in curriculum design? *Journal of Useful Investigations in Creative Education.* 1(2)

Reeves, T., Caglayan, E., and Torr, R. (2017) Don't shoot: Understanding students' experiences of video-based learning and assessment in the arts. *Video Journal of Education and Pedagogy.* 2(1).

Reeves, T. & Gomm, P. (2015) Community and contribution: factors motivating students to participate in extra-curricular online activity and implications for learning. *e-Learning and Digital Media Special Issue*.

Reeves, T. (2014) Using phenomenography to inform curriculum development in the areas of Digital Curation and Digital Sustainability. *Journal of Learning Development in Higher Education.* Special Edition: Digital Technologies in Learning Development.

Reeves, T. (2014) Blogging and Interculturality: Investigating the appropriateness of a blog to support a cohort of international students. *International Journal of Global Education*. Vol. 3 (1), pp.15-24.

Reeves, T. & Gomm, P. (2013) Blogging all over the world: Can blogs increase student engagement by creating a community of practice around a course? in Blessinger, P. & Wankel, C. (eds) *Increasing Student Engagement and Retention through Online Learning Activities: Wikis, Blogs and Webquests*. Bingley, UK. Emerald Publishing Group.

Reeves, T. (2011) Engaging Art and Design Students using Institutional Online Learning Spaces. Proceedings of the Designs on e-Learning conference, University of Aalto.

# Conference papers

Reeves, T. (2014) Vampire Slayers: The real experience of tutors in art and design. Paper presented at the Higher Education Academy Heroes and Monsters Conference, Salford Quays, Manchester.

Reeves, T. & Rowland, P. (2013) What about my Prezi? Evaluating students' perceptions of online collaboration and group work. Paper presented at the International Perspectives on Technology Enhanced Learning Conference, University of British Columbia (Canada).

Reeves, T. & Gomm, P. (2013) Blogging all over the world: Can blogs increase student engagement by creating a community of practice around a course? Paper presented at the HETL Exploring Spaces for Learning Conference, University of Central Florida (USA).

Reeves, T. & Sutherland, S. (2012) Yammering On: Growing a Constructive Community to Support and Sustain Lifelong Learning. Paper presented at the Designs on e-Learning Conference, University of the Arts London.

Tannant, M. & Reeves, T. (2011) VLEs and Meeting Student Expectations. Workshop given at the SEDA Using Technology to Enhance Learning Conference, University of Aston Business School

Reeves, T. & Gomm, P. (2011) Engaging students in Art and Design using blogs and online communities. Paper presented at the Sixth International Blended Learning Conference, University of Hertfordshire, 2011.