

Simon Knight

DIRECTOR: UTS CENTRE FOR RESEARCH ON EDUCATION IN A DIGITAL SOCIETY (CREDS), ASSOCIATE PROFESSOR:
TD SCHOOL

TD School, University of Technology Sydney

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OVERVIEW

Experience

Academic Appointments

2015 - Present *University of Technology Sydney, Australia*

Associate Professor- Associate Professor from December 2023. - From 2020, the inaugural Director of the UTS Centre for Research on Education in a Digital Society. - 2023 ARC DECRA Fellow. - July 2019-Dec 2023, Senior Lecturer (US tenured Assistant Professor equivalent). - January 2018-July 2019, Lecturer, Faculty of Transdisciplinary Innovation. - October 2015-Dec 2017, Research Fellow / Lecturer (US Assistant Professor equivalent, as of 2017), Connected Intelligence Centre. <https://profiles.uts.edu.au/simon.knight>

2012 - 2013 *Open University, UK*

Consultant Wiki Editor, EdFutures projectPart time (1 day a week) wiki editor and support for creation and editing of Open Educational Resources and articles on 'levers for change' in education (focussing on learning analytics). <http://edfutures.net/Special:Contributions/Sjgknight>

2012 - 2013 *University of Cambridge, UK*

Research Associate, OER4Schools projectCasual wiki editor and support for creation and editing of Open Educational Resources, particularly on the OER4Schools Teacher Education in Africa project. I also assisted in editing a book on the use of Interactive White Boards during this time. <https://oer.opendeved.net/wiki/OER4Schools>

2012 - 2012 *University of Cambridge, UK*

Research Associate, OER4Schools projectPart time (1 day a week) wiki editor and support for creation and editing of Open Educational Resources, particularly on the OER4Schools Teacher Education in Africa project. I also wrote a chapter on promoting dialogue in the classroom for a book on the use of Interactive White Boards (IWB) during this time. <https://oer.opendeved.net/wiki/OER4Schools>

2012 - 2012 *University of Cambridge, UK*

Research Associate, Open Educational Resources (ORBIT) projectEmployed to create, curate, catalogue and edit resources for mathematics and science teaching on a JISC funded project (ORBIT) within the Faculty of Education, with particular reference to use by PGCE students. <https://oer.opendeved.net/wiki/OER4Schools>

2012 - 2012 *Nominet Trust, UK*

Associate ResearcherResearch Communication

2011 - 2011 *Nominet Trust, UK*

Research Communication InternMeasuring 'value' in social media projects <http://sjgknight.com/finding-knowledge/2014/09/measuring-value-in-3rd-sector-social-media/>

Non-Academic Appointments

2013-12 *Wikimedia UK*

2013-12 - 2015-09 Vice-chair and Trustee (unpaid volunteer role)I was co-opted as a trustee of WMUK in November 2013. I was elected to a 2 year term on August 9th 2014, resigning September 2015 to move to Sydney. I was on the strategy taskforce, leading to its formal adoption. I sat as board liaison on the Education Committee and was an advisory trustee on the Grants Committee. Wikimedia UK is a registered charity that exists to help collect, develop and distribute freely licensed knowledge (and other educational, cultural and historic material). It does this by bringing the Wikimedia community in the UK together, and by building links with UK-based cultural institutions, universities, charities and other bodies. As the Wikimedia chapter covering the United Kingdom, the charity also represent UK-based Wikimedians to the Wikimedia Foundation and the global Wikimedia movement. <https://wikimedia.org.uk/>

2005-06 *Cardinal Wiseman Language College, UK*

2011-07 - 2011-09 Senior ICT Technician;-11 - 2011-09 6th form Study Skills coordinator & Member of ICT Data Team;-06 - 2011-09 Teaching Assistant;-06 - 2011-09 Teaching Assistant;-12 - 2011-09 Teaching Assistant;-06 - 2011-09 Teaching Assistant;-06 - 2011-09 Teaching Assistant;-06 - 2011-09 Teaching Assistant;-06 - 2011-09 Teaching Assistant;-06 - 2011-09 Teaching Assistant;-06 - 2011-09 Teaching Assistant;-06 - 2011-09 Teaching AssistantEmployed to develop SIMS Assessment Manager systems

2010-07 *Saffron Walden County High School*

2010-07 - 2011-08 Teacher of Psychology, Philosophy, and Sociology Main scale teacher, with active involvement in the school research community, department VLE development and training, and responsibility as a sixth-form attached tutor.

2007-08 *University of Leeds, UK*
2007-08 - 2007-09 International Office Assistant Meet and Greet, campus tour, and international office 'help desk' assistant. Following the meet & greet service I was invited to work as an international office student day-trip assistant over the academic year.

2001-06 *St George Catholic School for Boys*
2005-06 - 2005-07 Teaching Assistant; 06 - 2005-07 Teaching Assistant; 06 - 2005-07 Teaching Assistant; 06 - 2005-07 Teaching Assistant; 06 - 2005-07 Teaching Assistant Gifted and Talented Summer School Assistant (all four years).

Education

2012 - 2015 *Knowledge Media Institute (KMI), Open University, UK.*
PhD Learning Analytics Supervised by [Simon Buckingham Shum](#) and [Karen Littleton](#), and from May 2014, [Bart Rienties](#). Successfully defended December 2015, examined by [Sten Ludvigsen](#) and [Allison Littlejohn](#). Thesis: 'Learning analytics for epistemic cognition in collaborative information seeking tasks'. (Fully funded 'Pro-Vice Chancellor's Research Studentship'). See CV for published outputs. Chartered Psychologist membership of the British Psychological Society awarded.

2011 - 2012 *Darwin College, University of Cambridge, UK.*
MPhil Educational Research Distinction Supervised by [Neil Mercer](#). Thesis: 'Finding Knowledge: The role of dialogue in collaborative information retrieval'. (My Nominet Trust Associate Researcher role provided support towards MPhil fees). Three published outputs: The role of exploratory talk in classroom search engine tasks; The role of collaborative, epistemic discourse in classroom information seeking tasks; Resources for Searching with the Internet.

2009 - 2011 *Institute of Education, University of London.*
MA Philosophy of Education Distinction Supervised by Jan Derry (<https://profiles.ucl.ac.uk/48625-jan-derry>). Dissertation: 'The implications of extended mind for educational assessment'.

2020 - 2020 *University of Technology Sydney, Australia.*
GCHETL

2009 - 2010 *Institute of Education, University of London.*
PGCE 14-19 Social Sciences The highest 'very good' rating for the practical element). 1 assignment published: AfL for inclusive, differentiated learning.

2004 - 2008 *University of Leeds, UK.*
BSc (Hons, Intl) Philosophy & Psychology Joint Honours 2.1 Supervised by [Colin Lever] (<https://www.durham.ac.uk/staff/colin-lever/>). Dissertation: 'Anger or Fairness in Ultimatum Game Rejections?' Study abroad year at YorkU, Toronto.

2002 - 2004 *Barton Peveril 6th Form College, Eastleigh, UK.*
4 A-levels, 2 AS-levels 2003 – 1 A-level: Religious Studies, (B). 1 AS level: Mathematics (D). 2004 – 3 A-levels: History (B), Psychology (A), Sociology (B). 1 AS level: Citizenship (B).

1997 - 2002 *St George Catholic School for Boys, Southampton, UK.*
11 GCSEs A*-C including English and Mathematics. 1 AS level – Religious Studies (B).

Memberships, Service, and Engagement Experience

2016 - present *British Psychological Society (BPS)*
Chartered (Cpsychol) member

2015 - present *Society for Learning Analytics Research (SoLAR)*
Member

2023 - 2026 *University College London, Institute of Education*
Honorary Associate Professor London Knowledge Lab, affiliation as part of 2023 sabbatical period

2023 - 2023 *KTH Stockholm*
Scholar in Residence Digital Futures Scholar in Residence (stipendary honorary residency)

2019 - 2019 *University College London, Institute of Education*
Honorary Visiting Scholar London Knowledge Lab, affiliation as part of 2019 sabbatical period

2019 - 2019 *New York University, Steinhardt School of Culture, Education, and Human Development*
Honorary Visiting Scholar LEARN Lab, affiliation as part of 2019 sabbatical period

2016 - 2016 *Arizona State University*
Study Visit The Science of Learning and Educational Technology (SoLET) Lab, to build collaboration around writing analytics. Funded by NSF Data Consortium fellowship (Laura Allen)

2013 - 2014 *Maastricht University*
 Study VisitUndertaking empirical work. Funded by the Centre for Research in Education and Educational Technology (CREET), OU.

2014 - 2014 *Rutgers University*
 Study VisitInfoSeeking lab visit, Funded by the Centre for Research in Education and Educational Technology (CREET), OU.

2013 - 2013 *University of Wisconsin, Madison*
 Visiting ScholarHosted by David Williamson Shaffer in the Epistemic Games group. Funded by the Epistemic Games group and Centre for Research in Education and Educational Technology (CREET) OU.

2013 - 2013 *Stanford University*
 Visiting ScholarVisiting scholar at the Lytics Lab

2018 - 2024 *International Journal of Computer-Supported Collaborative Learning (ijcscl)*
 Editorial Board

2016 - 2022 *Journal of Learning Analytics*
 Co-Editor-in-ChiefServed two terms as co-editor-in-chief

2017 - 2017 *Journal of Learning Analytics*
 Guest-editorSpecial Section on Temporal analyses of Learning Data

2022 - 2022 *Educational Technology & Society (ET&S)*
 Guest-editorSpecial Issue on Learning at the Intersection of Data Literacy and Social Justice

2016 - 2024 *Learning Analytics and Knowledge (LAK) conference*
 Programme Committee member

2018 - 01//01/2024 *Artificial Intelligence in Education conference*
 Programme Committee member

2023 *International Conference on Quantitative Ethnography 2023 (ICQE23)*
 Conference Co-ChairWith Golnaz Arastoopour Irgens

2019 *Computer Supported Collaborative Learning conference*
 Programme Committee member

2018, 2019, 2020 *Sub-conference – C2: Learning Sciences and Computer Supported Collaborative Learning at International Conference on Computers in Education (ICCE)*
 Programme Committee member

2018 *International Conference of the Learning Sciences*
 Programme Committee member

2017 *7th International Learning Analytics and Knowledge conference, Vancouver*
 Workshop & Tutorials Chair

2017 *2nd Workshop on Evaluation of Collaborative Information Seeking and Retrieval (ECol 2017) at CHIIR 2017*
 Programme Committee member

2016 *6th International Learning Analytics and Knowledge conference, Edinburgh*
 Social Media and Publicity Chair

2016 *Learning with MOOCs (LWMOOCs)*
 Program Committee Member

2016 *ascilite2016*
 Program Committee Member

2014, 2015 and 2016 *Workshop on Awareness and Reflection in Technology-Enhanced Learning*
 Programme Committee

2018 - present Australian Research Council (ARC) assessor;I have conducted three detailed assessments for ARC schemes

2012 - 2012 Participant in 'Learning Analytics and Knowledge' MOOC

2022 - present *UTS Research Ethics Committee*
 Member

2023 - present *UCL:IoE Task-and-Finish group*
 Group lead on AI Research Ethics

2021 - present *UTS ECR Research and 3 minute thesis awards*
 Prize committee member

2021 - present *UTS TD School and FASS*
 Research Committee member

2018 - present *UTS Connected Intelligence Centre*
 Responsible Academic Officer and Board of Studies Member

2018 - 2023 *UTS TD School Board*
 Elected member

2021 *UTS*
 Early Career Research Award judging panel

2023 UTS
Early Career Research Award judging panel

2018 - 2023 UTS
Member Transdisciplinary Innovation Faculty Board

2018 - present UTS
Member Board of Studies for the Connected Intelligence Centre

2018 - 2019 UTS
Member university Staff Experience and Operational Excellence Program Board Board
has responsibility for setting investment priorities for new technologies, as well as governance and oversight of active projects in this space

2017 UTS
CIC representative at the Graduate Research School Board

2016 - 2017 UTS
Member Task Force to scale up the undergraduate 'Arguments, Evidence, and Intuition'

2016 - 2017 UTS
With Roberto Martinez Maldonado I coordinated the Higher Degrees Research (HDR) activities in CIC

2016 - 2017 UTS
Member UTS Data Governance Sub-Committee

2016 - 2017 UTS
Member (self-assessment technology) REVIEW User Group (RUG) meetings

2016 - 2017 UTS
Reviewer in the UTS learning.futures compliance peer review group

Awards and Prizes

External

2022 *Learning Analytics and Knowledge Conference*
Best Paper Nomination Learning Analytics and Knowledge Conference Questioning learning analytics? Cultivating critical engagement as student automated feedback literacy.' (led by Shibani).

2017 *Learning Analytics and Knowledge Conference*
Best Paper Winner Learning Analytics and Knowledge Conference 'Reflective Writing Analytics for Actionable Feedback in Authentic Assessment' (led by Gibson, et al.,).

2016 *ASCILITE Learning Analytics SIG Awards for Excellence*
Team Finalists ASCILITE Learning Analytics SIG Awards for Excellence Academic Writing Analytics, an online learning application using Natural Language Parsing techniques to analyse student analytic and reflective writing, and then giving feedback at sentence and whole text level.

2014 *International Association for Computing and Philosophy 'Brian Michael Goldberg Memorial Award'*
Winner International Association for Computing and Philosophy 'Brian Michael Goldberg Memorial Award'

2013 *Learning Analytics and Knowledge Conference*
Best Paper Nomination Learning Analytics and Knowledge Conference Paper: 'Epistemology, Pedagogy, Assessment, Learning Analytics'.

2011 *Pearson*
Innov8 EdTech competition Pearson Finalist (£1000), with a pitch for: 'Assessment for Learning (AfL) in technologically distributed & mobile environments'.

Internal

2023 UTS
Medal for Excellence in Research and Teaching Integration UTS

2020 UTS
Learning and Teaching Award UTS For: developing students' skills in quantitative literacy and critical thinking. With Mary Coupland (team leader), and team members: Marco Angelini, Hadiya Valiyaveettil Mohammad Ashraf, Pranati Balijepalli, Nahid Banihashemi, Coral Connor, Karyn Fitzgerald, Rory Green, Neela Griffiths, Venkata Vali Visali Kadiyala, Paul Kennedy, Simon Knight, Cat Kutay, Maria Lobytsyna, Jenna Price, Usha Sridhar, Stephen Woodcock.

2020 UTS
Early Career Research Award UTS

2018 UTS
Early Career Academic Teaching Award UTS

2017 UTS
Teaching and Learning Team, High Commendation UTS I led the application, for which we were highly commended. Gabrielle Gardiner (Team Leader) and team members: Professor Simon Buckingham-Shum, Associate Professor Theresa Anderson, Dr Kailash Awati, Dr Simon Knight, Dr Roberto Martinez-Maldonado, Dr Amela Peric, Dr Nicola

Parker and Georgia Markakis, all from Connected Intelligence Centre. For: Developing Data Science as a Team Sport: Learning.Futures in Practice.

2017 UTS
Individual Teaching and Learning Early Career Academic awardUTSFor: Leading learning.futures approaches to data literacy.

Teaching and Learning Experience

Teaching Experience

- 2015 - 2022 *UTS Data Science for Innovation (36100)*
Co-developed subject and ongoing review and improvement.
- 11 semesters coordinated and taught most content - 1 semester coordinated and co-taught across content - 1 semester co-taught with coordinator - 2 semesters supported handover in my absence (PEP)Master of Data Science & Innovation
- 2015 - 2019 *UTS Arguments, Evidence, and Intuition (36200/36201)*
Co-reviewed and revised the subject, with significant input into its design. - 2 semesters coordinated and taught most content - 5 semesters co-taught, guest-lectured, and supportedOpen elective subject
- 2018 - 2019 *UTS Data-literacy short forms of learning*
Co-developed 4 courses and aspects of paid micros (developing 1), along with model for micros. Taught 1 micro to first class of Telstra students.Online tasters and paid course
- 2022 - 2022 *UTS New Knowledge Making Lab (81528)*
Three guest classes on research and ethics (2022), with the materials used in 2023.Bachelors of Creative Intelligence and Innovation (BCII)
- 2016 - 2023 *UTS Master of Data Science & Innovation (MDSI)*
Chair info- and welcome-sessions for prospective and new MDSI students. I have contributed to subject development across the course, and supervision in our 'Innovation lab' subject.

Research and Innovation Experience

Grants

External

Research-Funding Total: ~\$1691.2k

- 2024 - 2027 *Australian Research Council Discovery Project*
Artificial intelligence in education: Democratising policy. \$502.6K Kalervo Gulson; Greg Thompson; Marcia McKenzie; Sam Sellar; Kirsty Kitto; Simon Knight; José-Miguel Bello y Villarino
Artificial intelligence in education: Democratising policy. The rapid introduction of artificial intelligence into education is occurring with inadequate policy support. Additionally, there is a lack of stakeholder input into decisions about the use of AI in education. Utilising social science and data science approaches, this project aims to democratise policy about AI in education by building tools to monitor policies, and developing collaborative policy making methods. The expected outcomes include publicly available policy resources to anticipate, and respond to, the role of AI in education, and participatory frameworks for policy making. The benefits include informed stakeholder engagement, and concrete policy recommendations that are globally relevant and adaptable to the Australian context.
- 2023 - 2026 *Australian Research Council Discovery Early Career (DECRA)*
Navigating Uncertainty & Evidence: Teaching for Epistemic Cognition \$833.2K We are facing an epistemological crisis, grounded in changing technologies, fake news, and a distrust of experts. Developing capability to navigate uncertainty, disagreement, and evidence is one of the most pressing social issues of our time in order to develop a sustainable society, ensure inclusive and equitable quality education, and promote lifelong learning opportunities for all. Despite relevant research, little is known about the crucial practices of educators in supporting this learning. This project will bring classroom practice and a practical theory of epistemic cognition into synchrony, developing new knowledge and strategies for students to learn how to navigate uncertainty, disagreement, and evidence.
- 2023 - 2024 *James Martin Institute for Public Policy Policy Grants*
Governing AI, education, and equity together \$ 87.1K Kal Gulson, Teresa Swist, Jose Villarino, Kirsty Kitto, Leslie Loble
- 2021 - 2022 *Industry and NSW Tech Voucher matched funding NSW Tech Voucher*
lyarn project evaluation: Building the evidence base. \$ 87.0K
- 2017 - 2018 *Australian Technology Network Excellence in Teaching and Learning Grants*
Building ATN Institutional Capacity for Text Analytics. \$100.0K Simon Buckingham Shum (Connected Intelligence Centre); with Simon Knight (Faculty of Transdisciplinary Innovation, UTS lead); Andrew Gibson (Queensland University of Technology, technical lead); David Gibson (Curtin University); Shane Dawson (University of South

Australia);Pablo Munguia (Royal Melbourne Institute of Technology);Sam Nielson (Queensland University of Technology)

2021 - 2021 *Catholic Education Office, Diocese of Parramatta*
Reframing the future of K-12 education: A transdisciplinary approach to new educational practices \$ 50.0KJacqueline Melvold, Jacqui McManus, Lucy Allen, Giedre Kligyte, Susie Pratt, Simon Knight, Nick Hopwood

2020 - 2020 *Wikicred Seed grants*
CiteLearn - an academic tool for learning to cite sources \$ 13.6KHeather Ford, Shibani AntonetteThe practice of adding citations to Wikipedia and learning where citations are needed provides excellent training in research quality beyond Wikipedia. Our idea is to use citations and missing citations (such as those tagged {{citation needed}} and Jodi Schneider's "Citation Detective", a public dataset of sentences missing citations), to build a game in which university students learn about verifiability

2016 - 2016 *NSF*
Data Consortium Fellow. \$ 2.6KLaura Allen

2017 - 2017 *Griffith Institute for Educational Research Arts, Education, and Law Research Project Grants*
Evidence informed practice: Investigating educators' decision-making when designing learning, teaching and assessment in contemporary learning environments \$ 10.0KPI: Kate Thompson (Senior lecturer, Griffith University);with Mia O'Brian, elke emerald, and Simon Knight.

2017 - 2017 *Griffith Institute for Educational Research Teacher Education Research Program Grant*
Evidence-informed practice: how do educators design for assessment using data? \$ 5.1KPI: Kate Thompson (Senior lecturer, Griffith University);with Sakinah Alhadad, Ben Williams, and Simon Knight

Scholarship Total: ~\$11.9k

2012 - 2013 *Nominet Trust*
Nominet Trust Associate Researcher (paying for my MPhil fees). \$ 10.5K

2011 - 2011 *European Commission*
Knowledge and Policy (in education and health) Summer School Scholarship \$.8KCo-founded by the Graduate School of Social Sciences from the French-speaking Community of Belgium and the European Commission (Project n° 0288848-2 within 6th Framework Program).

2010 - 2010 *European Commission*
European Federation of Psychology Students Associations (EFPISA) European Summer School (ESS) \$.6KThirty European psychology students worked with 5 PhD students to design and run a research project;applicants were selected from across Europe.

Funded-Participation

2015 *Rutgers University*
DIMACS Workshop on Social and Collaborative Information Seeking (SCIS)

2014 *BPS Psychology of Education Section*
BPS Psychology of Education Section (PES) conference bursary recipient.

2013 *SoLAR*
Funded attendee at the Learning Analytics Summer Institute (LASI) <http://www.solaresearch.org/events/lasi/>.

Internal

Research-Funding Total: ~\$118.8k

2022 *UTS Cross Faculty Collaboration Scheme*
Learning to navigate expert-expert disagreement: An interdisciplinary approach. \$ 49.9KLed by Simon Knight, with Amanda Wilson (Health);Shibani Antonette (TD School);Catriona Bonfiglioli (FASS);Jane Frawley (Health);Keith Heggart (FASS);Marian-Andrei Rizoiu (Data Science Institute);Nola Ries (Law).

2022 *UTS Cross Faculty Collaboration Scheme*
Hey Google: Is this ethical? Representing uncertainty and disagreement in search and knowledge graphs. \$ 36.9KLed by Simon Knight, with Heather Ford (FASS);Jianlong Zhou (Data Science Institute).

2021 *UTS Faculty of Transdisciplinary Innovation Research Seed Fund for the Transformative Learning Research Theme*
TD Education: Mapping the Opportunity Space \$ 5.0KLed by Giedre Kligyte, with Simon Knight, and the theme members.

2021 *UTS Faculty of Transdisciplinary Innovation Research Seed Fund for the Technology and Humanity Research Theme*
Ethics by Design \$ 5.0KLed by Nicole Vincent with Simon Knight, and Shibani Antonette.

2020 *UTS Faculty of Transdisciplinary Innovation Research Seed Fund for the Technology and Humanity Research Theme*
Ethical Dilemmas in Applying AI \$ 6.0KLed by Shibani Antonette, with Simon Knight,

Nicole Vincent, Tony Huang, and Bert Bongers.

2020 UTS Faculty of Transdisciplinary Innovation Research Seed Fund for the Transformative Learning Research Theme
Co-constructing transformative learning through university engagement partnerships. \$ 6.0K Led by Jacqueline Melvold with the Transformative Learning theme members.

2018 UTS STEM Education Futures research grant.
How do educators talk about data as evidence for and in technology mediated learning environments? \$ 5.0K PI: Simon Knight with Roberto Martinez-Maldonado (Connected Intelligence Centre), Jane Hunter (School of Education), Lori Lockyer (Graduate Research School), Kimberley Pressick-Kilborn (School of Education).

2017 UTS School of Communications Research Fund
Strawman: a technological solution to media literacy. \$ 5.0K PI: Peter Gray (Centre for Media Transitions); with Wan Ng (School of Education), Kirsty Kitto (Connected Intelligence Centre), Simon Knight (Connected Intelligence Centre), Gabriel Yakub (honours student in Communications).

Research-Teaching Nexus Total: ~\$66.4k

2019 UTS First Year and Transition Experience
Writing about and with data science: Embedding multimodal professional skills in a data science course \$ 2.3K Amelia Peric and Kirsty Kitto

2019 UTS First Year and Transition Experience
Improving written communication skills in management students' research writing, through AcaWriter \$ 4.0K Bron Harrison, with Nicole Sutton, Antonette Shibani

2017 UTS Vice Chancellor's Teaching and Learning Grant
Investigating the diagnostic potential of a science benchmarking task. \$ 10.0K Andrea Leigh, Leigh Martin, and Yvonne Davila (School of Science)

2017 UTS Vice Chancellor's Teaching and Learning Grant
Noisy Sheets; A practical Approach to Scalable, Authentic Assessment for Quantitative Literacy \$ 9.9K Mary Coupland (Maths) and Coral Connor (Maths)

2017 UTS Balanced Teaching Periods internal UTS funding.
Writing for Data Scientists \$ 3.0K

2016 UTS Vice Chancellor's Teaching and Learning Grant
Assessing the impact of automated writing feedback on student revisions in Civil Law. \$ 4.2K Philippa Ryan (Faculty of Law)

2016 UTS funding from Andrea Leigh's OLT citation.
Assessing the Quality of Feedback Comments in a Benchmarking Exercise, \$ 3.4K Andrea Leigh

2016 UTS Vice Chancellor's Teaching and Learning Grant
Flipping the textbook: Student-created textbooks for students. \$ 9.6K Theresa Anderson (Senior lecturer & MDSI course coordinator: Connected Intelligence Centre); Peter Kandlbinder (Senior Lecturer: IML); Julie-Anne Marshall (Manager: eResearch, UTSeScholarship, UTS Library); and Simon Knight (Research Fellow: Connected Intelligence Centre)

2016 UTS Vice Chancellor's Teaching and Learning Grant
Improving written communication skills in an accounting subject through the use of writing analytics \$ 10.0K Amanda White (Lecturer: Business) & Nicole Sutton (Lecturer: Business); with David Brown (Professor: Business); Rachael Lewis (PhD candidate: Business); Adam Aitken (Academic Language Liason: IML); Simon Buckingham Shum (Professor: Connected Intelligence Centre)

2016 UTS Vice Chancellor's Teaching and Learning Grant
Participatory design and evaluation of an online mentoring space for postgraduate students \$ 10.0K Theresa Anderson

Strategic Learning Development Total: ~\$69k

2019 UTS Postgraduate Strategic Funding Program
Delivering a Postgraduate Microcredential for Data Literacy \$ 15.0K Kirsty Kitto

2019 UTS Postgraduate Strategic Funding Program
Crossing Boundaries for Sustainable Futures: FTDI Open Offerings, and Data Literacy Offerings \$ 34.0K Kirsty Kitto

2018 UTS Strategic Project Funding
Teaching and Learning related research work. \$ 20.0K

Scholarship Total: ~\$71.8k

2012 - 2015 Open University
Chancellor's Scholarship (Maintenance, fees, and research for 3 years) \$ 71.8K

2023 UTS Professional Experience Program (PEP/sabbatical) six months release from normal academic duties.
Sabbatical

2019 UTS Professional Experience Program (PEP/sabbatical) six months release from

Research Indicators

Total cites	H-index	Google scholar			Total venues
		i10 index	Total articles		
2902	27	58	125	77	

Full publication list**Journal articles**

- Cerratto Pargman, T., McGrath, C., Viberg, O., & **Knight, S.** (2023). New vistas on responsible learning analytics: A data feminism perspective. *Journal of Learning Analytics*, 1–16. <https://doi.org/10.18608/jla.2023.7781> **diamond access**. Q1 62 of 1011 in Education (SJR).
- Knight, S.**, Dickson-Deane, C., Heggart, K., Kitto, K., Çetindamar Kozanoglu, D., Maher, D., Narayan, B., & Zarrabi, F. (2023). Generative AI in the Australian education system: An open dataset of stakeholder recommendations and emerging analysis from a public inquiry. *Australasian Journal of Educational Technology (AJET)*, 39(5), 101–124. <https://doi.org/10.14742/ajet.8922> **gold access**.
- Knight, S.**, Ford, H., Shibani, A., & Chambers, S. (2023). Inverting {{citation needed}}: A critical design reflection. In *Learning, Media and Technology*. <https://doi.org/10.1080/17439884.2023.2244412> Q1 2 of 816 in Media Technology (SJR).
- Knight, S.**, Shibani, A., & Buckingham Shum, S. (2023). A reflective design case of practical ethics in learning analytics. In *British Journal of Educational Technology*. <https://doi.org/10.1111/bjet.13323> **hybrid access**. Q1 4 of 166 in E-learning (SJR).
- Deroover, K., **Knight, S.**, Burke, P. F., & Bucher, T. (2023). Why do experts disagree? The development of a taxonomy. *Public Understanding of Science*, 32(2), 224–246. <https://doi.org/10.1177/09636625221110029> **green access**. Q1 12 of 97 in Communication (SJR).
- Howard, S. K., Swist, T., Gasevic, D., Bartimote, K., **Knight, S.**, Gulson, K., Apps, T., Peloché, J., Hutchinson, N., & Selwyn, N. (2022). Educational data journeys: Where are we going, what are we taking and making for AI? *Computers and Education: Artificial Intelligence*, 3, 100073. <https://doi.org/10.1016/j.caeai.2022.100073> **gold access**.
- Khosravi, H., Shum, S. B., Chen, G., Conati, C., Gasevic, D., Kay, J., **Knight, S.**, Martínez-Maldonado, R., Sadiq, S., & Tsai, Y.-S. (2022). Explainable artificial intelligence in education. *Computers and Education: Artificial Intelligence*, 3, 100074. <https://doi.org/10.1016/j.caeai.2022.100074> **gold access**.
- Markauskaite, L., Marrone, R., Poquet, O., **Knight, S.**, Martínez Maldonado, R., Howard, S., Tondeur, J., de Laat, M., Buckingham Shum, S., Gasevic, D., & Siemens, G. (2022). Rethinking the entwinement between artificial intelligence and human learning: What capabilities do learners need for a world with AI? *Computers & Education: Artificial Intelligence*, 3. <https://doi.org/10.1016/j.caeai.2022.100056> **gold access**.
- Conijn, R., Martínez Maldonado, R., **Knight, S.**, Buckingham Shum, S., van Waes, L., & van Zaanen, M. (2021). How to provide automated feedback on the writing process? A participatory approach to design writing analytics tools. *Computer Assisted Language Learning*. <https://doi.org/10.1080/09588221.2020.1839503> **green access**. Cited by:11; 5/742 in EDUCATION & EDUCATIONAL RESEARCH - SSCI (JCR); Q1 11 of 674 in Linguistics and Language (SJR).
- Knight, S.**, & Thompson, K. (2022). Developing a text-integration task for investigating and teaching interdisciplinarity in science teams. *Research in Science Education*, 52, 191–203. <https://doi.org/10.1007/s11165-020-09937-7> **green access**. Q1 39 of 1138 in Education (SJR).
- Knight, S.**, Abel, S., Shibani, A., Yoong Kuan, G., Conijn, R., Gibson, A., Vajjala, S., Cotos, E., Sándor, Á., & Buckingham Shum, S. (2020). Are you being rhetorical? A description of rhetorical move annotation tools and open corpus of sample machine annotated rhetorical moves. *Journal of Learning Analytics*, 7(3), 138–154. <https://doi.org/10.18608/jla.2020.73.10> **diamond access**. Q1 62 of 1011 in Education (SJR).
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- Swist, T., Gulson, K., **Knight, S.**, Benn, C., Kitto, K., O'Callaghan, S., Reid, A., & Zhang, V. (in submission). Making the UK exam algorithm game: A technical democracy co-design framework. Co-Design.

Presentations

- September 2023 - Generative AI and the future of research. **Keynote**. Generative AI and Research. Western Sydney University, Australia https://www.westernsydney.edu.au/research/events/generative_ai_and_research
- June 2023 - Learning with ethical AI. **Keynote**. ERASMUS Hybrid-e Training Event. KTH, Sweden
- May 2023 - Learning to engage ethically with AI. **Keynote**. Faculty Workshop on Digital Transformations in Education. Digital Futures, Sweden <https://www.digitalfutures.kth.se/event/digital-futures-faculty-workshop-3-may-2023/>
- May 2023 - Learning for ethical AI. **Keynote**. Nordic Learning Analytics Summer Institute (NLASI). Oulu, Finland <https://www.oulu.fi/en/events/nordic-learning-analytics-summer-institute-2023>
- May 2023 - The role and ethics of generative AI in assessment practices. **Keynote**. Faculty

Workshop on Responsible Assessment Futures. Digital Futures, Sweden <https://www.digitalfutures.kth.se/event/digital-futures-for-education-workshop-responsible-assessment-futures/>

- November 2018 - Who to believe? How epistemic cognition can inform science communication. **Keynote**. Australian Science Communicators' conference. Sydney, Australia <http://2018conf.asc.asn.au/who-to-believe-how-epistemic-cognition-can-inform-science-communication/>
- January 2024 - Inquiry into the use of generative artificial intelligence in the Australian education system. **Invited witness**. House Standing Committee on Employment, Education and Training Public Hearing. University of Technology Sydney, Australia https://www.aph.gov.au/parliamentary_business/committees/house/employment_education_and_training/aiineducation
- January 2024 - Public hearing invitation: Inquiry into AI in education. **Witness at public inquiry**. House Standing Committee on Employment, Education and Training on its inquiry into the use of generative artificial intelligence in the Australian education system. Sydney, Australia https://www.aph.gov.au/sitecore/content/home/parliamentary_business/committees/house/employment_education_and_training/aiineducation/public_hearings
- July 2023 - What do researchers need to know about GenAI? **Invited talk and panelist**. TEQSA & CRADLE Webinar Series. Online <https://blogs.deakin.edu.au/cradle/teqsa-cradle-webinar-series/>
- June 2023 - Professional learning for ethical AI. **Invited talk**. Knowledge Lab Extraordinary Seminar Series. UCL Knowledge Lab https://forms.office.com/pages/responsepage.aspx?id=_oivh5ipw0ytysekedmlwtffjthoxc5jmttd5kkjhuv1undc0qjzarezkvlrdvly2nelmoetfvtfsoc4u
- June 2023 - What resources can we turn to for learning about ethical AI? **Distinguished lecture**. Digital Futures, Sweden <https://www.digitalfutures.kth.se/event/distinguished-lecture-dr-simon-knight-university-of-technology-sydney/>
- April 2023 - How to get impact from digital transformation research. **Invited panelist**. Faculty Open Research Days. Digital Futures, Sweden <https://www.digitalfutures.kth.se/event/digital-futures-open-research-day-on-april-20-21-2023-2/>
- April 2023 - Schoolsnet agile EDU 1st expert validation workshop. **Invited participant**. Online
- November 2023 - Generative AI in NSW education: Academic roundtable. **Invited participant**. NSW Department of Education
- November 2023 - With: Hipolito I, Alfano M The philosophy and ethics of AI and the future of Australasian philosophy. **Invited panelist**. Australasian Philosophy: Bridging the Past and Present with the Future. Congress of the Humanities, Arts and Social Sciences (CHASS), Sydney University <https://aap.org.au/event-5410537>
- February 2021 - Who to believe? Conceptualising and navigating disagreement. **Invited talk**. Learning Informatics Lab. University of Minnesota <http://sjgknight.com/finding-knowledge/2021/02/new-talk-who-to-believe-conceptualising-and-navigating-disagreement/>
- November 2020 - With: Law N The ethics of AI in education. **Roundtable co-chair**. Online
- November 2020 - Global summit on the ethics of AI in education. **Discussant**. Institute of Ethical AI in Education <http://sjgknight.com/finding-knowledge/2020/11/global-summit-on-the-ethics-of-ai-in-education/>
- May 2019 - Dealing with disagreement in nutrition: The role of epistemic cognition. **Invited talk**. Priority Research Centre for Physical Activity and Nutrition. Newcastle University, Australia
- October 2019 - Aligning learning analytics with classroom practices & needs. **Invited talk**. Learning Analytics Research Network (LEARN). New York University, US
- July 2018 - Sites of epistemic cognition: A discursive approach. **Invited talk**. Cambridge Educational Dialogue Research (CEDiR). University of Cambridge
- October 2018 - With: Dawson P, Milligan S, Bearman M et al. Towards links between assessment and learning analytics. **Invited panelist**. Australian Learning Analytics Summer Institute (ALASI). Melbourne, Australia
- August 2017 - Augmenting assessment with learning analytics. **Invited talk**. Griffith University, Australia
- October 2017 - Invited participant
- June 2016 - With: Anderson T Participatory design of a learning space and learning analytics. **Invited talk**. Learning Analytics and Data Science in Education Research Group. University of New South Wales, Australia
- April 2016 - Collaborative information seeking, a lens on epistemic cognition. **Invited talk**. MEDiate group. University of Oslo, Norway

- April 2016 - Epistemic cognition socialised. **Invited talk**. MEDIATE group. University of Oslo, Norway
- October 2016 - Sites of epistemic cognition. **Invited talk**. University of Sydney, Australia http://sydney.edu.au/education_social_work/news_events/events/2016/semester-two/epistemic-cognition.shtml
- October 2016 - With: Buckingham Shum S, Gibson A et al. Writing analytics to improve formative feedback. **Invited talk**. Transforming Assessment. Online <http://transformingassessment.com/civicrm/event/info?id=103>
- October 2016 - Writing practices and epistemic cognition. **Invited talk**. Arizona State University, US <https://goo.gl/r6xggf>
- October 2016 - With: Lodge J, Alhadad S What exactly do we mean by “learning” in learning analytics? **Invited panelist**. Australian Learning Analytics Summer Institute. University of South Australia, Adelaide
- May 2015 - Funded participant. **Invited participant**. DIMACS Workshop on Social and Collaborative Information Seeking (SCIS). Rutgers University, US <http://dimacs.rutgers.edu/workshops/scis/>
- March 2015 - Collaborative information seeking tasks as complex performance assessments. **Invited talk**. LIS Speaker Series, at the School of Communication and Information. Rutgers University, US
- February 2015 - Grounding learning analytics in theory. **Invited talk**. Special Topics in Learning Technologies Course: Learning Analytics in the Knowledge Age. University of Minnesota
- June 2014 - Epistemic commitments in collaborative information seeking. **Invited talk**. Infoseeking group. Rutgers University, US <http://infoseeking.org/>
- June 2014 - Students with sight & control of their own complex learning “big” data. **Invited participant**. Educational Technology Action Group cluster 2a consultation. Department of Education, UK <http://feltag.org.uk/etag/>
- May 2014 - Seminar on “accessibility” & “clarity” in philosophy of education. **Invited participant**. Philosophy of Education Society GB seminar. Institute of Education, UK <http://sigknight.com/finding-knowledge/2014/05/philosophy-of-education-accessibility-clarity-and-the-philosophy-education-relationship/>
- April 2014 - Epistemology, assessment, pedagogy: Where learning meets analytics in the middle space. **Invited talk**. Exploring the implications of “the era of big data” for learning and teaching. HEA Social Sciences learning and teaching summit <http://sigknight.com/finding-knowledge/2014/04/heabigdata-summit/>
- November 2014 - Designing learning analytics for epistemic cognition. **Invited talk**. Linnaeus Centre for Research on Learning, Interaction and Mediated Communication in Contemporary Society (LinCS). Gothenburg University, Sweden
- September 2013 - Analysing dialogic interactions in classrooms. **Invited participant**. British Academy workshop. Cambridge University, UK
- November 2013 - Knowledge in the age of search. **Invited talk**. Society of the Query. Amsterdam, The Netherlands <http://networkcultures.org/wpmu/query/>
- 2019 - With: Thompson K, Leonard S, Adams D et al. Educational research data: Linking data for collaborative research about learning and teaching. **Invited panelist**. Australian Learning Analytics Summer Institute. Wollongong, Australia
- 2018 - With: Leigh A, Martin L J., Calibrating assessment literacy through benchmarking. **Internal talk**. UTS Teaching and Learning Forum. UTS, Australia <https://futures.uts.edu.au/blog/2018/11/05/using-data-teaching-4-talks-see-uts-teaching-learning-forum/>
- 2018 - With: Kitto K Embedding data literacy across disciplines at UTS. **Internal talk**. UTS Teaching and Learning Forum. UTS, Australia <https://futures.uts.edu.au/blog/2018/11/05/using-data-teaching-4-talks-see-uts-teaching-learning-forum/>
- 2018 - Noisy sheets accountable learning with authentic data sets. **Internal talk**. UTS Teaching and Learning Forum. UTS, Australia <https://futures.uts.edu.au/blog/2018/11/05/using-data-teaching-4-talks-see-uts-teaching-learning-forum/>
- 2018 - With: Shibani A, Abel S Computerised writing support with AcaWriter – examples from three learning contexts. **Internal talk**. UTS Teaching and Learning Forum. UTS, Australia <https://futures.uts.edu.au/blog/2018/11/05/using-data-teaching-4-talks-see-uts-teaching-learning-forum/>
- 2017 - With: Coupland M Let’s talk about continuous improvement. **Internal talk**. UTS Teaching and Learning Forum. UTS, Australia <https://www.uts.edu.au/research-and-teaching/teaching-and-learning/2017-uts-teaching-and-learning-forum/2017-uts-teaching-0>
- 2017 - With: Shibani A Intervention design for undergraduate law students to learning rhetorical writing using learning analytics. **Internal talk**. UTS Teaching and Learning

Forum. UTS, Australia <https://www.uts.edu.au/research-and-teaching/teaching-and-learning/2017-uts-teaching-and-learning-forum/2017-uts-teaching-0>

2016 - With: Anderson T CICAround: Lessons learnt when designing participatory curriculum. **Internal talk**. UTS Teaching and Learning Forum. UTS, Australia <https://www.uts.edu.au/research-and-teaching/teaching-and-learning/2016-uts-teaching-and-learning-forum/2016-uts-teaching-0>

2016 - With: Chelliah J, Kandlbinder P, Anderson T et al. FlipAround: Student-created textbook for masters of data science and innovation. **Internal talk**. UTS Teaching and Learning Forum. UTS, Australia <https://www.uts.edu.au/research-and-teaching/teaching-and-learning/2016-uts-teaching-and-learning-forum/2016-uts-teaching-0>

2016 - With: Connor C, Coupland M Apps for advancement. **Internal talk**. UTS Teaching and Learning Forum. UTS, Australia <https://www.uts.edu.au/research-and-teaching/teaching-and-learning/2016-uts-teaching-and-learning-forum/2016-uts-teaching-0>

2016 - With: Gibson A Using writing analytics for formative feedback. **Internal talk**. UTS Teaching and Learning Forum. UTS, Australia <https://www.uts.edu.au/research-and-teaching/teaching-and-learning/2016-uts-teaching-and-learning-forum/2016-uts-teaching-0>