

# SHIFT 2026

University of Greenwich Annual  
Learning & Teaching Conference

Tuesday 6<sup>th</sup> January 2026  
In-Person Day



Our conference theme.....	6
In-Person Day Schedule .....	7
Keynote Speaker: Dr Maisha Islam .....	9
<b>Truly at the heart of learning and teaching? Reclaiming space for racially and religiously minoritised students .....</b>	<b>9</b>
Abstract.....	9
About our Keynote Speaker .....	9
Conference Programme .....	11
Conference Opening.....	11
Parallel Session 1 Summary.....	11
Parallel Session 1 Session Abstracts .....	12
Collaborating for Excellence: Cross-Faculty Insights from NSS Success Stories .....	12
Partnering with CARA: Experimenting and evaluating an educator-led, AI-facilitated assessment co-creation model .....	13
Supporting Skills development for Successful Group Work through Understanding and Inclusion.....	14
Living Labs: Problems Solved by Students in the Real World.....	15
Closing the Loop: Co-Creating Student Voice Practices in Law Programmes ..	16
Student Demonstrators: Collaboration in the Classroom .....	17
Postgraduate Student Success: Lessons and Insights from PTES Survey .....	18
Are We Spoon-Feeding Our Students? Rethinking the use of technology on students Independence and Engagement.....	19
Parallel Session 2 Summary.....	21
Parallel Session 2 Session Abstracts .....	22
Curriculum Shape: Co-Creating Programmes with Purpose, Partnership and Student Voice.....	22
Co-creation in Higher Education: A Pedagogical Partnership with Industry Professionals to Develop Employability Skills .....	23
Simulations as a Method to Enhance Active Learning in Education .....	24
Scaling Personalization: Using Synchronous Polling Technology to Unify Dynamic Small-Group Learning in a Large-Scale Mathematics Module .....	25
Adultification as Epistemic Violence: Decolonising Educational Responses to Black and Brown Youth.....	26
Supporting Neurodivergent Students for more effective learning and assessment .....	27
The CIRCLE Framework: Co-creating Inclusive Digital Learning with Students at the Heart. ....	28
Co-Creating Shared Solutions: A Cross-Team Approach .....	29
Keynote presentation.....	31

Parallel Session 3 Summary.....	31
Parallel Session 3 Session Abstracts .....	32
The 3rd Space Cartographer: Co-designing the Boundary Object as a Strategy for Activating Student Expertise .....	32
From Abstract to Authentic: Learning Through Real-World Problems.....	33
Decolonising the Legal System Module for Youth Empowerment, Social Justice and Employability .....	34
Sustainable Simulation: Designing Reusable Digital Scenarios with H5P Across Faculties and Services .....	35
Engaging Students as Knowledge Creators Through the Greenwich Online Design Model .....	36
Reimagining Belonging and Student Voice through Inclusive Assessment and Generative AI Pedagogies .....	37
Teaching as a Shared Endeavour: Relational Pedagogies and the Limits of Scaled Education .....	38
Parallel Session 4 Summary.....	40
Parallel Session 4 Session Abstracts .....	41
Exploring Staffs and Students' Perceptions of Assessment Misconduct Interviews? .....	41
Behind the scenes of a learning experience: the benefits of sharing our teaching craft with students .....	42
Vulnerability as Pedagogy: Collaboration and Creative Resilience in the Writing Classroom.....	43
Dynamic Feedback Loops: GitHub Classroom as a Tool for Engagement and Employability .....	44
Engagement Matters: Understanding and Enhancing Student Attendance at the University of Greenwich .....	45
Unconscious Bias in the Classroom.....	45
Awareness, Resistance and Growth: The Journey Towards Culturally Sensitive Curriculum.....	46
Placing Futures: Exploring the impact of the criminology work placement module on graduate outcomes .....	47
Developing an Innovative Bachelor of Science Degree in Mental Health and Wellbeing: Being student centred while promoting academic and professional success .....	48
Disabled Students Commitment: where why and how? .....	49
Conference Layout.....	51
Stephen Lawrence Building Map.....	52
Map Key .....	52
GROUND Floor – Main Conference Area.....	54
First Floor .....	55

Accessing our in-person day .....	57
Accessing via Car .....	57
Accessing via Train.....	57
Accessing via Bus.....	58
Accessibility and amenities .....	58
Parking .....	59
Toilets .....	59
Seating Areas.....	59
Food and Drinks.....	59
Getting help.....	59
When you arrive.....	59
SHIFT 2026 Conference Committee .....	61





greenwich  
students'  
union

greenwich  
students'  
union

the  
big  
choice  
changing you

11th - 15th



UNIVERSITY  
GREENWICH

\*\*\*\*

IT

greenwich  
students'  
union



# OUR CONFERENCE THEME

## Students at the heart of learning and teaching

Our conference celebrates the role of students as active partners in shaping the future of higher education. By championing co-creation, collaboration, and inclusive practice, we explore how institutions can foster belonging and empower student agency. Through sector-leading approaches that connect learning to real-world relevance, embrace diversity, and create flexible, student-centred environments, we aim to reimagine education as a dynamic, participatory space. With technology as a catalyst, our conference highlights how student voices can drive meaningful change across the sector.

For SHIFT 2026, we will be looking at these core areas:

- **Embracing diversity and inclusive practice**  
This theme explores how inclusive teaching practices and diverse perspectives enrich learning experiences, ensuring that all students feel seen, valued, and supported
- **Fostering belonging and wellbeing**  
We examine how creating a sense of belonging and prioritising wellbeing can positively impact student engagement, resilience, and academic success.
- **Technology and dynamic learning environments**  
This theme highlights how digital tools and flexible learning spaces can enhance interactivity, accessibility, and innovation in teaching.
- **Co-creation and collaboration**  
We focus on the power of partnerships between students, staff, and third party sectors - showcasing how collaborative approaches can shape meaningful and responsive learning experiences.
- **Real-world problems**  
This theme invites discussion on how authentic, challenge-based learning connects academic study to societal and professional contexts, preparing students for life beyond university.

# IN-PERSON DAY SCHEDULE

Our in-person day will be taking place in the [Stephen Lawrence Building on our Greenwich Campus](#). Our in-person day is intended only for Staff and students from the University of Greenwich.

All sessions on this day will be taking place in-person.

09:45 – 10:00	<a href="#">Conference Opening</a>
10:00 – 11:00	<a href="#">Parallel session 1</a>
11:00 – 11:15	Break
11:15 – 12:15	<a href="#">Parallel session 2</a>
12:15 – 13:00	Lunch
13:00 – 14:00	<a href="#">Keynote Presentation</a>
14:00 – 14:15	Break
14:15 – 15:15	<a href="#">Parallel session 3</a>
15:15 – 15:30	Break
15:30 – 16:30	<a href="#">Parallel session 4</a>
16:30	End of Conference





# KEYNOTE SPEAKER: DR MAISHA ISLAM

## TRULY AT THE HEART OF LEARNING AND TEACHING? RECLAIMING SPACE FOR RACIALLY AND RELIGIOUSLY MINORITISED STUDENTS

SL101, 13:00-14:30

### ABSTRACT

Despite decades of progress, awarding gaps remain a persistent and troubling feature of UK higher education, reflecting deep-rooted systemic inequalities across the sector. While innovation and meaningful practice have emerged, certain student groups continue to be overlooked in both research and intervention. This keynote shines a light on the often-invisible awarding gaps affecting Bangladeshi, Pakistani, and Muslim students – groups whose experiences are frequently underrepresented in institutional narratives. By adopting critical reflexivity, social justice and partnership-led approaches, we can begin to confront these neglected disparities and move toward genuine equity where a diversity of our students are brought into the heart of learning and teaching.

### ABOUT OUR KEYNOTE SPEAKER



Dr Maisha Islam is the Research Culture Lead for Equality, Diversity and Inclusion at the University of Southampton's Doctoral College. Her research areas of interest and expertise centre student engagement, and racial and religious equity in higher education. She is a co-editor of the recently published book '[Uncovering Islamophobia in Higher Education: Supporting the success of Muslim students and staff](#)', and co-Chair of a Research England/Office for Students Steering Group seeking to improve access and participation of racially minoritised students in postgraduate research.





# CONFERENCE PROGRAMME

## CONFERENCE OPENING

### **SL101**

9:45 – 10:55

Join Professor Jane Harrington, our Vice-Chancellor, welcome you to the first day of our conference.

## PARALLEL SESSION 1 SUMMARY

### **SL001**

10:00 – 11:00

Collaborating for Excellence: Cross-Faculty Insights from NSS Success Stories

### **SL002**

10:00 – 11:00

Partnering with CARA: Experimenting and evaluating an educator-led, AI-facilitated assessment co-creation model

### **SL006**

10:00 – 10:25

Supporting Skills development for Successful Group Work through Understanding and Inclusion

10:30-10:55

Living Labs: Problems Solved by Students in the Real World

### **SL007**

10:00 – 10:25

Closing the Loop: Co-Creating Student Voice Practices in Law Programmes

10:30 – 10:55

Student Demonstrators: Collaboration in the Classroom

### **SL009**

10:30 – 10:40

Postgraduate Student Success: Lessons and Insights from PTES Survey

10:45 – 10:55

Are We Spoon-Feeding Our Students? Rethinking the use of technology on students Independence and Engagement

# PARALLEL SESSION 1 SESSION ABSTRACTS

## **COLLABORATING FOR EXCELLENCE: CROSS-FACULTY INSIGHTS FROM NSS SUCCESS STORIES**

SL001, 10:00-11:00

Vanessa Lemm, Panel members TBC

University of Greenwich

Panel Discussion (60 min)

The National Student Survey (NSS) is an annual survey that provides vital insights into undergraduate student experiences on their programmes. Student feedback from the NSS informs continuous improvement and enhances programme performance.

This panel brings together four top-performing programmes in the NSS 2025, one from each faculty, to share insights and effective practices that enhance the student experience. Key themes include Organisation and Management, Academic Support, Teaching Quality, Assessment and Feedback, and Communication. Chaired by Prof Vanessa Lemm, DVC and Provost, the session will provide a platform to showcase practical examples, discuss challenges, and present innovative solutions. Participants will have the opportunity to ask questions and explore how these approaches can be adapted across other programmes.



## **PARTNERING WITH CARA: EXPERIMENTING AND EVALUATING AN EDUCATOR-LED, AI-FACILITATED ASSESSMENT CO-CREATION MODEL**

SL002, 10:00-11:00  
Alexander Kofinas, David Pike  
University of Bedfordshire

Jimmy Lo, Ada Lee, Crystal Tsay  
University of Greenwich

Workshop (60 min)

This academically grounded workshop explores the intersection of human agency and generative AI in assessment design. Anchored in the 4D AI Fluency Framework and co-creation principles, this session demonstrates how educators can collaborate with both students and CARA to enhance assessment practices. CARA (Collaborative Assessment Redesign Assistant) is an AI agent that guides university educators through co-designing and refining assessments. It aims to create assessments that are effective, fair, and meaningful, whilst ensuring alignment with University policies and regulations, curriculum learning outcomes, and pedagogical best practices, including GenAI-resilient assessment principles.

Through demonstration and hands-on exercises, participants will experience how CARA prompts reflective, learning-centred dialogue while maintaining the integrity of human judgment and supporting those without sophisticated prompting skills. CARA offers many benefits to educators: it is fast, scalable, literature-informed, and policy-aligned, acting as a reflective partner that challenges higher-order thinking while upholding co-creation principles. It enhances assessment and feedback literacy and offers practical strategies for training academic teams. The MS Copilot powered CARA also provides security to allow educators integrate evidence from student feedback, performance data, and institutional statistics alongside literature insights to improve assessment and feedback practices aligned with principles of real-world relevance, scaffolding, and inclusive design. If a computer lab is not available, delegates will be asked to bring a laptop with them.

**Delegates wishing to attend this workshop should make sure they bring a device that can access the internet, as activities will involve using GenAI tools.**

# **SUPPORTING SKILLS DEVELOPMENT FOR SUCCESSFUL GROUP WORK THROUGH UNDERSTANDING AND INCLUSION**

SL006, 10:00-10:25

Giulia Getti, Gwen Thomas, Paul Brewer

University of Greenwich

Presentation (25 min)

Incorporating group work into high education practice not only enhances learning but also equips students with the skills, confidence and experiences they need to succeed.

Many careers require teamwork and collaboration. This is particularly true in science, technology, engineering, and mathematics (STEM), where innovation thrives when diverse minds come together to solve problems.

But group work presents several challenges, some specific to using it as assessment (unequal contribution, dependence from others, lack of accountability) other linked to differences in opinions, work styles, learning and cultural background and personalities. When poorly understood, differences can lead to conflicts within the group, which can hinder progress and affect the overall outcome.

Although careful design of group work can address some of those challenges, we believe that to maximize its benefit and associated learning, it is necessary to create an environment that is inclusive and nurturing. Clear instructions and role allocations will help manage expectations, while structured tasks can scaffold learning and skills development, helping students to support each other in developing their academic voice and confidence.

This presentation will showcase resources specifically designed to support a final year group assessment in STEM. The impact of these resources will be evaluated through student feedback, collected via questionnaires and focus group discussions. Feedback from neurodivergent students will be gathered to ensure that the materials created are inclusive of all learning approaches. Resources will be integrated into the assessment itself to support learners in achieving maximum benefits from group projects while preparing them with real life skills.



## **LIVING LABS: PROBLEMS SOLVED BY STUDENTS IN THE REAL WORLD**

SL006, 10:30-10:55

Simon Goldsmith, Anna Piazza, Srinidhi Vasudevan, Jamima Barnes

University of Greenwich

Presentation (25 min)

Universities are living ecosystems that reflect many of the challenges students will face in their future careers, making them ideal environments for experiential learning. At the University of Greenwich, we've embraced this potential through Living Labs: collaborative, real-world projects that embed sustainability challenges into the curriculum.

In partnership with academic teams, the Sustainable Development Unit (SDU) co-develops Living Lab projects that allow students to act as consultants, applying their subject knowledge to solve authentic organisational problems. These projects are assessed and designed around real briefs, developed with professional services and academic staff, ensuring relevance and impact.

While often focused on sustainability, Living Labs are adaptable to a wide range of organisational challenges, from carbon reduction and behaviour change to sustainable procurement. They offer a powerful model for applied learning that enhances student engagement, deepens subject understanding, and builds employability skills.

This panel session brings together students, academics, and the SDU to share insights from recent Living Lab projects in areas such as Business Analytics and Strategic Marketing. Through case studies and discussion, the panel will explore the benefits and challenges of this approach and how it can be scaled across disciplines. Attendees will gain practical insights into designing impactful Living Lab projects, co-creating briefs, and embedding real-world learning into their teaching. The session aims to inspire academics to reimagine their pedagogy through the lens of sustainability, collaboration, and real-world impact.

## **CLOSING THE LOOP: CO-CREATING STUDENT VOICE PRACTICES IN LAW PROGRAMMES**

SL007, 10:00-10:25

Emma Lubaale, Daria Ilyushenkova, Aafiyah Mendes Impuque  
University of Greenwich

Presentation (25 min)

Student voice is a central domain in both the National Student Survey (NSS) and the Postgraduate Taught Experience Survey (PTES) in UK higher education, making effective student voice meetings vital for enhancing student satisfaction and improving institutional performance. While literature abounds on the value of student voice in shaping inclusive and responsive learning environments, less attention has been paid to the mechanisms by which student feedback at voice meetings is systematically acted upon and communicated back, particularly within discipline-specific contexts. This presentation will share the practice from the University of Greenwich's undergraduate law programmes, where student voice meetings have been used as collaborative spaces for students to reflect on their learning experiences and co-create solutions with academic staff. To support the effective delivery of these meetings, the LLB Programme Leader, in partnership with students, has developed a practical toolkit that places student perspectives at the centre of teaching and learning discussions. A distinctive feature of this initiative is the feedback loop, a structured mechanism through which student concerns are acknowledged, addressed, and transparently communicated back to students. This process fosters trust, accountability, and a sense of agency, allowing students to see the tangible impact of their contributions. The toolkit includes templates and practices that have proven effective in law student voice meetings and may offer transferable insights for other disciplines. Two student co-presenters will join the LLB Programme Leader to share their perspective on the impact of the feedback loop on student satisfaction.

## **STUDENT DEMONSTRATORS: COLLABORATION IN THE CLASSROOM**

SL007, 10:30-10:55

Gemma Boden, Natasha Mir  
University of Greenwich

Presentation (25 min)

Within education and healthcare, collaboration is a core competency, however opportunities to embed it within the classroom can be limited. This presentation explores a practice-based approach in which students take on structured assisting roles alongside lecturers to support teaching clinical skills in a healthcare programme.

In this model, students are no longer passive recipients of content, they become active creators who are motivated by their own learning. This approach brings together co-creation, peer assessment, student community, student voice and innovative teaching practice. The result is a learning experience which leave both cohorts of students feeling motivated and supported in their clinical development of skills.

This strategy not only benefits students, but also staff. It brings improved communication, robust relationships, greater shared ownership of learning and more variation in support during practical lessons. By introducing student-lecturer partnerships as a form of co-teaching, this presentation invites higher education colleagues to consider how involving students as active contributors (and not just learners) can deepen collaboration and strengthen community within their programmes.

## **POSTGRADUATE STUDENT SUCCESS: LESSONS AND INSIGHTS FROM PTES SURVEY**

SL009, 10:30-10:40  
Faith Adobamen  
University of Greenwich

Lightning Talk (10 min)

This lightning talk aligns with the conference theme, “Students at the Heart of Learning and Teaching,” by focusing on how postgraduate students’ experiences captured through the PTES directly inform leadership practices, curriculum responsiveness, and real-world problem solving across two high-performing postgraduate programmes at the University of Greenwich Business School. The proposal recognises students as active partners in shaping teaching, learning, and support practices. By analysing longitudinal PTES data, the talk highlights how student feedback has driven meaningful enhancements in belonging, wellbeing, inclusivity, and the use of technology-enabled learning environments. Importantly, the study illustrates how programme leadership collaborates with students to co-create improvements and address real-world challenges encountered by diverse learner groups, particularly international and part-time cohorts.



## **ARE WE SPOON-FEEDING OUR STUDENTS? RETHINKING THE USE OF TECHNOLOGY ON STUDENTS INDEPENDENCE AND ENGAGEMENT**

SL009, 10:45-10:55  
Medhavi Ranatunga  
University of Greenwich

Lightning Talk (10 min)

Are we, as academics, expected to “spoon-feed” in higher education? Increasingly, this question arises in both lectures and laboratory practicals. Many students now rely heavily on slides and recordings, engaging minimally with independent study or supplementary materials. In laboratory settings, they often struggle to follow written protocols unless each step is visually demonstrated. This reflects a shift from earlier expectations of preparation, problem-solving, and learning through error towards a culture of dependency and convenience.

This session critically examines the evolving role of technology in this transformation acknowledging it as both a powerful enabler of accessibility and a potential contributor to passivity. Drawing on Bloom’s taxonomy (Bloom, 1956; Anderson & Krathwohl, 2001), constructivist learning theory (Piaget, 1971; Vygotsky, 1978), self-determination theory (Deci & Ryan, 1985, 2000), and cognitive load theory (Sweller, 1988; Sweller, van Merriënboer & Paas, 2019), the session explores how approaches such as flipped classrooms, scaffold–release teaching, and inquiry-based digital activities can transform technology from a tool of convenience into a mechanism for deep, independent learning. It argues that innovation in higher education lies not in simplifying learning, but in using technology to cultivate curiosity, autonomy, and critical engagement placing students genuinely at the centre of their learning experience.



## PARALLEL SESSION 2 SUMMARY

### **SL001**

11:15 – 12:10

Curriculum Shape: Co-Creating Programmes with Purpose, Partnership and Student Voice

### **SL002**

11:15 – 12:10

Co-creation in Higher Education: A Pedagogical Partnership with Industry Professionals to Develop Employability Skills

### **SL006**

11:15 – 11:40

Simulations as a Method to Enhance Active Learning in Education

11:45 – 12:10

Scaling Personalization: Using Synchronous Polling Technology to Unify Dynamic Small-Group Learning in a Large-Scale Mathematics Module

### **SL007**

11:15 – 11:40

Adultification as Epistemic Violence: Decolonising Educational Responses to Black and Brown Youth

11:45 – 12:10

Supporting Neurodivergent Students for more effective learning and assessment

### **SL009**

11:15 – 11:40

The CIRCLE Framework: Co-creating Inclusive Digital Learning with Students at the Heart

11:45 – 12:10

Co-Creating Shared Solutions: A Cross-Team Approach

## PARALLEL SESSION 2 SESSION ABSTRACTS

### **CURRICULUM SHAPE: CO-CREATING PROGRAMMES WITH PURPOSE, PARTNERSHIP AND STUDENT VOICE**

SL001, 11:15-12:15

Louise Woodcock, Petra Palkovacsova, Sodiq Lawal, Nevin Mehmet  
University of Greenwich

Panel Discussion (60 min)

How can students truly be at the heart of learning and teaching?

The University of Greenwich is reimagining curriculum design through Curriculum Shape, a university-wide initiative rooted in collaboration, inclusivity, and student partnership. At the centre of this process is a commitment to co-creation, not simply redesigning structures, but reshaping the values and practices that define how we teach and learn.

Curriculum Shape brings together Curriculum Designers, Graduate Interns, Academic Leads, Quality Assurance colleagues, and Programme Leaders to co-create programmes that reflect the diverse realities of our students. Graduate Interns contribute directly to embedding student voice, while academic leads help ensure that redesigns are grounded in pedagogical integrity rather than structural compliance.

The panel, consisting of academics and graduate interns from the curriculum shape project, will explore how the process builds on existing programme strengths, embraces inclusive practice, and connects learning to real-world challenges. It also opens space to reflect on the tensions and possibilities of co-creation, asking not only how we involve students, but how we share power and responsibility in shaping education.



## **CO-CREATION IN HIGHER EDUCATION: A PEDAGOGICAL PARTNERSHIP WITH INDUSTRY PROFESSIONALS TO DEVELOP EMPLOYABILITY SKILLS**

SL002, 11:15-12:15

Lotta Hackett, Shaiyini Ravindran  
University of Greenwich

Workshop (60 min)

As part of the BSc Public Health programme, guest speakers from practice are regularly invited to engage students with real-world public health issues, with a strong emphasis on employability. Community engagement is a core principle within the wider health and social care system, such as initiatives led by local authorities, the NHS, and voluntary organisations, and represents a key graduate-level entry point into the workforce (NHS England, 2022).

In the Level 6 module OMED1381: Community Development and Engagement, guest speakers from statutory and voluntary sectors, for example, the NHS Integrated Care System and Age UK, deliver interactive workshops based on real-world case studies. A key learning outcome of this module is for students to plan targeted engagement activities for vulnerable populations.

For example, Age UK provides social initiatives aimed at reducing loneliness and social isolation among older adults. In class, the guest speaker replicates these community activities, enabling students to develop hands-on engagement skills tailored to specific cohorts. Through these exercises, students explore barriers to participation, such as physical or cognitive impairments, and gain an understanding of how the social determinants of health influence people's ability to engage with services and achieve better health outcomes.

These sessions show students how theory and policy apply in practice while building employability through expert feedback and real-world engagement.

# **SIMULATIONS AS A METHOD TO ENHANCE ACTIVE LEARNING IN EDUCATION**

SL006, 11:15-11:40

Andrei Copaceanu, Roberto Scialpim

University of Greenwich

Presentation (25 min)

Simulations are increasingly recognised as an effective method to enhance active learning in education. By providing a safe and accessible environment, simulations allow the learners to practice their skills and experience real-world circumstances without the need for specialised facilities and without the potential risks associated with some of the activities. Simulations are well established in professional training, particularly in high-stakes environments such as the military and emergency services, where simulations recreate the pressures and complexities of real-world scenarios. These examples demonstrate how simulations support the development of both technical skills and decision-making abilities in controlled conditions, offering insights that can be transferred to broader educational contexts.

Traditionally, these exercises relied on physical tools, such as mannequins or mechanical devices, to provide a sense of realism and haptic feedback. While such tools remain valuable, recent advances in extended reality (XR), artificial intelligence (AI), and mobile technology have expanded the possibilities for simulations, making them more cost-effective, scalable, and widely accessible (Hertel & Millis, 2023). This session will explore the role of simulations as a method to enhance active learning across educational contexts. Case studies from emergency services training will illustrate the effectiveness of preparing trainers for real-life situations and how these practices can be applied in classrooms as a method of supporting active learning by increasing engagement, deepening understanding, and enhancing knowledge retention. The session will conclude with an open discussion on the opportunities simulations can bring to education, highlighting areas where they can complement and extend traditional teaching activities.

# **SCALING PERSONALIZATION: USING SYNCHRONOUS POLLING TECHNOLOGY TO UNIFY DYNAMIC SMALL-GROUP LEARNING IN A LARGE-SCALE MATHEMATICS MODULE**

SL006, 11:45-12:10  
Yvonne Fryer  
University of Greenwich

Presentation (25 min)

This session explores the pedagogical redesign of a large-enrolment undergraduate mathematics module (~700 students) that transitioned entirely away from traditional lectures. Instead, the module is delivered via 24 small, two-hour weekly tutorials (~30 students each), managed by a team of 14 tutors.

The core challenge in this dynamic learning environment was ensuring consistency, interactivity, and diagnostic assessment across all groups, while leveraging the personalization of small-group sizes. We addressed this by adopting a blended approach. Students engage with pre-recorded lectures before attending the tutorials. Critically, every tutorial begins with a mandatory, centrally-designed Mentimeter session. This interactive digital tool is used by all 14 tutors to immediately recap core concepts, poll student understanding, and drive real-time engagement.

This technological standardization guarantees a high-impact, interactive, and consistent start across all 24 decentralized groups. Following the poll, students engage in focused problem-solving using structured workbooks, supported by the tutor. This 20-minute presentation will detail the model's structure, the role of Mentimeter in scaling quality instruction, the challenges of team management, and evidence of enhanced student accessibility and engagement in mathematical learning.

# **ADULTIFICATION AS EPISTEMIC VIOLENCE: DECOLONISING EDUCATIONAL RESPONSES TO BLACK AND BROWN YOUTH**

SL007, 11:15-11:40  
Trudie Amarh  
University of Greenwich

Presentation (25 min)

This session builds on my forthcoming book chapter, which interrogates adultification bias and its impact on Black and Brown students. Adultification refers to the racialised misperception of children of colour as older, less innocent, and more responsible for their actions than white peers. Operating as a form of epistemic violence, adultification denies racialised students the care and empathy central to wellbeing and educational success.

Framed through decolonial perspectives informed by Paulo Freire and Walter Dignolo, the paper critiques Eurocentric constructions of childhood that legitimise exclusionary practices. It then explores restorative and inclusive pedagogies that resist adultification by centring care, belonging, and student agency.

Student partnership is central. The session will be co-delivered with students, who will share digital storytelling projects and reflections that challenge deficit narratives and highlight student voice. This co-creation demonstrates how students can shape institutional practices and drive inclusive reform.

The presentation aligns with SHIFT 2026 by embracing diversity, fostering belonging, using technology for counter-storytelling, modelling staff–student collaboration, and linking academic practice to real-world struggles for racial justice.



## **SUPPORTING NEURODIVERGENT STUDENTS FOR MORE EFFECTIVE LEARNING AND ASSESSMENT**

SL007, 11:45-12:10  
Gwen Thomas  
University of Greenwich

Presentation (25 min)

An experiential overview of some of the difficulties that neurodiverse students may face in the learning environment.

This experiential overview will move participants from abstract awareness to embodied understanding and practical action, producing immediate classroom improvements and informing longer-term practice shifts that reduce educational barriers for neurodivergent students.

This session provides participants with an exploration of cognitive processing challenges commonly encountered in educational contexts. Through engagement with selected assessment procedures, participants will gain a nuanced understanding of slow processing speed and limitations in short-term working memory. The discussion will critically examine the role of distractibility in shaping learning outcomes and consider its implications for academic performance. In addition, the session will introduce evidence-based strategies and practical interventions designed to mitigate these difficulties, fostering more inclusive and effective learning environments.

Participants will learn how small, intentional changes in communication and support practices can profoundly enhance these students' academic experience—empowering them to engage more effectively with learning and demonstrate their full potential.

# **THE CIRCLE FRAMEWORK: CO-CREATING INCLUSIVE DIGITAL LEARNING WITH STUDENTS AT THE HEART.**

SL009, 11:15-11:40  
Ayodeji Ibitoye  
University of Greenwich

Presentation (25 min)

As higher education continues to evolve in the wake of digital transformation, the challenge is no longer access to technology but ensuring that digital learning environments are inclusive, equitable, and empowering for all learners. Despite advances in accessibility policy, inclusion often remains reactive rather than intentionally designed. This presentation introduces the CIRCLE Framework, a new conceptual model for co-created, inclusive digital learning design that places students at the heart of learning and teaching.

CIRCLE stands for Co-create, Include, Reflect, Connect, Learn, and Empower, six interconnected principles forming a continuous cycle of inclusive practice. The framework positions inclusion as a relational and iterative process, embedding student partnership, belonging, and wellbeing within the design and delivery of digital learning. Drawing on interdisciplinary insights from Universal Design for Learning (UDL), participatory design, and critical digital pedagogy, CIRCLE integrates design thinking with inclusive educational theory to move beyond compliance-based accessibility and toward transformational, learner-centred practice.

Using examples from cross-disciplinary teaching and co-design workshops, this interactive, in-person session will demonstrate how the framework guides educators in embedding inclusive design thinking from course conception to delivery. Participants will explore strategies for co-creating digital spaces that anticipate diversity, cultivate belonging, and empower students as active partners in learning.

The CIRCLE Framework offers both a conceptual lens and a practical model for reimagining inclusion, turning accessibility into co-agency and advancing authentic, collaborative, and future-ready learning across disciplines.

## CO-CREATING SHARED SOLUTIONS: A CROSS-TEAM APPROACH

SL009, 11:45-12:10

Stuart Smith, Jingyang Ai  
University of Greenwich

Presentation (25 min)

We share how two cross-department teams built a Digital Capabilities Assessment Framework on a single React code base, branching only where audience needs differ (students/professional services vs academics). This grassroots approach replaces parallel, duplicative tools with one maintainable product that integrates with Moodle via SCORM 1.2 while remaining deployable as a standalone web app. The work aligns with our university's "product-first" posture – using robust, open frameworks where no off-the-shelf product meets needs – to reduce long-term cost and skills risk. By the conference date we will present interim usage figures and brief case vignettes illustrating adoption and pathway outcomes (Explorer / Navigator / Pioneer). Attendees leave with a branching pattern, a migration checklist, and a first-metric playbook to move from siloed tools to a shared platform, plus an honest account of trade-offs (e.g., SCORM packaging friction) and how we mitigated them. This collaborative work aligns strongly with the University's strategic direction, particularly its commitment to digital transformation, improved user experience, and evidence-informed innovation. By embedding our projects within existing institutional policies and digital frameworks, such as Digital Pedagogy and Teaching Skills Framework (DPTSF), Jisc Digital Capabilities Framework, the UK Governments Essential Digital Skills Framework and Vitae Research Developer Framework (RDF), we ensure that the solution is not only technically sound but also strategically positioned to support wider goals. This alignment reinforces the projects' impact, demonstrating how cross-team partnerships can drive coherent, future-focused development across the University.





# KEYNOTE PRESENTATION

## **SL101**

13:00 – 14:00

Keynote: Truly at the heart of learning and teaching? Reclaiming space for racially and religiously minoritised students

# PARALLEL SESSION 3 SUMMARY

## **SL001**

14:15 – 14:40

The 3rd Space Cartographer: Co-designing the Boundary Object as a Strategy for Activating Student Expertise

14:45 – 15:10

From Abstract to Authentic: Learning Through Real-World Problems

## **SL002**

14:15 – 15:15

Decolonising the Legal System Module for Youth Empowerment, Social Justice and Employability

## **SL006**

14:15 – 14:40

Sustainable Simulation: Designing Reusable Digital Scenarios with H5P Across Faculties and Services

14:45 – 15:10

Engaging Students as Knowledge Creators Through the Greenwich Online Design Model

## **SL007**

14:15 – 14:40

Reimagining Belonging and Student Voice through Inclusive Assessment and Generative AI Pedagogies

14:45 – 15:10

Teaching as a Shared Endeavour: Relational Pedagogies and the Limits of Scaled Education

## PARALLEL SESSION 3 SESSION ABSTRACTS

### **THE 3RD SPACE CARTOGRAPHER: CO-DESIGNING THE BOUNDARY OBJECT AS A STRATEGY FOR ACTIVATING STUDENT EXPERTISE**

SL001, 14:15-14:40  
Miriam Sorrentino  
University of Greenwich

Presentation (25 min)

Over the last decade, through co-design and collaborative techniques, I have developed a highly successful multi-year project. It is a project that has consistently produced outstanding work and encourages excellent student engagement. At the heart of this project is an open umbrella creative brief that functions as a boundary object for working in the third space, a space at the borders of HE and the creative industries (Star and Griesemer, 1989). A space where people of different ages and experience can create a fluid, dynamic, and hopeful learning network (Hooks, 1994; Vygotsky, 1978). Each year students enjoy it so much that they return the following year as student mentors. Alumni enjoy it so much they return to facilitate it.

Practitioners from the creative industries enjoy it so much they dedicate time to it. Projects like this do not just emerge from thin air, they require a rethink of pedagogic approach and a knowledgeable third space cartographer to map it each year, (Deleuze and Guattari, 2020). This presentation focuses on how a lecturer can become a third space cartographer to facilitate student active engagement, collaboration and opportunities through co-design. It does this by outlining 8 practical steps and asks the audience to consider which of their briefs they could turn into a boundary object.

# FROM ABSTRACT TO AUTHENTIC: LEARNING THROUGH REAL-WORLD PROBLEMS

SL001, 14:45-15:10

Ana Paula Palacios, Ebrahim Patel

University of Greenwich

Presentation (25 min)

Traditional curricula in many disciplines, including mathematics, are often organised around distinct content areas taught in isolation and in abstract ways. While this approach develops strong conceptual understanding, students frequently struggle to apply what they have learned to unfamiliar, real-world contexts.

This presentation introduces a pedagogical approach that embeds real-life, context-rich problems within the curriculum and pairs them with authentic assessments that reflect professional and societal challenges.

In mathematics, this means moving beyond teaching theory in lectures followed by simplified “book exercises” in tutorials. Instead, we explore thematic problems, together with the underlying mathematical concepts involved in it, strengthening knowledge transfer and student engagement.

Class discussions address topics such as sustainability and public health—contexts where quantitative reasoning is directly relevant. These problems require data interpretation, modelling assumptions, and narrative justification, while assessments ask students to create reports, visualisations, decision-based analyses, and short reflective or oral components.

Drawing on experience from Our Mathematical World and other modules, the talk will highlight gains in student engagement, quality of reasoning, and performance. Key lessons include scaffolding strategies, balancing structure with open-ended inquiry, and managing marking workload. The session concludes by reflecting on opportunities and challenges for scaling this model across an entire mathematics degree.

# **DECOLONISING THE LEGAL SYSTEM MODULE FOR YOUTH EMPOWERMENT, SOCIAL JUSTICE AND EMPLOYABILITY**

SL002, 14:15-15:15  
Ewomazino Caulker  
University of Greenwich

Workshop (60 min)

This workshop explores the implementation of decolonising and anti-racist pedagogy within a first-year Legal System module, drawing on autoethnographic reflections and critical pedagogy frameworks. The project reimagines the teaching of the Legal System to empower diverse youth and challenge Eurocentric legal traditions.

The redesigned curriculum integrates Critical Race Theory (CRT) (Delgado & Stefancic, 2017), student-centred learning (hooks, 1994), and inclusive pedagogies (Bhambra et al., 2018) to centre students lived experiences and amplify marginalised voices within legal discourse. Strategies include diversifying reading lists, embedding reflexive assessments, and interrogating the presumed neutrality of law. Weekly topics, from the history of the English legal system to statutory interpretation, judicial diversity, comparative legal traditions, ethics, and access to justice, are reframed to connect legal learning with youth empowerment, employability, and social justice. The workshop contributes to SHIFT 2026's themes of inclusive practice, student-centred co-creation, and real-world relevance, demonstrating how embedding decolonial approaches fosters belonging, critical thinking, and resilience. It also reflects on challenges such as institutional resistance, student wellbeing, and balancing academic rigour with empowerment-focused pedagogy.

Attendees will gain practical insights into decolonising law curricula, fostering inclusive learning environments, and equipping students with the confidence and agency to challenge systemic inequities through legal education.



# **SUSTAINABLE SIMULATION: DESIGNING REUSABLE DIGITAL SCENARIOS WITH H5P ACROSS FACULTIES AND SERVICES**

SL006, 14:15-14:40  
Graham Messitt  
University of Greenwich

Presentation (25 min)

Traditional simulation in higher education is resource-heavy, often requiring staff, equipment, and repeated delivery. This presentation explores how digital simulation using H5P branching scenarios can provide a more sustainable, flexible, and inclusive alternative. Drawing on a case study from nursing education, it shows how H5P can complement face-to-face simulation by giving students authentic decision-making experiences that can be reused across multiple cohorts.

Importantly, this approach is not limited to health. The same design principles can be applied across disciplines (Engineering, Law and Social Sciences, Business, Education). Services such as Libraries and Student Support can also use branching pathways for training, wellbeing, and orientation.

By involving students in co-creating scenarios, the learning becomes more realistic and ensures that diverse perspectives are represented. The result is a library of reusable digital simulations that reduce resource demands while improving student engagement, belonging, and preparedness for the real world.

Attendees will gain practical strategies for designing sustainable simulations, see examples of student-created H5P activities, and consider how this method could be adapted in their own Faculty or Directorate.

# ENGAGING STUDENTS AS KNOWLEDGE CREATORS THROUGH THE GREENWICH ONLINE DESIGN MODEL

SL006, 14:45-15:10  
Beth Sennett  
University of Greenwich

Presentation (25 min)

Greenwich's Curriculum Framework advocates for students as knowledge creators (University of Greenwich, 2025). This commitment directly challenges the traditional notion of students as knowledge receivers, passively memorising and regurgitating knowledge (Freire, 1970). Instead, this pedagogical shift invites students to become actively involved in making and re-making the world through knowledge creation, a process Brazilian educator Paulo Freire refers to as "humanities ontological vocation" (Freire, 1998: 25).

To support this approach, the Greenwich Online team have created the Greenwich Online Design Model, a curriculum approach that will support academics to create online programmes that firmly position students as creators of knowledge. By drawing upon the work of critical educators such as Paulo Freire, bell hooks and Henry Giroux, the model utilises the process of praxis to engage students in a cycle of reflection and action throughout each module. Learning activities are structured through a series of six weekly steps which encourage students to critically engage with the theme of the week through reflection, dialogue and action. By critically engaging "in the world, with the world and with each other", students are supported to recognise the connection between their academic studies and the real world (Freire, 1970:53).

This presentation will discuss the development of this model and outline some of the key theories that have informed it. It will show how educators (working both online and on-campus) can draw upon the model to support students by enhancing the transformative elements of their teaching.

# **REIMAGINING BELONGING AND STUDENT VOICE THROUGH INCLUSIVE ASSESSMENT AND GENERATIVE AI PEDAGOGIES**

SL007, 14:15-14:40  
Zunaira Aman  
University of Greenwich

Presentation (25 min)

This presentation examines how inclusive assessment design and generative AI pedagogies can reframe the student experience by strengthening belonging, agency, and co-creation in higher education. Drawing on the author's experience leading large postgraduate modules such as International Data Analytics (COMP-1913) and Ethics and Global Corporate Citizenship (MBA Global), this practice-based study explores how authentic, real-world assessments can promote inclusion and reflective learning across diverse cohorts.

Underpinned by constructivist and social learning theories, the approach positions students as partners in meaning-making rather than passive recipients of content. The use of generative AI tools is embedded not as a technological novelty but as a dialogic learning partner, prompting critical engagement, ethical reflection, and personalised exploration. This reframing encourages students to interrogate their digital practices while developing analytical and self-regulatory competencies essential for future professional contexts.

The presentation also reflects on the iterative redesign of assessments following the author's PGCert in Higher Education, highlighting how feedback literacy, transparent criteria, and culturally responsive assessment tasks have enhanced student confidence and participation. Emerging insights reveal that inclusive assessment practices, combined with guided AI use, can bridge attainment gaps and promote authentic learning that transcends disciplinary boundaries.

## **TEACHING AS A SHARED ENDEAVOUR: RELATIONAL PEDAGOGIES AND THE LIMITS OF SCALED EDUCATION**

SL007, 14:45-15:10

Suzan Koseoglu, Angeliki Voskou, Emma Kennedy

University of Greenwich

Presentation (25 min)

In this session we report findings from a focus group study on a staff-facing teacher education programme at the University of Greenwich. All five participants who joined the focus group successfully completed the teacher education programme in the academic year 2023–24. The research team received ethical approval from the University of Greenwich for the study and obtained informed consent from all participants. The study aimed to understand participants' learning experiences in the programme, with a particular focus on their sense of belonging and connection to others, as well as programme impact.

We situate our findings within the context of neoliberal education, which promotes growth-oriented models of education (Nussbaum, 2010) characterised by corporate values of productivity, efficiency, and growth. The practices and processes of this business model coexist with, and often contradict, the human development model, which focuses on building the skills and knowledge for critical thinking and ethical practice (2010). We highlight the themes of access, the difference between exercising authority and authoritarian practice, connection versus technology-driven pedagogy, and self-care in the focus group conversations. We also highlight the value of approaching education “as a shared endeavour where learning and teaching are done with students, not to them” (Cook-Sather, Bovill & Felten, 2014). We argue that the findings and our own experience of teaching provide a strong argument for a more explicit adoption and recognition of co-constructed and relational pedagogies (Bovill, 2020) in Higher Education, while also questioning approaches that treat technology primarily as a tool for scaling up education.







## PARALLEL SESSION 4 SUMMARY

### **SL001**

15:30 - 15:55

Exploring Staffs and Students' Perceptions of Assessment Misconduct Interviews ?

16:00 – 16:10

Behind the scenes of a learning experience: the benefits of sharing our teaching craft with students

16:15 – 16:25

Vulnerability as Pedagogy: Collaboration and Creative Resilience in the Writing Classroom

### **SL002**

15:30 – 16:30

Dynamic Feedback Loops: GitHub Classroom as a Tool for Engagement and Employability

### **SL006**

15:30 - 15:55

Engagement Matters: Understanding and Enhancing Student Attendance at the University of Greenwich

16:00 – 16:10

Unconscious Bias in the Classroom

16:15 – 16:25

Awareness, Resistance and Growth: The Journey Towards Culturally Sensitive Curriculum

### **SL007**

15:30 - 15:55

Placing Futures: Exploring the impact of the criminology work placement module on graduate outcomes

16:00 – 16:10

Developing an Innovative Bachelor of Science Degree in Mental Health and Wellbeing: Being student centred while promoting academic and professional success

16:15 – 16:25

Disabled Students Commitment: where why and how?

## PARALLEL SESSION 4 SESSION ABSTRACTS

### **EXPLORING STAFFS AND STUDENTS' PERCEPTIONS OF ASSESSMENT MISCONDUCT INTERVIEWS?**

SL001, 15:30-15:55

Celine Brouillard, Matina Shafti, Natalie Bowling, Ian Tharp  
University of Greenwich

Presentation (25 min)

Assessment misconduct interviews are formal meetings held when an allegation of academic misconduct has been reported, typically relating to plagiarism or the inappropriate use of artificial intelligence tools. These interviews usually involve an online meeting between an assessment misconduct officer and a second member of staff to discuss the allegation. However, research indicates that many staff feel ill-equipped to conduct these interviews effectively, with some noting, "We are not investigators or police officers" (Lynch et al., 2021). The reasons for academic misconduct are varied and complex, including gaps in moral reasoning and limited awareness of institutional policies (Rooney, 2015), academic pressure and unclear guidance (Zivcakova et al., 2012). Current institutional approaches often prioritise a detection-punishment rather than an education-empathy approach. Power imbalances between staff and students heighten stress, while inconsistent practices may lead to perceptions of unfairness (McCabe, 2009).

To address these challenges, this project draws on research and best practice from investigative psychology to inform fairer and more inclusive approaches to misconduct interviews. For example, building rapport has been shown to enhance information accuracy and completeness, while gradual disclosure of evidence can improve credibility assessments (Oleszkiewicz & Watson, 2021; Hartwig et al., 2005). Particularly, this study explores both staff and student perceptions of assessment misconduct interviews at the University of Greenwich, focusing on fairness, clarity, and emotional wellbeing. Data collection is ongoing. The aim is to develop evidence-based recommendations incorporating evidence-based investigative approaches such as rapport building, open communication, and structured questioning to strengthen staff training, ensure procedural consistency, and enhance the overall student experience.

## **BEHIND THE SCENES OF A LEARNING EXPERIENCE: THE BENEFITS OF SHARING OUR TEACHING CRAFT WITH STUDENTS**

SL001, 16:00 -16:10

Ewa Krolikowska-Adamczyk

University of Greenwich

Lightning Talk (10 min)

Can students in a business school benefit from knowing about educational theories? Should we justify to students why we are asking them to do something like work in groups? In this lightening talk, I share why I tell my students about constructivism and cognitivism theories; get them involved in peer teaching; and draw on Granovetter's Strength of Weak Ties theory to explain the benefits of working with students they don't know very well. I introduce students to the concept of a community of learning and practice and explicitly signpost ways in which we can all contribute to this community, encouraging students to share their knowledge and lived experiences with others through peer teaching. I talk to students about the Students as Partners pedagogy which I use in teaching and why it's beneficial for them to work with tutors as partners. Students report feeling supported and enjoy the dialogic nature of interactions which fosters engagement, wellbeing, and a sense of community.

## **VULNERABILITY AS PEDAGOGY: COLLABORATION AND CREATIVE RESILIENCE IN THE WRITING CLASSROOM**

SL001, 16:15-16:25  
Petra Palkovacsova  
University of Greenwich

Lightning Talk (10 min)

What if the way we teach creative writing could make students braver? This talk explores how collaboration and vulnerability can build genuine creative resilience, not the kind that's about thick skin, but the kind that grows from community, care, and shared risk-taking.

Across creative disciplines, workshops often prioritise critique and the final product. Yet when students are invited to work together, to share fragments instead of finished pieces, the classroom becomes a space for connection rather than comparison. Collaboration reframes vulnerability as a method of learning: it shows that uncertainty and openness are not weaknesses but part of the creative process itself.

Drawing on examples from higher-education and community contexts, the talk considers how co-created writing exercises and inclusive classroom practices can nurture both confidence and belonging. These approaches align with current moves in student–staff partnership and inclusive curriculum design, showing how creative learning can model empathy and collective agency.

Participants will leave with practical ideas for embedding collaborative reflection and vulnerability into their own teaching, from small, low-stakes activities to broader co-creation projects, and a reminder that bravery in learning often begins with allowing ourselves, and our students, to be a little more human.

## **DYNAMIC FEEDBACK LOOPS: GITHUB CLASSROOM AS A TOOL FOR ENGAGEMENT AND EMPLOYABILITY**

SL002, 15:30-16:30

Sebastian Blair, Samanvi Yenumula, Vytautas (Vic) Martuzas, Jaye Williamson  
University of Greenwich

Showcase (60 min)

How can higher education make better use of the very technologies our graduates will encounter in industry? This session explores the use of version control systems (VCS) — specifically Git and GitHub Classroom — as a dynamic learning environment that enhances student engagement, supports attainment, and develops industry-ready skills.

Moving beyond traditional virtual learning environments and “dropbox” submissions, GitHub Classroom provides authentic workflows that mirror professional practice. Students create repositories, make commits, push updates, open issues, and submit pull requests, allowing feedback to be embedded in the natural rhythm of development. This approach encourages incremental progress, fosters collaboration, and generates a transparent record of learning.

In this showcase, two students will join the presentation to share their experiences of learning through GitHub Classroom: the challenges of starting with version control, the impact on their engagement, and the confidence gained for placements and employment. Together, we will also demonstrate a live workflow — from commit to pull request with feedback — illustrating how version control can serve as both a teaching tool and an assessment method.

Delegates will gain practical insights into the pedagogical potential of GitHub Classroom, strategies for implementation, and an appreciation of how industry-standard technologies can be repurposed for higher education. Whether you teach programming, data, engineering, or any subject where collaboration and iteration are key, this session offers a concrete model of technology-enhanced, dynamic learning in action.



## **ENGAGEMENT MATTERS: UNDERSTANDING AND ENHANCING STUDENT ATTENDANCE AT THE UNIVERSITY OF GREENWICH**

SL006, 15:30-15:55

Menatulla Mohamed, Davide Padovani, Nadeeka Withanage  
University of Greenwich

Presentation (25 min)

Regular attendance remains closely linked with academic success, yet many universities are experiencing a steady decline in class participation. This paper investigates the drivers of attendance and engagement among undergraduate students in Accounting and Finance programme at the University of Greenwich — a diverse institution with a strong widening participation mandate.

Using an online survey of approximately 150 students, the research will explore how motivation, wellbeing, socio-economic pressures, and perceptions of teaching and assessment relevance influence attendance decisions. The study aims to highlight the main reasons for low attendance and provide insight into how inclusive teaching and institutional practices can address these challenges.

The study aims to contribute to discussions about how inclusive and flexible approaches can strengthen student belonging, participation, and wellbeing.

This study aims to offer an evidence-based reflection on how universities can create environments that recognize students' diverse circumstances and promote genuine engagement in learning.

## **UNCONSCIOUS BIAS IN THE CLASSROOM**

SL006, 16:00-16:10

Isaac Oppong  
University of Greenwich

Lightning Talk (10 min)

Understanding unconscious bias (UB), the forms it takes, and how to minimise its impact is crucial for creating an inclusive learning environment. This lightning talk will therefore examine how UB awareness helps in creating an inclusive learning environment within the higher education setting. As described by the Royal College of Nursing, UB is when a person unknowingly makes decisions or judgements on the premise of assumptions, prior experience or personal thought patterns. Since no one is immune to UB, it is important to maintain constant awareness to mitigate its impact. Hence, the talk will mainly focus on identifying and illustrating common forms of UB relevant to the university setting, including but not limited to affinity bias, attribution bias, nonverbal bias, and the halo/horns effect. We will explore how these biases impact key teaching and learning areas—such as tutorials/lectures and assessment/feedback—and outline methods for mitigating them.

# **AWARENESS, RESISTANCE AND GROWTH: THE JOURNEY TOWARDS CULTURALLY SENSITIVE CURRICULUM**

SL006, 16:15-16:25  
Jade Boyce  
University of Greenwich

Lightning Talk (10 min)

Efforts to create culturally sensitive curricula often focus on policy or design, yet much of the important work also involves transforming educators' awareness, beliefs, and everyday practices. This lightning talk draws on my doctoral research exploring lecturers' transformative journeys as they participated in a six-week workshop series on culturally sensitive curriculum design in higher education. A central aim of the series was to raise awareness of the ethnicity degree awarding gap, an issue that many participants were initially unaware of or did not believe existed within their own classrooms.

Using a qualitative approach, the study collected pre- and post-workshop data and conducted semi-structured interviews to capture changes in lecturers' attitudes and perspectives. The findings suggest that while six weeks was not long enough to fully shift deep-seated views or behaviours, it provided a critical starting point for reflection. Participants experienced a mixture of resistance, defensiveness, and discomfort, alongside moments of insight, empathy, and emerging commitment to change.

The study highlights that developing culturally sensitive teaching is not a short-term training outcome but a transformative learning process, one that requires time, safe spaces for dialogue, and institutional support. For universities committed to embracing diversity and inclusive practice, this research underscores the importance of coupling awareness-raising with sustained reflection and support. True inclusion begins not only with curriculum reform, but with nurturing the growth of those who teach it.

# **PLACING FUTURES: EXPLORING THE IMPACT OF THE CRIMINOLOGY WORK PLACEMENT MODULE ON GRADUATE OUTCOMES**

SL007, 15:30-15:55

Melissa Pepper, Elaine Williams, Molly Clark  
University of Greenwich

Presentation (25 min)

Experiential learning has been recognised as a valuable pedagogical approach to develop knowledge and skills, producing better academic performance and making students more employable (Bradberry and De Maio, 2018; McCann and Hewitt, 2023). Work placements are one such way that experiential learning can be integrated within degree level studies and are conducive to both educational and employment outcomes, including higher starting salaries (Gavin and Coleman 2016; Brooks and Youngson, 2016). The Criminology, the Community, and Work-Based Practice module hosted within the School of Law and Criminology offers level 6 students an opportunity to gain this experiential learning through a work placement within a criminal or social justice organisation. This paper presents findings from the first study to systematically capture student experiences of the module through an online survey with three alumni student cohorts (class of 2021, 2022, and 2023). It considers module experiences and the influence of module learning and skills on career pathways. Findings point to the importance of integrating experiential learning within academic programmes and the impact of this on student outcomes.

## **DEVELOPING AN INNOVATIVE BACHELOR OF SCIENCE DEGREE IN MENTAL HEALTH AND WELLBEING: BEING STUDENT CENTRED WHILE PROMOTING ACADEMIC AND PROFESSIONAL SUCCESS**

SL007, 16:00-16:10  
Genevieve Breau  
University of Greenwich

Lightning Talk (10 min)

Beginning in September 2025, the University of Greenwich School of Human Sciences has started a 3-year BSc. (Hons) in Mental Health and Wellbeing programme. This programme reflects the growing focus on promoting good mental health both within and outside the NHS and in a variety of community settings. There is also an emerging workforce need for graduates to have expertise in population-based approaches to promoting mental health in a variety of settings. This programme was developed in partnership with academic and disciplinary experts, and the programme and module learning outcomes, assessment strategy, and employability-related activities were developed with a view to what academic, disciplinary, and employability skills graduates need to enter the workforce and develop in their career. We will share what we have learned with the development of this new programme, especially with regards to developing this programme in light of the implementation of the new Curriculum Framework at the University of Greenwich.

## **DISABLED STUDENTS COMMITMENT: WHERE WHY AND HOW?**

SL007, 16:15-16:25  
Shapna Compton  
University of Greenwich

Lightning Talk (10 min)

We are pleased to announce that Greenwich has formally committed to the Disabled Students' Commitment (DSC). With our action plan now finalised and published, we are moving forward with the essential work of implementation. This initiative strongly reflects the key themes of the SHIFT conference, including inclusivity, and co-creation through collaboration.

The session aims to raise awareness of the DSC Commitment and highlight the collective responsibility across all levels of the institution in ensuring its successful delivery. It will cover the background and significance of the Commitment, the collaborative efforts that have shaped our action plan, and the ongoing steps necessary to create lasting change. A key focus will be on the positive impact for disabled students, particularly in strengthening their sense of belonging and accessibility.

This work is vital for everyone in higher education for example for senior leaders, it serves as a strategic tool for embedding inclusion across the institution and for academic staff, it supports inclusive teaching.  
The session will highlight:

- Raising awareness of the DSC Commitment and its significance.
- The collaborative efforts that have brought us to this stage.
- The ongoing work required to drive meaningful change.
- The positive impact on disabled students, particularly in strengthening their sense of belonging through enhanced inclusivity and accessibility.





# CONFERENCE LAYOUT

There are five main rooms to the conference where sessions will be taking place, these being:

- **Room 001** (SL001)
- **Room 002** (SL002)
- **Room 006** (SL006)
- **Room 007** (SL007)
- **Room 009** (SL009)











In addition to this, there will also be:

- **Lecture Theatre 101** (SL101) will be used for our opening speech and Keynote talk. For the remainder of the day this can be used as a general seating area. Hot and cold refreshments will be available at the front of the theatre when entering.
- **Quiet Room** (SL105) for those needing to get away from the hustle and bustle of the conference. Please note that this room is not intended for phone calls or online meetings.
- **Registration desk** Located next to the stairwell in the ground floor lobby as you enter. Please make sure to sign in when arriving. A member of our conference team will be located there throughout the whole event.

All the different locations will be clearly sign-posted on the day..

# STEPHEN LAWRENCE BUILDING MAP

## MAP KEY

	Main Entrance/Exit		Presenting Space
	Elevator		Toilet
	Staircase		Unisex Accessible Toilet
	Quiet Space		Refreshments
	Seating Area		Registration Desk

**Main Entrance** – Located on the West face of the building that runs parallel with the main road and TFL bus stops. You will require a Greenwich ID pass to access the building.

**To access the main Conference area** – As soon as you enter the main entrance you will be in the main conference area. The lecture theatre where the opening and keynote speech is located upstairs on the first floor

**Male and gender-neutral toilets** – these are located next to each other on the mid stairwell level between the ground and first floor taking the main stairwell (opposite the main entrance).

**Accessible toilets** – These are found on the ground floor, right of the main stairwell opposite the main entrance.

**Female toilets** - these are located on the mezzanine level (after the first floor), taking the main stairwell opposite the main entrance to the building. The toilets are located on the right.

**Registration desk** – This is located opposite the glass double doors from the main stairwell on the first floor in room SL109 and on the left when exiting the lift.

**Lecture theatre 101** – Located right of the registration desk. Follow the corridor/lobby space to the end, the entrance to the lecture theatre will be on your right. An additional entrance to this space can also be found on the mezzanine level opposite the female toilets.

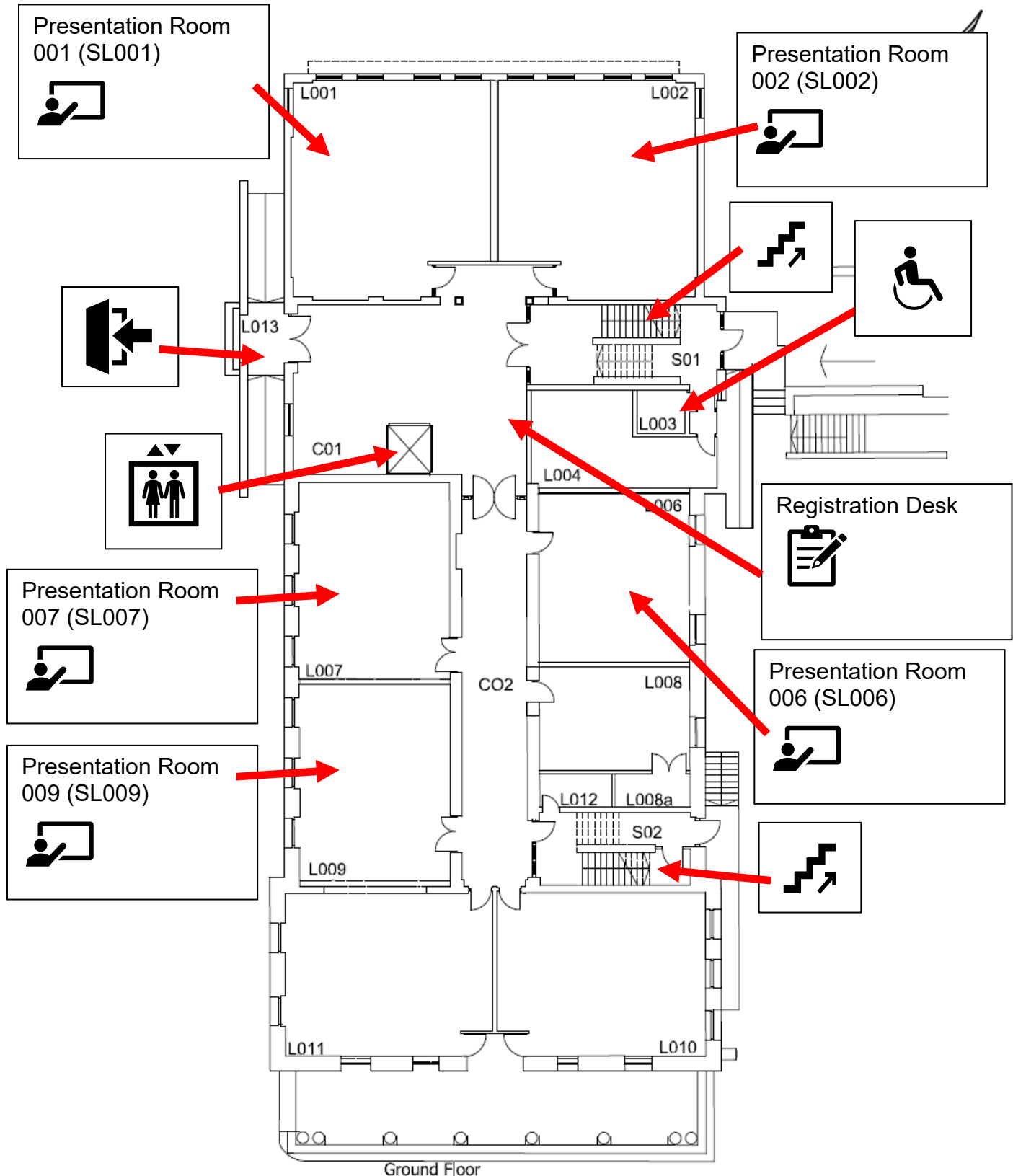
**Refreshments and seating area** - Refreshments and lunch will be found in Lecture theatre 101. When this space is not being used for the open speech and keynote presentation, it can be used as a general seating area.

**Quiet Room 105** - This is located on the first floor. It can be accessed by taking the main staircase opposite the building entrance. Upon entering the first floor, following the corridor to your left. It is the second room on your right. If taking the lift, follow the corridor down on your right.

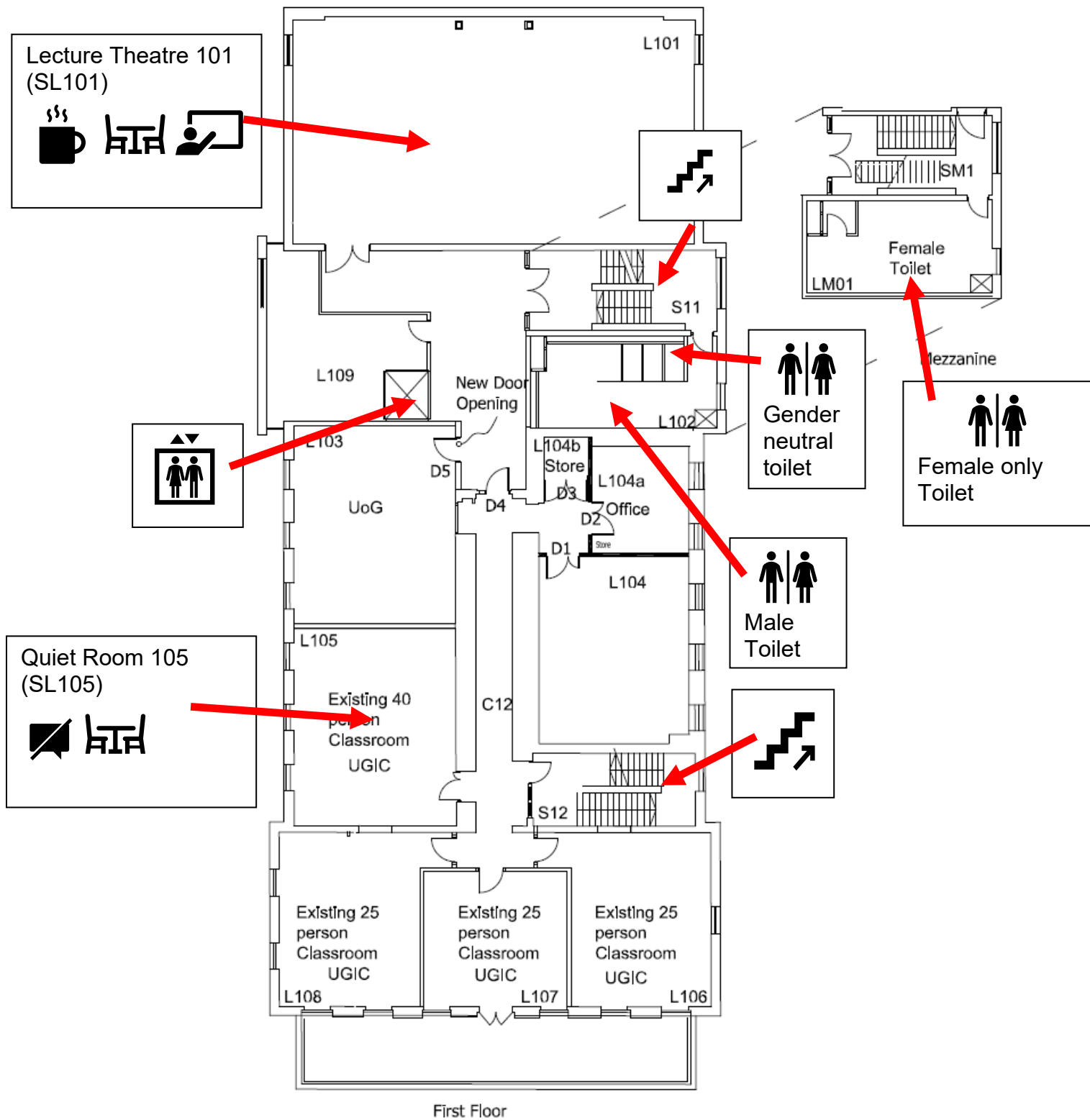
If you require any assistance with directions or navigating our conference area, in particular the presentation rooms, please speak to a member of our conference team at the registration desk or contact us in advance via [SHIFT@gre.ac.uk](mailto:SHIFT@gre.ac.uk).

## GROUND FLOOR – MAIN CONFERENCE AREA

Most of our conference events will take place on the ground floor. The lecture theatre, quiet room, and refreshments can be found on the first floor by taking the staircases or lift up.



## FIRST FLOOR







# ACCESSING OUR IN-PERSON DAY

Our conference is being held in the Stephen Lawrence Building on the Greenwich Campus. The full address for the location is:

Stephen Lawrence Building,  
Old Royal Naval College,  
Park Row, London  
SE10 9LS

[Google Maps link here](#)

[You can view a map of the campus here.](#)

## ACCESSING VIA CAR

There is no on-campus parking available for students. However, there is a public car park just outside the campus in Park Row. [See full travel information for Greenwich Campus.](#)

## ACCESSING VIA TRAIN

You can access London Underground services via Greenwich DLR Station and Cutty Sark for Maritime Greenwich DLR Station. You can access National Rail services via Greenwich Station and Maze Hill Station.

## ACCESSING VIA BUS

The following bus routes stop in Greenwich town centre just outside the campus:

<b>Bus No.</b>	<b>Route</b>	<b>Weekday Frequency (minutes)</b>	<b>Bus Stops</b>
129	North Greenwich - Greenwich	6-10	Cutty Sark - National Maritime Museum - Maze Hill – Lewisham – North Greenwich
177	Thamesmead - Peckham	9-11	Greenwich Station - Greenwich High Rd - Cutty Sark / Nelson Rd - National Maritime Museum - Maze Hill
188	North Greenwich - Central London	6-10	Creek Rd - Greenwich Church St / Cutty Sark - National Maritime Museum - Maze Hill
199	Canada Water - Catford	10-13	Creek Rd - Greenwich Church St / Nelson Rd - Greenwich High Rd - Greenwich Station
286	Sidcup - Greenwich	8-11	Cutty Sark - National Maritime Museum - Maze Hill
386	Blackheath - Woolwich Arsenal	15	Greenwich Station - Greenwich High Rd - Cutty Sark / Nelson Rd - National Maritime Museum - Maze Hill
N1	Central London - Thamesmead	30	Cutty Sark - National Maritime Museum - Maze Hill - Greenwich Church St / Nelson Rd

Staff and students at the University of Greenwich can also take the free shuttle bus running between Greenwich and Avery Hill Campus.

## ACCESSIBILITY AND AMENITIES

[For more details on accessibility, visit the building's accessibility guide via AccessAble here.](#)

If you have any queries, please contact us via [shift@gre.ac.uk](mailto:shift@gre.ac.uk)

## PARKING

There are Blue badge parking bays located on the west side of the building that are clearly signposted and do not need to be booked in advance.

## TOILETS

There are Female and Male toilets, and Accessible Toilets available to use in the Stephen Lawrence Building.

The accessible toilets are located on the ground floor in the stairwell closest to the main entrance. The male and gender neutral toilets are located on the stairwell landing between the ground and first floor in the main stairwell opposite the building entrance. The female toilets are located on the mezzanine level (after the first floor) in the main stair well closest to Lecture Theatre 101.

## SEATING AREAS

There is seating available in all rooms where sessions are being held. Additional seating is available in our Quiet room in SL107 and in the lecture theatre SL101.

## FOOD AND DRINKS

Free refreshments and a light lunch will be provided for those attending in person, which will be located on the first floor in the lecture theatre SL101.

Additional food and refreshments can be purchased in our Dreadnought Building Café, which is next door. [You can see a full map of our Greenwich campus here.](#)

## GETTING HELP

Conference organisers will be present throughout the day in the Stephen Lawrence building, who will be wearing visible lanyards and badges. If you have any questions or require any additional help, please do approach them.

## WHEN YOU ARRIVE

- ✓ **Registration:** Proceed to the Registration desk (SL109) to check in.
- ✓ **Refreshments:** Help yourself to free refreshments in our refreshments room (SL101) or feel free to purchase additional refreshments from the Dreadnought Building Café.
- ✓ **Schedule:** Check the posters located in the conference building for the up-to-date schedule of all sessions.
- ✓ **Questions:** If you have any questions or need any help, please do not hesitate to speak to one of conference organisers who will be wearing a visible lanyard and badge.
- ✓ **Finding your way:** Use the map in the programme to help you locate the different areas where sessions will be held. There will be signs and conference organisers to help guide you on the day.







# SHIFT 2026 CONFERENCE COMMITTEE

Stuart Sims (co-chair)  
Peter Brown (co-chair)  
Alex Cheung  
Harriet Togwell  
Eve Rapley  
Emma Kennedy  
Michael Day

Silvia Colaiacomo  
Rachel George  
Suzan Koseoglu  
Angeliki Voskou  
Ada Lee  
Jingyang Ai  
Jimmy Lo

Special thanks to our additional reviewing panellists and session chairs:

Abbie Edgar  
Ahmad Ayub  
Ana P. Costa-Pereira  
Beth Sennett  
Caroline Devonport  
Charlie Tak Hei Kwong  
Cheryl Terry  
Deniece Hardy  
Emma Lubaale  
Erkan Demirbas  
Evdokia Stergiopoulou  
Ewa Krolikowska-Adamczyk  
Ewomazino Caulker  
Faith Adobamen  
Genevieve Breau  
Ghofran Salah  
Hongfen Zhou  
Ilaria Guandalini  
Isaac Oppong  
Jane Matonhodze  
Leia Gifford  
Lizzy Mann  
Maede Mirsonbol

Melissa Pepper  
Miriam Sorrentino  
Natalie Quinn-Walker  
Natasha Catnott  
Nathaniel Pickering  
Rashedul Hasan  
Renginee Pillay  
Sara Eladawy  
Sebastian Blair  
Shapna Compton  
Shazerinna Shah  
Sofiya Kartalova  
Stef Garasto  
Sukaina Saeed Muhammad Saeed  
Syeda Nasreen Zehra  
Tariq Hussain  
Trudie Amarh  
Yvonne Fryer  
Zivai Mare

Special thanks to the teams and individuals for helping us put the conference together:

Thomas Ferretti  
Greenwich Room Booking team  
Jacqueline Daverson and the Exam  
scheduling team  
Paul Butler and Dave Puplett

Greenwich internal catering team  
Digital engagement and change (DEC)  
team  
Internal communications team  
Jane Harrington and Vanessa Lemm



