

SHIFT 2026

University of Greenwich Annual
Learning & Teaching Conference

Wednesday 7th January 2026
Online Day



Our conference theme	6
Online Day Schedule	7
Accessing our online day	8
Keynote Speaker: Catherine Bovill	10
Abstract	10
About our Keynote Speaker	10
Conference Programme.....	12
Conference opening and welcome	12
Parallel Session 1 Summary.....	12
Parallel Session 1 Session Abstracts.....	14
Authentic Assessment pedagogy: Advancing Social and Sustainable Marketing through Feedback-Driven Live Briefs	18
Real-World Scenarios focusing on managing emergencies, complex cases and communication in maternity- A collaborative approach: Preparing Midwifery Students for the Realities of Practice	19
Integrity Matters; academic integrity in age of AI	20
Teaching EAP Writing in the Age of Generative AI: Perceptions and Practices of UK EAP Teachers	21
Parallel Session 2 Summary.....	23
Parallel Session 2 Session Abstracts.....	25
Transforming Knowledge into Action: Co-Creation and Real-World Learning in Pharmacy Education	25
Redefining Sustainable Education: bridging the roles of business schools and internships in fostering sustainability practice	25
The Learning Well Project: Co-creating evidence-based resources to foster student agency and wellbeing	27
Picture Inclusivity in Education: Using Generative AI for Critical Reflection in Higher Education.....	28
Reimagining Practical Learning: Embedding Simulation Software as a Digital Alternative to Physical Labs in Engineering Education	29
From Clicks to Courtrooms: Student Co-Creation on Digital Evidence and War Crimes -Initial Reflections	29
Student Partnership and Peer-led Learning: Applying the Ketso Method in Public Health Education.....	30
Partially co-creating assessments with students: details and reflections from a practical case study	31
Research Integrity Murder Mystery: Students as Co-Designers, Suspects and Investigators.....	31

Keynote Presentation	34
Curriculum co-creation: engaging students meaningfully in learning, teaching and assessment	34
Parallel Session 3 Summary.....	34
Parallel Session 3 Session Abstracts.....	36
From theory to experience: Integrating students' narratives to foster belonging in psychology education.....	36
Bridging the Distance: Enhancing Awareness and Belonging through Inclusive Support for Online Learners	37
Reflections on the Competitive Revision Quiz as a Formative Peer Assessment	38
AI-Based Digital Storytelling as a Pedagogical Tool to Promote Justice-Oriented Science in the Classroom: A Community Science Project in a Pre-Service Science Curriculum Class	39
How Collaboration Among Tutors and Coaches Builds Belonging and Enhances Learning	39
Becoming Artificially Intelligent: AI-enabled Success, Guanxi and Transnational Higher Education.....	40
Integrating Technology and Student-Centred Pedagogy in Engineering Education: A Case Study from Analogue and Digital Communication	41
The Cartoon Creation Centre (CCC): An International Collaboration Between Students and Academics to Create Analogy-Based Cartoons for Teaching and Learning	42
Supporting postgraduate students' engagement: analysing the impact of a co-designed assessment	43
Quick Wins for Student Success: Continuation, Graduate Outcomes, and BAME Awarding Gap	44
Parallel Session 4 Summary.....	46
Parallel Session 4 Session Abstracts.....	48
Untangling undergraduate immunology: making immunology more accessible to all students through a student-led module level curriculum review	48
Dressing the Past, Engaging the Present: Archive-Based Learning and Widening Participation in Costume Education	49
Life in the shadows: Empowering student voices for EDI with the Student Shadow Board and Open Digital Badges.....	49
Peer Power: The Buddy Mentor Experience for MSc Global Public Health Students	50
Reframing Transition through Transmedia Storytelling: Inspirations from Indigenous Pedagogies.....	51

Effectiveness of Learner Engagement Analysis in Higher Education.....	52
ARTIFICIAL INTELLIGENCE IN LANGUAGE TEACHING: INNOVATION OR DEPENDENCY?	52
Learning together beyond borders: a transnational hyflex community of practice model to enhance conference interpreter education	53
Adopting AI to Enhance Accessibility in Higher Education: Comparative Insights from Developed Countries	54
Creative Cards as Visual Aids in Teaching the Pathophysiology Module: A Case Study Module: A Case Study	55
SHIFT 2026 Conference Committee.....	57



Know. Be. Live.



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:

1. 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
2. Fostering belonging and wellbeing
We examine how creating a sense of belonging and prioritising wellbeing can positively impact student engagement, resilience, and academic success.
3. Technology and dynamic learning environments
This theme highlights how digital tools and flexible learning spaces can enhance interactivity, accessibility, and innovation in teaching.
4. 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.
5. 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.

ONLINE DAY SCHEDULE

09:30 – 09:45	Opening and welcome
09:45 – 10:45	Parallel session 1
10:45 – 11:00	Break
11:00 – 12:00	Parallel session 2
12:00 – 12:45	Lunch
12:45 – 13:45	Keynote Presentation
13:45 – 14:00	Break
14:00 – 15:00	Parallel session 3
15:00 – 15.15	Break
15:15 - 16:15	Parallel session 4
16:15 - 16:30	Online day closing

Please note that all the times provided in our programme are according to our local Greenwich Mean Time. If you are joining us from a different time zone, please be mindful of this.

ACCESSING OUR ONLINE DAY

Our conference will be taking place fully online via Microsoft Teams on Wednesday 7th January.

If you do not already have an account with Microsoft Teams, you can create one for free [here](#).

There is a Teams link for each main area where sessions will be held. Please refer to the [Online Day Schedule](#) for times.

For those attending the conference online, a Teams event link has been created for each room where sessions will be held. These links will remain live throughout the day which gives those attending online the freedom to jump between sessions freely.

The links for each room can be found below:

Room	Opening/Closing Times	Teams link
Plenary room	9:30 – 16:30 (GMT)	Click here to join Plenary room
Meeting room 1	9:30 – 16:30 (GMT)	Click here to join room 1
Meeting room 2	9:30 – 16:30 (GMT)	Click here to join room 2
Meeting room 3	9:30 – 16:30 (GMT)	Click here to join room 3
Meeting room 4	9:30 – 16:30 (GMT)	Click here to join room 4
Meeting room 5	9:30 – 16:30 (GMT)	Click here to join room 5

When attending online:

- ✓ For your convenience, you may wish to turn on the [live captions found in the language settings on Teams](#)
- ✓ Keep your microphone muted whilst sessions are taking place. Only unmute your microphone when asking a question.
- ✓ Utilise the chat in the rooms to ask questions and discuss with others attending.

If you are experiencing any problems accessing the Teams links, then please contact our team via shift@gre.ac.uk



KEYNOTE SPEAKER: CATHERINE BOVILL

CURRICULUM CO-CREATION: ENGAGING STUDENTS MEANINGFULLY IN LEARNING, TEACHING AND ASSESSMENT

Online (Via Microsoft Teams), 12:45-13:45

[Access Plenary room here](#)

ABSTRACT

Across the higher education sector, there is increasing recognition of the importance of involving students in curriculum design (see for example Greenwich Curriculum Framework). There are many different examples of how students and staff are co-creating curriculum, and in this talk, Prof. Catherine Bovill will present a range of these examples and the benefits that result from co-creation. Catherine will also explore how we define curriculum and the influence this has on what we are inviting students to co-create. She will question how much agency students really have in the curriculum, as well as looking at the key role of teachers in enacting curriculum through the relationships they build with students in the classroom.

ABOUT OUR KEYNOTE SPEAKER



Catherine Bovill is Professor of Student Engagement in Higher Education at the Institute for Academic Development, University of Edinburgh. With a background in health promotion and a PhD in international development, she has been an academic developer for 20 years supporting the enhancement of teaching in universities. Cathy is a National Teaching Fellow, Fulbright Scholar (2019-20), Visiting Professor at the University of Bergen in Norway, Principal Fellow of the Higher Education Academy and Fellow of the Staff and

Educational Development Association. She is considered a world leader in co-created curriculum, student-staff partnership in learning and teaching, and student engagement and has published over 60 articles and books and given over 100 keynote presentations and masterclasses in 15 countries.



CONFERENCE PROGRAMME

CONFERENCE OPENING AND WELCOME

Plenary Room (Online, via Microsoft Teams)

[Access Plenary room online here](#)

9:30 – 9:40

Opening

Join Professor Vanessa Lemm, our Deputy Vice-Chancellor and Provost, welcoming you to our online day of our conference.

PARALLEL SESSION 1 SUMMARY

Meeting Room 1 (Online, via Microsoft Teams)

[Access room 1 online here](#)

09:45 – 10:10

Uncovering the Hidden Forces: Student–Staff Co-Inquiry to Decolonise and Diversify the Undergraduate Physics Curriculum

10:15 – 10:40

Belonging in Practice: Student-Led Cultural Engagement as a Pathway to Wellbeing and Agency in UK Higher Education

Meeting Room 2 (Online, via Microsoft Teams)

[Access room 2 online here](#)

09:45 – 10:45

The role of academics in supporting student wellbeing and learning

Meeting Room 3 (Online, via Microsoft Teams)

[Access room 3 online here](#)

09:45 – 10:10

Law Students as Co-Producers of Knowledge in Decolonising the Curriculum: Outcomes of a Student-Staff Partnership

10:15 – 10:40

Exploring Collaborative Autoethnography as a tool for co-creation with students, staff and wider community

Meeting Room 4 (Online, via Microsoft Teams)

[Access room 4 online here](#)

09:45 – 10:10

Authentic Assessment pedagogy: Advancing Social and Sustainable Marketing through Feedback-Driven Live Briefs

10:15 – 10:40

Real-World Scenarios focusing on managing emergencies, complex cases and communication in maternity- A collaborative approach: Preparing Midwifery Students for the Realities of Practice

Meeting Room 5 (Online, via Microsoft Teams)

[Access room 5 online here](#)

09:45 – 10:10

Integrity Matters; academic integrity in age of AI

10:15 – 10:40

Teaching EAP Writing in the Age of Generative AI: Perceptions and Practices of UK EAP Teachers

PARALLEL SESSION 1 SESSION ABSTRACTS

UNCOVERING THE HIDDEN FORCES: STUDENT-STAFF CO-INQUIRY TO DECOLONISE AND DIVERSIFY THE UNDERGRADUATE PHYSICS CURRICULUM

Meeting Room 1 (Online, via Microsoft Teams), 09:45 - 10:10

Yetunde Kolajo

University of Kent

Presentation

Physics claims universality, yet our students showed how “universal” knowledge often speaks with a narrow accent. This project examines what changes when Stage 2 physics students act as investigators of curricular change. In 2024/25, within the Research Skills in Physics module, five students selected an optional strand Decolonising and Diversifying the Undergraduate Physics Curriculum project and, with light-touch scaffolding on ethics, design, and analysis, led a mixed-methods inquiry into inclusion, representation, and belonging.

Methods combined peer interviews, a survey, and audits of lecture artefacts using inclusion indicators, plus a descriptive snapshot of staff diversity from school-level data. Deductive and inductive analysis surfaced gaps: narrow author representation, limited signposting to diverse physicists and knowledge traditions, and few inclusive-teaching prompts. Outputs comprised a graded report and reflective essay, an oral presentation to peers and staff, and a public website curating resources and profiling under-represented physicists; the project received the 2025 Rob Butler Memorial Award.

Crucially, the work was embedded in routine programme structures, aligning with Access and Participation priorities and keeping students central to inquiry and change. Impacts included stimulated pedagogical reflection among colleagues, cultural signalling via a student-curated “living hub” for representation discourse and strengthened student belonging and leadership validating students as knowledge producers. The model is lightweight and transferable: embed partnership inquiry within existing modules, co-define tractable questions, use rapid methods, and mobilise findings. Attendees will gain insight for diversifying materials without diluting rigour, examples of student-generated knowledge mobilisation, and strategies to align partnership work with APP/EDI priorities.

BELONGING IN PRACTICE: STUDENT-LED CULTURAL ENGAGEMENT AS A PATHWAY TO WELLBEING AND AGENCY IN UK HIGHER EDUCATION

Meeting Room 1 (Online, via Microsoft Teams), 10:15 - 10:40

Hongfen Zhou, Zhonghan Lin

King's College London

Presentation

This study examines how student-led cultural practices can foster belonging, agency and wellbeing within a UK university context. The research centres on East Asian and East Asian-heritage students, a significant international demographic, to understand how they initiated and organised a sequence of peer-to-peer and public cultural activities across two academic years. This study offers evidence-based strategies for fostering student belonging by shifting the focus from institutional delivery to student-led co-creation and active participation. While belonging is key to student success, current efforts often overlook the power of students to generate meaningful community and support.

We present findings from a two-year qualitative study on East Asian and East Asian-heritage students in a UK university. The research tracked how students, through organising a peer exchange and public cultural events, co-created belonging and agency.

This study demonstrates three interconnected processes crucial to this co-creation: Relational Connection emerged in the peer-to-peer exchanges to build trust and reduce isolation; Collaborative practice characterised the cultural events to offer pride and recognition, but also turned identity pressures into opportunities for inclusive practice; Reflective Agency developed through continued involvement to transform students from recipients into contributors.

This study, highly relevant to staff across student services and academics, focused on co-creation, diversity, and wellbeing, and provides practical models for recognising and supporting these student-led micro-ecologies of care. Learn how to empower students beyond partnership, enabling them to build their own communities and enhance overall campus well-being.

THE ROLE OF ACADEMICS IN SUPPORTING STUDENT WELLBEING AND LEARNING

Meeting Room 2 (Online, via Microsoft Teams), 09:45 - 10:45

Rebecca Upsher

King's College London

Workshop

This workshop will explore the role of academics in supporting student wellbeing and learning. Co-facilitated by Dr Rebecca Upsher (Lecturer in Psychology Education) and Shofia Mawaddah (PhD student), King's College London, it will highlight Advance HE's Education for Mental Health Toolkit and the Learn domain of the University Mental Health Charter, examining how teaching practices and assessment design can positively influence student wellbeing and learning.

Examples will be drawn from King's College London's personal tutoring curriculum, inclusive assessment design, and the University Mental Health Charter Award process, alongside findings from collaborative research into barriers staff face in accessing resources around pedagogy and student wellbeing.

The session will include structured chat prompts, a small-group activity using chapters from the Education for Mental Health Toolkit, and guided reflections where participants generate practical ideas for their own contexts.

LAW STUDENTS AS CO-PRODUCERS OF KNOWLEDGE IN DECOLONISING THE CURRICULUM: OUTCOMES OF A STUDENT- STAFF PARTNERSHIP

Meeting Room 3 (Online, via Microsoft Teams), 09:45 – 10:10

Renginee Pillay

University of Greenwich

Presentation

This presentation focuses on a student-staff research partnership whose aim was to co-produce a study to examine ways in which the legal curriculum could be 'decolonised' at a post-1992 British university. Collaborating with undergraduate (UG) students as experts in their own experiences of the learning community that they are a part of was the main ethos of this project. In this respect, the co-produced study aimed to (1) undertake a review of the reading lists of three UG law modules and (2) understand law students' views on decolonising the curriculum as well as what form this could take via focus groups. The findings of the co-produced study will be presented together with recommendations on ways to implement a decolonial (and anti-racist) approach to the legal curriculum whilst stressing the need to see this process as a journey rather than an end in itself. Finally, we reflect on the impact of the partnership focusing on positionality, power relations and lived experiences. In this respect, we demonstrate the importance of creating 'decolonial spaces' where diverse voices are heard and celebrated, thus enabling meaningful and transformative learning (for both students and staff) to take place.

EXPLORING COLLABORATIVE AUTOETHNOGRAPHY AS A TOOL FOR CO-CREATION WITH STUDENTS, STAFF AND WIDER COMMUNITY

Meeting Room 3 (Online, via Microsoft Teams), 10:15 – 10:40

John Titilawo

University of Greenwich

Presentation

The author of this lightning talk is currently a Professional Doctorate (DProf) candidate with a higher education university in the UK. My motivation for crafting this autoethnographic presentation stems from a worldview perspective connecting and sharing personal experience of my ongoing DProf and advocate the potential role of students as active partners while employing collaborative autoethnography (CAE) (Chang et al., 2016) as a tool for co-creation with students, staff and wider community. Evoking three autoethnographic vignettes (Humphreys, 2005), I expose the struggles and frustrations and suggest how postgraduate students and staff can co-create knowledge beyond teaching, learning and research regime. These vignettes should

allow peers, students, academics, professionals and colleagues involved in higher education to reflect on their practices to the degree that their experiences relate to my own in these conditions. I advocate for CAE as an effective way to 'co-create' their learning experiences, revisit and revise their understanding as they learn from each other; and 'co-construct' powerful narratives that foster mutual trust, respect and acknowledge others in student-staff partnerships (Alhadad et al., 2021). Despite ethical and vulnerability concerns about engaging CAE, I profoundly recommend that all partners involved in higher education should be willing to engage in this transformative process.

AUTHENTIC ASSESSMENT PEDAGOGY: ADVANCING SOCIAL AND SUSTAINABLE MARKETING THROUGH FEEDBACK-DRIVEN LIVE BRIEFS

Meeting Room 4 (Online, via Microsoft Teams), 09:45 – 10:10

Zivai Mare

University of Greenwich

Presentation

Live briefs are widely used in marketing education as a form of authentic assessment, offering students the chance to work on real-world business problems and present solutions to actual clients. While this approach effectively simulates professional practice and enhances engagement, its potential is often limited when the assessment ends at the point of presentation. This paper argues that truly authentic learning and assessment in marketing require more than a one-off pitch; but must incorporate post-brief feedback, iterative development, and reflection on both process and outcomes. This paper draws from the 2024–2025 Master's module Ethics, Responsibility and Sustainability in Marketing that was delivered at a UK university. Students engaged with a live brief from the University of Greenwich sustainability team (the client) to design a social marketing campaign that aimed at increasing recycling at the university. This task also linked well to one of the United Nations Sustainable Development goals on climate action.

The main requirement from the live brief was a group presentation of the campaign. The debriefing was conducted by the client in the first week of the term. To enhance the authentic learning experience, we included client consultations which were essentially feedback sessions as well. Students had to book appointments and replicate meeting arrangements in real world practice. In addition to the presentations, the students published their campaign videos on the university's sustainability team's Instagram page and, frequently analysed engagement analytics to gain real-world feedback.

REAL-WORLD SCENARIOS FOCUSING ON MANAGING EMERGENCIES, COMPLEX CASES AND COMMUNICATION IN MATERNITY- A COLLABORATIVE APPROACH: PREPARING MIDWIFERY STUDENTS FOR THE REALITIES OF PRACTICE

Meeting Room 4 (Online, via Microsoft Teams), 10:15 – 10:40

Deniece Hardy, Rob Slee, Angeliki Bolou

University of Greenwich

Presentation

This abstract showcases an innovative, scenario-based learning activity developed for third-year midwifery students to enhance their readiness for clinical practice. Centred on real-world challenges such as managing postpartum haemorrhage in a home setting, de-escalating conflict, and addressing communication breakdowns in ward environments, the sessions were delivered in the university's simulation labs including a realistic home and a maternity ward setting. Professional actors, lecturers, and clinical staff collaboratively designed and facilitated the scenarios to mirror authentic hospital pressures and interpersonal dynamics.

The scenarios used were focused on managing conflict and emergency situations in community and practice. Students engaged in immersive role play, taking responsibility for decision-making, communication, and teamwork under realistic conditions. Rather than being guided step-by-step, students were provided only a brief context and were required to extract information from actors, respond dynamically, and develop appropriate care plans. Structured debriefing and reflective discussions followed each session, encouraging critical thinking and peer feedback.

Evaluation through student feedback highlighted increased confidence, improved clinical reasoning, and enhanced ability to translate theoretical knowledge into practice. The activity also helped educators identify individual learning needs, fostering targeted support for students requiring further development. This initiative positions students at the centre of learning by co-creating a dynamic and psychologically safe environment that bridges theory and practice. Following its success, the approach will be embedded into additional modules to strengthen students' transition into professional midwifery practice.

INTEGRITY MATTERS; ACADEMIC INTEGRITY IN AGE OF AI

Meeting Room 5 (Online, via Microsoft Teams), 09:45 – 10:10

Sharon Perera

University of Greenwich

Presentation

In an age where the sector is seeking ways to respond to the challenges that AI brings to the topic of academic integrity and authenticity, some voices advocate an approach that empowers students to make intelligent decisions on the best way to harness AI as a tool for learning.

These concerns have led the university to review and revise its academic integrity course, Integrity Matters, to provide students with clear guidelines on how to approach and harness AI for their learning.

Integrity Matters is an e-learning course which was created on principles of gamification and play, as a tool to engage learners and nurture a culture of academic integrity. The rationale for the module design was developed through research, gathered from prior experience of using gamification in learning. The impetus to resource the project came from a collective response from the university due to rising instances of academic offences during the Pandemic.

Today, the course has been updated with current approaches to inculcating critical thinking in the use of generative AI tools in learning.

TEACHING EAP WRITING IN THE AGE OF GENERATIVE AI: PERCEPTIONS AND PRACTICES OF UK EAP TEACHERS

Meeting Room 5 (Online, via Microsoft Teams), 10:15 – 10:40

Elizabeth Hollis-Watts

University of Greenwich

Presentation

This session presents initial findings from an ongoing qualitative study examining how English for Academic Purposes (EAP) practitioners in UK higher education are responding to the emergence of generative artificial intelligence (GenAI) tools in academic writing instruction. Drawing on semi-structured interviews of UK practitioners from a range of higher education institutions, the research investigates educators' perceptions of Generative AI, particularly when it comes to academic writing, and explores how these tools are being incorporated into and/ or accounted for in their teaching practice.

Preliminary analysis reveals a range of approaches to integrating GenAI into writing instruction. The findings also highlight key concerns. These insights contribute to a broader understanding of how digital technologies are reshaping teaching and learning environments within higher education.

The session will be of interest to EAP professionals, and anyone interested in the practicalities of the pedagogical implications of GenAI, particularly with regard to academic writing. Attendees will gain insight into emerging classroom practices and the evolving role of writing instruction in increasingly technology-mediated learning contexts.



PARALLEL SESSION 2 SUMMARY

Meeting Room 1 (Online, via Microsoft Teams)

[Access room 1 online here](#)

11:00 – 11:25

Transforming Knowledge into Action: Co-Creation and Real-World Learning in Pharmacy Education

11:30 – 11:55

Redefining Sustainable Education: bridging the roles of business schools and internships in fostering sustainability practice

Meeting Room 2 (Online, via Microsoft Teams)

[Access room 2 online here](#)

11:00 – 12:00

The Learning Well Project: Co-creating evidence-based resources to foster student agency and wellbeing

Meeting Room 3 (Online, via Microsoft Teams)

[Access room 3 online here](#)

11:00 – 11:25

Picture Inclusivity in Education: Using Generative AI for Critical Reflection in Higher Education

11:30 – 11:40

Reimagining Practical Learning: Embedding Simulation Software as a Digital Alternative to Physical Labs in Engineering Education

11:45 – 11:55

From Clicks to Courtrooms: Student Co-Creation on Digital Evidence and War Crimes -Initial Reflections

Meeting Room 4 (Online, via Microsoft Teams)

[Access room 4 online here](#)

11:00 – 11:25

Student Partnership and Peer-led Learning: Applying the Ketso Method in Public Health Education

11:30 – 11:40

Partially co-creating assessments with students: details and reflections from a practical case study

11:45 – 11:55

How can teaching and learning in college based higher education evolve to meet future employers' needs?

Meeting Room 5 (Online, via Microsoft Teams)

[Access room 5 online here](#)

11:00 – 12:00

Research Integrity Murder Mystery: Students as Co-Designers, Suspects and Investigators

PARALLEL SESSION 2 SESSION ABSTRACTS

TRANSFORMING KNOWLEDGE INTO ACTION: CO-CREATION AND REAL-WORLD LEARNING IN PHARMACY EDUCATION

Meeting Room 1 (Online, via Microsoft Teams), 11:00 - 11:25

Sara Eladawy

Heliopolis University

Presentation

This panel explores how authentic, real-world learning experiences place students at the heart of teaching and transform them into active co-creators of their education. Drawing on two cornerstone initiatives—Hospital Visits and Clinical Pharmacy Reports (with Dr. Shaimaa and Haidy, MSA graduate) and the Entrepreneurship Poster Presentation (with Reem, Heliopolis University 6th-year student)—the discussion highlights how experiential learning connects academic theory with professional practice.

The hospital visits nurtured empathy, reflective practice, and clinical reasoning, while the entrepreneurship event encouraged creativity, teamwork, and innovation through direct interaction with industry experts. Together, these experiences illustrate how collaborative, inclusive, and practice-based learning fosters student well-being, confidence, and employability.

By sharing these success stories, the panel demonstrates that when students are empowered to learn through doing and reflecting, they evolve from recipients of information into active contributors shaping the future of healthcare education.

REDEFINING SUSTAINABLE EDUCATION: BRIDGING THE ROLES OF BUSINESS SCHOOLS AND INTERNSHIPS IN FOSTERING SUSTAINABILITY PRACTICE

Meeting Room 1 (Online, via Microsoft Teams), 11:30 – 11:55

Ilaria Guandalini, Zheyuan Zu

University of Greenwich

Presentation

This session examines the critical roles of business schools and internships in advancing Sustainability Practice (SP), responding to the urgent global imperative to accelerate progress toward sustainable development. Investigating the effectiveness of the diverse yet complementary educational inputs, this topic addresses a crucial gap in the existing literature of multiple disciplines including education, management, and sustainability.

The study is structured around three central research questions: (1) What key factors within higher education and internship experiences influence students' adoption of sustainable practices? (2) How do sustainability-related learning outcomes differ between university settings and workplace-based learning? (3) What strategies can better integrate internship experiences with academic curricula to support sustainable behavior?

Empirically, the research draws on primary data from 26 in-depth interviews with MBA students, their lecturers, and the organisations hosting their internships. The resulting evidence-based Framework for Sustainability Education Impact (SEI) synthesises academic and experiential learning to strategise and foster sustainable patterns from learning to action.

Theoretically, the study contributes to a deeper understanding of how institutional and experiential learning environments interact to shape sustainability competencies. Practically, it offers clear strategies for educators and businesses to co-design more effective sustainability learning experiences. Moreover, the research supports the development of integrated education-to-workplace policies that enhance sustainability literacy through the developed framework, while also raising broader awareness of the transformative role of academic and professional education in achieving long-term sustainability goals.

THE LEARNING WELL PROJECT: CO-CREATING EVIDENCE-BASED RESOURCES TO FOSTER STUDENT AGENCY AND WELLBEING

Meeting Room 2 (Online, via Microsoft Teams), 11:00 - 12:00

Tiffany Chiu, Sue Sing, Vicky Sham

Imperial College London

Workshop

With an increasingly diverse student population across the higher education sector, there is a pressing need for mental health and wellbeing support for students. This is a priority for both the university and the higher education sector as a whole (Office for National Statistics, 2022). Our research highlights that students' wellbeing and sense of belonging are significantly influenced by their learning, teaching and assessment experiences. However, many students are unaware of the link between study strategies, wellbeing and academic success, and often do not access support resources unless they perceive a clear problem. These issues are especially significant for learners in highly competitive learning environments.

In this workshop, the research team will introduce the university-wide Learning Well Project, which explored undergraduate students' study strategies and wellbeing-related issues, and present selected findings. This research builds on our earlier Supporting the Identity Development of Underrepresented Students (SIDUS) project (<https://www.imperial.ac.uk/education-research/our-work/identities-in-education/sidus/>) which foregrounds the importance of fostering a diverse and inclusive academic community for all. We will share our evidence-based approaches, developed to empower the wider student community to proactively prioritise their wellbeing in ways that can positively impact their academic success and enhance their overall student experience. By working in partnership with students, we co-created meaningful, accessible and impactful learning resources that aim to support students to reflect, explore and discuss aspects of wellbeing and different study strategies. Delegates will have opportunities to explore these materials and consider ways in which they could be adapted and used for their own disciplinary contexts.

PICTURE INCLUSIVITY IN EDUCATION: USING GENERATIVE AI FOR CRITICAL REFLECTION IN HIGHER EDUCATION

Meeting Room 3 (Online, via Microsoft Teams), 11:00 - 11:25

Maede Mirsonbol

University of Turin

Presentation

Although research on Generative Artificial Intelligence (GenAI) in higher education is growing rapidly, limited attention has been given to how students collaborate with GenAI to co-create images that support critical reflection on curricular themes such as 'Diversity and Inclusivity in Education'. This study addresses this gap by examining how higher education students evaluate their experiences of using free GenAI platforms to visually express their ideas about inclusive education. Findings suggest that students primarily focus on the functional aspects of image generation such as crafting effective prompts and selecting images that align with their intentions rather than engaging in deeper analytical reflection. This underscores the need to support both students and educators in designing image-based learning activities that encourage critical engagement with GenAI, its processes, and its outputs. Empirical evidence from two case studies in England and Estonia reveals students' recognition of representational biases in AI-generated images, for example, the recurring depiction of predominantly White students when prompted with terms like 'inclusive' or 'international' classroom. The study also demonstrates the potential for deeper inquiry through critical engagement with a single image presenting an emerging framework for GenAI-related student competencies. By promoting creative and reflective learning, AI-generated images can act as stimulus for exploring and questioning curricular constructs and the role of technology in shaping knowledge and representation.

REIMAGINING PRACTICAL LEARNING: EMBEDDING SIMULATION SOFTWARE AS A DIGITAL ALTERNATIVE TO PHYSICAL LABS IN ENGINEERING EDUCATION

Meeting Room 3 (Online, via Microsoft Teams), 11:30 - 11:40

Ahmad Ayub, Sayed Abulanwar, Abdal Mnider

University of Strathclyde (Bahrain Campus)

Lightning Talk

The transition to new educational environments often presents challenges in maintaining continuity of practical learning, particularly when laboratory facilities are not yet operational. This work examines temporary solution on how digital simulation platforms such as MATLAB, Multisim and TinkerCAD can effectively replace or complement physical laboratories in undergraduate Electrical and Electronic Engineering (EEE) courses. Drawing on the current experience at the University of Strathclyde Bahrain campus, where Years 1 and 2 EEE students are temporarily without access to fully equipped laboratories, the study highlights how embedded simulation tools ensure uninterrupted, high-quality learning. These digital environments allow students to model, test, and visualize engineering systems in real time bridging the gap between theory and application. Through a blended delivery model, students engage with simulations that replicate authentic engineering experiments, fostering conceptual understanding, problem-solving skills, and industry readiness. Early feedback from both staff and students indicates increased engagement, adaptability, and confidence in applying theoretical knowledge to practical scenarios. The work concludes that adopting simulation-based learning not only sustains teaching delivery during infrastructural transitions but also enhances inclusivity, flexibility, and future-ready skills in engineering education.

FROM CLICKS TO COURTROOMS: STUDENT CO-CREATION ON DIGITAL EVIDENCE AND WAR CRIMES -INITIAL REFLECTIONS

Meeting Room 3 (Online, via Microsoft Teams), 11:45 - 11:55

Ewomazino Caulker

University of Greenwich

Lightning Talk

This lightning talk introduces the early stages of a co-created undergraduate research project at the University of Greenwich, in which two final-year law students work as partners with academic staff to explore how open-source intelligence (OSINT) techniques can support the investigation of alleged violations of international humanitarian law. While the project involves analysing incidents from the 2025 Gaza conflict and selected events in Nigeria, the emphasis of this presentation is on the collaborative process rather than the subject matter itself. The talk focuses on how co-creation, digital investigation methods, ethical engagement,

and structured wellbeing support come together to form an inclusive and empowering educational experience.

Beginning in January 2026, the project places students at the centre of research design. They develop research questions, contribute to the choice of digital verification workflows, maintain reflective logs, and collaborate on ethics submissions. By October 2026, their progress, including project plans, ethical reflections, and initial verification tasks, will illustrate how partnership-based research enhances student confidence, sense of belonging, and preparedness for future academic and professional routes. The session also includes short contributions from the two student co-researchers, who will share their motivations for joining the project and their early experiences navigating collaborative research, digital tools, and ethics processes.

STUDENT PARTNERSHIP AND PEER-LED LEARNING: APPLYING THE KETSO METHOD IN PUBLIC HEALTH EDUCATION

Meeting Room 4 (Online, via Microsoft Teams), 11:00 - 11:25
Natalie Quinn – Walker, Ana Mejia Mejia
Birmingham City University

Presentation

This study investigates the pedagogical impact of partnership work through implementing Ketso workshops in a Master of Public Health program. The research explores the experiences of facilitators and alums who return to co-lead interactive sessions focused on developing systematic review protocols. By engaging these past students in peer-led workshops, the project aims to understand how their role as facilitators contributes to their academic growth, skill development, and professional identity. Using a qualitative, thematic analysis of focus group data, the study captures insights into how peer partnership enhances critical thinking, communication, and leadership skills. The workshops provided were to ensure a collaborative learning environment was developed for the participants to build their confidence and share their ideas on their research. Thus, fostering a inclusive and empowering environment for the students. Whereby they can learn from the previous cohort, the student partners. Findings indicate that student-led sessions strengthen peer learning and promote facilitator growth in confidence, leadership, and reflective practice. The study supports the value of peer partnerships as an effective pedagogical strategy in higher education. By analysing the student partners experience, it established that they gained transferable skills, such as time management, problem solving and felt they were able to support fellow students with their Ketso research project. These skills will then be beneficial for their future career. Overall, the study demonstrated the student partners were adaptable to the student needs, demonstrating professionalism.

PARTIALLY CO-CREATING ASSESSMENTS WITH STUDENTS: DETAILS AND REFLECTIONS FROM A PRACTICAL CASE STUDY

Meeting Room 4 (Online, via Microsoft Teams), 11:30 - 11:40

Stef Garasto, Makuochi Nkwo

University of Greenwich

Lightning Talk

In this lighting talk, we will present an assessment practice used within a level 7 module (within a data science programme) aimed at increasing students' influence on the parameters of the assessment itself, in line with participatory approaches and critical pedagogy tenets (Freire, 1970). Specifically, students could choose the weight assigned to each marking criteria (with one exception, worth 5% of the mark) within a pre-specified range and with the condition that all weights would need to add to 100%. Students were also asked to justify their choice and to judge where this intervention would fall within Arnstein's Ladder of Participation (Arnstein, 1969). Since participatory approaches are covered in the module itself, the exercise also acts as a way for students to experiment with, and reflect on, this topic from a practical perspective. Response from students has been generally, but not only, positive, with also some students not engaging with the option at all (possibly as a choice, possibly as a misdirection from generative AI use). In this lighting talk we will discuss the motivations behind our choice, how they relate to the practical constraints we experienced, and offer reflections on the outcomes observed.

RESEARCH INTEGRITY MURDER MYSTERY: STUDENTS AS CO-DESIGNERS, SUSPECTS AND INVESTIGATORS

Meeting Room 5 (Online, via Microsoft Teams), 11:00 - 12:00

Abbie Edgar, Michael O'Connor, Scott Annette, Matthew Beggs, Kelly Razey

Queen's University Belfast

Showcase

This interactive showcase presents a playful, student-partnered approach to exploring research integrity and research data management. Using a “who-dunnit” murder mystery format, the workshop surfaced authentic dilemmas that researchers encounter, such as insecure data storage, obtaining informed consent and the peer review process.

Attendees will experience a ‘taster’ of the workshop by watching short video vignettes of suspects in the fictional murder of the Head of Ethics and Integrity at Queen’s University Belfast, before voting on who they believe is ‘guilty.’ This playful mechanic fosters dialogue, reflective practice, and critical thinking.

The showcase also highlights the power of student–staff collaboration. Student partners were central to co-designing the storyline and materials, ensuring scenarios reflected real challenges faced in research practice. Two student co-presenters will

share their experiences: one reflecting on what they learned about research integrity, and another on the confidence and agency gained through helping to create and deliver the materials.

Takeaways include a reusable structure for a murder mystery, facilitation prompts, and practical recommendations for embedding co-creation into research culture training. The session concludes with a collaborative Padlet Wall, inviting participants to suggest future murder mystery themes, encouraging colleagues to imagine applications within their own contexts.

By combining co-creation, playful learning, and authentic dilemmas, this showcase demonstrates how research integrity and data management training can move beyond compliance to become a meaningful, community-building experience.



KEYNOTE PRESENTATION

CURRICULUM CO-CREATION: ENGAGING STUDENTS MEANINGFULLY IN LEARNING, TEACHING AND ASSESSMENT

Online (Via Microsoft Teams)

[Access Plenary room here](#)

12:45-13:45

PARALLEL SESSION 3 SUMMARY

Meeting Room 1 (Online, via Microsoft Teams)

[Access room 1 online here](#)

14:00 – 14:25

From theory to experience: Integrating students' narratives to foster belonging in psychology education

14:30 – 14:55

Bridging the Distance: Enhancing Awareness and Belonging through Inclusive Support for Online Learners

Meeting Room 2 (Online, via Microsoft Teams)

[Access room 2 online here](#)

14:00 – 14:25

Reflections on the Competitive Revision Quiz as a Formative Peer Assessment

14:30 – 14:40

AI-Based Digital Storytelling as a Pedagogical Tool to Promote Justice-Oriented Science in the Classroom: A Community Science Project in a Pre-Service Science Curriculum Class

14:45 – 14:55

How Collaboration Among Tutors and Coaches Builds Belonging and Enhances Learning

Meeting Room 3 (Online, via Microsoft Teams)

[Access room 3 online here](#)

14:00 – 14:25

Becoming Artificially Intelligent: AI-enabled Success, Guanxi and Transnational Higher Education

14:30 – 14:55

Integrating Technology and Student-Centred Pedagogy in Engineering Education: A Case Study from Analogue and Digital Communication

Meeting Room 4 (Online, via Microsoft Teams)

[Access room 4 online here](#)

14:00 – 14:25

The Cartoon Creation Centre (CCC): An International Collaboration Between Students and Academics to Create Analogy-Based Cartoons for Teaching and Learning

14:30 – 14:55

Supporting postgraduate students' engagement: analysing the impact of a co-designed assessment

Meeting Room 5 (Online, via Microsoft Teams)

[Access room 5 online here](#)

14:00 – 15:00

Quick Wins for Student Success: Continuation, Graduate Outcomes, and BAME Awarding Gap

PARALLEL SESSION 3 SESSION ABSTRACTS

FROM THEORY TO EXPERIENCE: INTEGRATING STUDENTS' NARRATIVES TO FOSTER BELONGING IN PSYCHOLOGY EDUCATION

Meeting Room 1 (Online, via Microsoft Teams), 14:00 – 14:25

Oindrila Dutta

University of Greenwich

Presentation

Higher education psychology curriculum aims to teach a scientific understanding of human behaviour and emotion, but a lack of experiential relevance in academic content often leads to student detachment and limits their ability to take an active and responsible role in how they acquire, evaluate, use, and transform knowledge (Kong, 2021; Micallef, 2025; Radovic et al., 2021; Villarroel et al., 2020).

Foundational modules can fail to capture students' lived experiences, which can reduce motivation and the sense of relevance, especially for students from diverse backgrounds (Anyichie & Butler, 2023). This challenge calls for curriculum reform based on critical pedagogy, which argues that student identities should shape how content is delivered (Cipriano et al., 2025; Onuoha et al., 2024).

This presentation will report findings from a qualitative study that addressed this gap by exploring UK university psychology students' perceptions of how their lived experiences are integrated into module content. The research collected students' written narratives on the connection between personal reality and academic theory. The study's key questions examined (1) how this connection varies across foundational, applied, and advanced modules, (2) whether the experiences of minority or marginalised students are reflected in the curriculum, and (3) how personal narratives influence students' understanding of sensitive topics like ethics and mental health.

Data collection is complete, and thematic analysis (Braun & Clarke, 2006) is currently progressing. Findings will be ready in time for the conference. The presentation will identify specific challenges and successful practices in integrating lived experience across psychology modules and offer evidence to support co-creation initiatives, enabling staff to design curriculum that feels relevant and inclusive for all students.

BRIDGING THE DISTANCE: ENHANCING AWARENESS AND BELONGING THROUGH INCLUSIVE SUPPORT FOR ONLINE LEARNERS

Meeting Room 1 (Online, via Microsoft Teams), 14:30 – 14:55

Juan Wang, Tangming Yuan

University of York

Presentation

This study examines how part-time online learners' awareness and use of university support services have evolved over time, offering insights into inclusive practice and wellbeing within distance education. Building on our previous poster presented at the University of Hull's Online International Teaching and Learning Conference, this extended study draws on an expanded dataset from online learners at the University of York to analyse changing engagement patterns across a wide range of academic, pastoral, and social support systems.

Findings indicate that while overall awareness of available support has improved, engagement remains uneven across different types of provision. Notably, awareness and access to Student Union support have increased slightly, suggesting a positive impact from the inclusive framework recently introduced to promote support awareness and student belonging. This framework combines multiple communication channels, such as targeted messages on the learning platform, regular college newsletters, a carefully designed student-facing video introducing support from the online team, wider university, and college, and the organisation of online social and gaming events to strengthen community connections.

By highlighting the evolving patterns of student engagement and the effectiveness of multi-channel, culturally responsive communication, this study provides a model for inclusive support design that values diversity and promotes wellbeing. The presentation will share practical recommendations for developing holistic, student-centred strategies that ensure every learner, regardless of distance or schedule, feels informed, connected, and genuinely part of the university community.

REFLECTIONS ON THE COMPETITIVE REVISION QUIZ AS A FORMATIVE PEER ASSESSMENT

Meeting Room 2 (Online, via Microsoft Teams), 14:00 – 14:25

Sofiya Kartalova

University of Nottingham

Presentation

What if there is a way to transform the traditional lecturer-centric revision seminar into a dynamic and interactive opportunity for student involvement in formative assessment? In this paper, I reflect on designing and teaching the “Law-making in Europe” optional module at University College Freiburg (WS 2022/2023), where I delivered a seminar involving a Competitive Revision Quiz (CRQ).

In the CRQ, the students participated in a competitive game, on Zoom. Each team was given time to collaborate (in breakout rooms) to come up with a set of multiple-choice and open questions on the studied material, while having access to learning resources. Every ‘contestant’ was given the chance to ask their peers a question, verify the answer and explain it in detail, and vice versa. I played a facilitating and a consultative role by moderating, timekeeping, and score-taking the quiz, as well as correcting the students’ understanding and giving practical advice.

The CRQ format aimed to increase student engagement and motivation during revision, as it encouraged the students to identify and reflect on the finer points of the study material, and to formulate questions that are challenging, yet fair. This exercise also enhances individual student agency in the creation of a formative assessment, while maximising opportunities for feedback from peers and the instructor.

The paper engages with literature on effective peer assessment (McDonald 2015), student revision quizzes (Gershon 2014: 12), and the use of gamification (Dichev & Dicheva 2017) in higher education teaching.

AI-BASED DIGITAL STORYTELLING AS A PEDAGOGICAL TOOL TO PROMOTE JUSTICE-ORIENTED SCIENCE IN THE CLASSROOM: A COMMUNITY SCIENCE PROJECT IN A PRE-SERVICE SCIENCE CURRICULUM CLASS

Meeting Room 3 (Online, via Microsoft Teams), 14:30 – 14:40

Fazle Rafi

University of British Columbia

Lightening Talk

This study aims to explore the integration of AI-based digital storytelling as a pedagogical tool to promote justice-centered science education in pre-service teacher education. The pre-service science teachers will create the multimedia content of community science resources, which visualize justice-oriented scientific ideas by using AI-generated images and interactive digital storytelling apps (Storybird, Bubblr, etc.). The theoretical framework of this study is framed by the critical pedagogy perspectives, specifically the justice-centered science education frameworks by Morales-Doyle (2017). The study will employ an observational research methodology, enabling pre-service teachers to develop community science instruction for elementary students that fosters justice-oriented pedagogy through AI-assisted digital storytelling. The content analysis will use pre-service teachers' AI-assisted digital storytelling artifacts, their reflective essays, and instructors' field notes to explore their skills and viewpoints of promoting scientific inquiry and relevant justice issues, in addition to bolstering their digital literacy and pedagogical confidence. The data sources for this study will be pre-service teachers' AI-enabled digital storytelling products, reflective essays, and field notes of the instructors. The study aims to gather practical knowledge about pre-service teachers' skills and views towards justice-centered science teaching methods in classrooms using AI-powered digital storytelling techniques.

HOW COLLABORATION AMONG TUTORS AND COACHES BUILDS BELONGING AND ENHANCES LEARNING

Meeting Room 2 (Online, via Microsoft Teams), 14:45 – 14:55

Jennifer Maynard, Minal Shingadia, Sam Penrice

BPP University

Lightning Talk

BPP University is a nontraditional University with a emphasis on professional education in fields such as law, business, finance, technology, and healthcare. Within The School of Technology, we deliver integrated degree apprenticeships,

meaning our learners are working for an organisation whilst studying with us. Our learners have a coach to support them throughout their studies, similar to the role of a personal tutor.

In this session, we explore how intentional collaboration between tutors and coaches can transform the learning environment for students in higher education. Drawing on our experiences from both roles we have shared initiatives which have fostered a stronger sense of community among staff, and in turn, among learners.

These practices reflect research that highlights the importance of staff collaboration in fostering student engagement and academic success (Gipson et al., 2025). By modelling mutual respect and co-creation, tutors and coaches help build inclusive spaces where students feel seen, supported, and empowered, all key factors in enhancing belonging and wellbeing (2025; Morgan, 2024)

We also draw on the principles of co-creation in higher education, which have been shown to improve learning outcomes, student agency, and staff-student relationships (Omland et al., 2025) Technology plays a vital role in supporting these collaborative efforts, enabling flexible, accessible training environments and shared resource hubs.

Our presentation will offer practical strategies for embedding these approaches into practice and invite attendees to reflect on how cross-role collaboration can be a catalyst for an enhanced student experience.

BECOMING ARTIFICIALLY INTELLIGENT: AI-ENABLED SUCCESS, GUANXI AND TRANSNATIONAL HIGHER EDUCATION

Meeting Room 3 (Online, via Microsoft Teams), 14:00 – 14:25

Michael Day

University of Greenwich

Presentation

This presentation explores research undertaken in a Sino-British university, whereby I conducted a mixed-methods study that examines how over a hundred Chinese postgraduate students pursue academic success with artificial intelligence (AI) and technology enhanced learning tools, with a specific lens applied to the data foregrounding guanxi (the cultural logic of relational advantage) in shaping adoption and practice. Data were collected via structured surveys, focus-group seminars, ethnographic classroom observations, and an online discussion forum. Guided by grounded-theory principles and cross-source triangulation, the analysis traces student engagement with AI for idea generation, learning support, and academic writing. Findings indicate pronounced ambivalence toward “light-touch” uses of AI, including planning, paraphrasing, and text polishing. Students recognised that such practices can yield superficial markers of achievement and risk an emerging “illusion of competence,” yet few articulated links between these uses and long-term learning or career trajectories. Notably, some students framed AI as a relational asset, an

extension of digital guanxi, mobilised to maintain competitiveness in a high-pressure environment. The study argues for a shift from narrow, compliance-led institutional responses to culturally attuned, dialogic approaches. Fostering responsible and reflective student-AI partnerships, sensitive to local norms of relationality, may better prepare learners for ethical participation in AI-mediated academic and professional contexts.

INTEGRATING TECHNOLOGY AND STUDENT-CENTRED PEDAGOGY IN ENGINEERING EDUCATION: A CASE STUDY FROM ANALOGUE AND DIGITAL COMMUNICATION

Meeting Room 3 (Online, via Microsoft Teams), 14:30 – 14:55

Tariq Hussain, Abi Ali Khan, John Pillai, Inam Bari

Military Technological College

Presentation

This paper presents a case study of technology integration and student-centred pedagogical design within the Analogue and Digital Communication module at the Military Technological College, Oman. The initiative aimed to enhance engagement and conceptual understanding while aligning with the module learning outcomes and student feedback. The redesigned module combined multiple digital and active learning strategies. Students completed the MATLAB Onramp online certification, allowing them to build fundamental programming and simulation skills and present their learning for assessment. Visual simulations were used in lectures to connect theory with application, while online discussion boards facilitated collaborative problem-solving and peer interaction under academic supervision. Formative assessments with feedback, peer review in laboratory sessions, and a dedicated AI ethics lecture further supported reflective and responsible learning.

Preliminary observations suggest that this blended, student-led environment improved engagement and understanding, particularly for students who actively participated in formative activities. However, the emergence of AI-assisted responses also highlighted challenges in maintaining academic integrity and authentic learning. The paper concludes that integrating online certifications, discussion-based collaboration, and reflective assessment creates a dynamic, technology-enhanced environment that promotes student autonomy and deeper learning. The model demonstrates potential transferability to other engineering modules, offering a structured yet adaptable framework for inclusive and ethical technology integration in higher education.

THE CARTOON CREATION CENTRE (CCC): AN INTERNATIONAL COLLABORATION BETWEEN STUDENTS AND ACADEMICS TO CREATE ANALOGY-BASED CARTOONS FOR TEACHING AND LEARNING

Meeting Room 4 (Online, via Microsoft Teams), 14:00 – 14:25
Erkan Demirbas, Nikolaos Fotou, Senani Thenuwara

University of Lincoln
Univesity of Colombo

Presentation

The Cartoon Creation Centre (CCC) is an international network of academics and student collaborators from UK and global universities, dedicated to co-creating cartoons and animations that enhance teaching and learning. Drawing on the principles of Digital Storytelling (DST) and analogical reasoning, CCC develops story-based analogies that make complex subjects across disciplines—such as economics, finance, statistics, philosophy of research—more accessible, engaging, and memorable. Our collaborative process begins with conceptual story ideas, which are refined through iterative feedback from students, academics, and illustrators. These visual narratives serve as cognitive bridges, mapping abstract concepts onto already existing knowledge and familiar experiences, thereby supporting deeper understanding and long-term retention. Beyond production, CCC actively facilitates workshops and international webinars where students and academics co-present, fostering a dialogic and socially grounded learning environment. This co-construction of knowledge aligns with constructivist and generative learning theories, empowering students to take ownership of their learning. It is through the use of cartoons as visual analogies that not only scaffolds abstract reasoning but also promotes creativity, engagement, and collaborative meaning-making. As we expand into new disciplines—including management, electronics, social and health sciences—our aim remains to create pedagogical tools that are contextually rich, student-centered, and empirically based than opinion grounded educational research.

SUPPORTING POSTGRADUATE STUDENTS' ENGAGEMENT: ANALYSING THE IMPACT OF A CO-DESIGNED ASSESSMENT

Meeting Room 4 (Online, via Microsoft Teams), 14:30 – 14:55

Dave Gatrell, Sandra Flynn

University of Bristol

University of Limerick

Presentation

Collaborative design (co-design) of assessments between teachers and students has been shown to enhance student engagement. Our research investigates how students in a postgraduate project management programme at an Irish university participated in the co-design of a module assessment and engaged in the co-designed assessment, exploring how the dynamics of shared leadership, authentic assessment, and student engagement and partnership shaped their learning experience. Using Activity Theory and the related notion of expansive learning, and drawing on interview and survey data, the study analyses the module leader and students' co-design of assessment and students' engagement in the co-designed assessment. It reveals how the co-design process enabled participants to address systematic contradictions in earlier assessment approaches and suggests ways in which contradictions in the co-designed approach may be overcome. The results highlight the importance of relationship-building in group environments and the value of co-design, using a variety of technologies, in establishing trust and developing effective and authentic assessments. They also indicate that different group formation approaches can impact the quality of peer interactions and the depth of student learning.

QUICK WINS FOR STUDENT SUCCESS: CONTINUATION, GRADUATE OUTCOMES, AND BAME AWARDING GAP

Meeting Room 5 (Online, via Microsoft Teams), 14:00 – 15:00
TBC

University of Greenwich

Showcase

Student success is central to our Strategy 2030, with key metrics including continuation rates, graduate outcomes, and closing the BAME awarding gap. This session brings together an expert on reducing awarding gaps and winners of the Student Success Awards 2025 to share practical strategies and impactful initiatives. During this session you will gain actionable ideas to support BAME Students, progression, and employability within your own programmes.

Join us for a fast-paced, insight-packed session designed to inspire and inform your approach to student success.



PARALLEL SESSION 4 SUMMARY

Meeting Room 1 (Online, via Microsoft Teams)

[Access room 1 online here](#)

15:15 – 15:40

Untangling undergraduate immunology: making immunology more accessible to all students through a student-led module level curriculum review

15:45 – 16:10

Dressing the Past, Engaging the Present: Archive-Based Learning and Widening Participation in Costume Education

Meeting Room 2 (Online, via Microsoft Teams)

[Access room 2 online here](#)

15:15 – 15:40

Life in the shadows: Empowering student voices for EDI with the Student Shadow Board and Open Digital Badges

15:45 – 15:55

Peer Power: The Buddy Mentor Experience for MSc Global Public Health Students

16:00 – 16:10

Reframing Transition through Transmedia Storytelling: Inspirations from Indigenous Pedagogies

Meeting Room 3 (Online, via Microsoft Teams)

[Access room 3 online here](#)

15:15 – 15:40

Effectiveness of Learner Engagement Analysis in Higher Education

15:45 – 16:10

Artificial Intelligence in Language Teaching: Innovation or Dependency?

Meeting Room 4 (Online, via Microsoft Teams)

[Access room 4 online here](#)

15:15 – 15:40

Learning together beyond borders: a transnational hyflex community of practice model to enhance conference interpreter education

15:45 – 16:10

Adopting AI to Enhance Accessibility in Higher Education: Comparative Insights from Developed Countries

Meeting Room 5 (Online, via Microsoft Teams)

[Access room 5 online here](#)

15:15 – 15:40

Creative Cards as Visual Aids in Teaching the Pathophysiology Module: A Case Study
Module: A Case Study

Plenary (Online, via Microsoft Teams)

[Access Plenary room online here](#)

16:10 – 16:30

Closing

PARALLEL SESSION 4 SESSION ABSTRACTS

UNTANGLING UNDERGRADUATE IMMUNOLOGY: MAKING IMMUNOLOGY MORE ACCESSIBLE TO ALL STUDENTS THROUGH A STUDENT-LED MODULE LEVEL CURRICULUM REVIEW

Meeting Room 1 (Online, via Microsoft Teams), 15:15 – 15:40

Ana P. Costa-Pereira

Imperial College London

Presentation

Immunology is both complex and fascinating, yet its specialised language, threshold concepts, and intricate cell interactions often hinder learning. This complexity explains why standalone immunology modules are not common in biomedical sciences undergraduate curricula. At Imperial College London, however, BSc Medical Biosciences teaches Immunology & Inflammation (IMI) in Year 2, using a blended, flipped-classroom approach. Ten sessions progressively build understanding: students first engage with eModules covering core facts, then attend three-hour face-to-face sessions to tackle challenging concepts and apply knowledge collaboratively under academic guidance. IMI attracts around two-thirds of the cohort (90–120 students annually) and achieves high attainment and satisfaction. However, workload complaints emerged, with some students struggling to complete online tasks, leaving them underprepared for in-person sessions. To address this, IMI partnered with StudentShapers, Imperial's student–staff collaboration programme. Over four summer weeks, students reviewed eModules, documented suggested changes, advised academics, and implemented changes. Without formal pedagogic training, they excelled at identifying threshold concepts, removing redundancy, and creating engaging visuals. The partnership resulted in 10 fully revised eModules, including three major rewrites and a critical reorganisation, which were used for the 2024/25 cohort. Positive feedback led to their adoption for future years.

Both students and staff described the process as transformative. It also demonstrates a pragmatic, sustainable, and transferable model for monitoring and updating modules in a student-centric way which is imminently applicable across disciplines and institutions, something particularly relevant with increased awareness of how neurodivergence impacts on learning and increasing demands in students' time.

DRESSING THE PAST, ENGAGING THE PRESENT: ARCHIVE-BASED LEARNING AND WIDENING PARTICIPATION IN COSTUME EDUCATION

Meeting Room 1 (Online, via Microsoft Teams), 15:45 – 16:10

Caroline Devonport, Lucy McConnell, Charley Worner

University of Salford

Presentation

This paper explores how the University of Salford's historical clothing collection has become a catalyst for inclusive, authentic learning within costume design education. Through the university's widening participation scheme, students from diverse backgrounds are not only accessing the archive but actively contributing to its development—cataloguing, researching, and curating garments that reflect both fashion history and social change.

Object-based learning with real artefacts fosters deeper engagement, particularly among students who may not have prior experience with museum collections or academic archives. By handling historical garments, students gain insights into construction techniques, materials, and context, enriching their design practice and critical thinking. This hands-on approach supports varied learning styles and promotes equity in the classroom.

The archive also serves as a platform for student co-creation, with learners involved in digital cataloguing, exhibition planning, and outreach. These experiences enhance employability and cultivate a sense of belonging within the university community.

This paper reflects on the pedagogical impact of integrating heritage resources into teaching and how widening participation initiatives can transform passive access into active engagement. It argues that such approaches are essential for preparing students for the future, equipping them with technical skills and cultural literacy in a socially just learning environment.

LIFE IN THE SHADOWS: EMPOWERING STUDENT VOICES FOR EDI WITH THE STUDENT SHADOW BOARD AND OPEN DIGITAL BADGES

Meeting Room 2 (Online, via Microsoft Teams), 15:15 – 16:40

Natasha Catnott, Fiona Harvey

University College London

Presentation

The Faculty of Social & Historical Sciences at UCL has created an EDI Shadow Board to amplify student voices in equality, diversity and inclusion work. This

innovative initiative provides students with a structured platform to contribute meaningfully to senior leadership discussions while developing valuable skills. Selected student leaders serve as paid Board members throughout the academic year, meeting before official Faculty EDI Committee sessions to discuss agendas collaboratively. This peer-led space encourages honest dialogue, with student perspectives subsequently fed back to the main committee—ensuring their contributions directly inform institutional decision-making.

A digital badge system enables students to document their work, reflect on skills gained, and demonstrate their impact. This recognition validates their work and creates portable evidence of their engagement with complex EDI issues (Harvey, 2017).

The session explores the partnership approach used to empower these students, examining how the initiative was designed to genuinely centre student voices rather than tokenise them (Timmis, Yee and Bent, 2016). Key questions include: Who benefits from this structure? How does paid participation address equity concerns around unpaid work often expected from marginalised students? What mechanisms ensure student contributions lead to tangible changes rather than performative consultation?

By compensating students, providing skill development opportunities, and creating clear pathways for their input to influence policy, this model challenges traditional power dynamics in institutional EDI work. The presentation will discuss both successes and ongoing challenges in ensuring the Shadow Board creates meaningful change while supporting student members' professional development and wellbeing.

PEER POWER: THE BUDDY MENTOR EXPERIENCE FOR MSC GLOBAL PUBLIC HEALTH STUDENTS

Meeting Room 2 (Online, via Microsoft Teams), 15:45 – 15:55

Josephine Kaur Dhaliwal, Jacqueline Chan

University of Greenwich

Lightning Talk

Background: Inclusion and collaboration are central to integrated pedagogical learning, especially for international students in higher education. According to research by Wawera and McCamley (2019), three in four international students reported feeling lonely after coming to the UK. Differences in academic expectations, as well as language and cultural barriers, often hinder the integration of postgraduate international students (Li and Shen, 2025). The aim of the Buddy-Mentor Scheme was to explore whether peer mentoring within the same programme could enhance integration, reduce loneliness, and increase the sense of belonging among new students.

Method: This scheme was implemented at the University of Greenwich within the Public Health Faculty. New January 2025 MSc Global Public Health (GPH) students (buddies) were paired with existing September 2024 MSc GPH students (mentors). Matching was based on students' interests and diverse cultural backgrounds. Mentors received induction and safeguarding training and were encouraged to

organise both academic campus tours and informal social activities, such as museum visits and park outings.

Results: All 125 new January students were automatically enrolled in the scheme, with 14 actively engaging with their mentors. Following the meetings, an online questionnaire was distributed to participants and mentors via MS Forms. Results showed that 8 out of 10 students felt more integrated into the university after the meetings, 6 out of 10 felt less lonely and anxious, and 7 out of 9 students would recommend the scheme to future cohorts.

Conclusion: As a first-time initiative in the public health programmes, the scheme suggests that peer mentoring within cohorts can positively impact student wellbeing, fostering greater integration and reducing loneliness and anxiety during the academic journey.

REFRAMING TRANSITION THROUGH TRANSMEDIA STORYTELLING: INSPIRATIONS FROM INDIGENOUS PEDAGOGIES

Meeting Room 2 (Online, via Microsoft Teams), 16:00 – 16:10

Charlie Tak Hei Kwong

Falmouth University

Lightning Talk

The research seeks to address the limitations of conventional transition practices within higher education, which predominantly adopt top-down institutional models that emphasise orientation, assessment, and policy compliance while neglecting the lived experiences of students (The Centre for Transforming Access and Student Outcomes in Higher Education 2020). Such models often marginalise the relational and narrative dimensions that are integral to fostering a sense of belonging.

Inspired by Indigenous pedagogies that conceive storytelling as a non-linear, relational, and cyclical mode of learning, this study reconceptualises transition not as a linear trajectory (Iseke 2013), but as a fluid and situated process of becoming, co-constructed through narrative. The research aims to explore TS as a non-linear framework that enables students to articulate their identities across diverse media, weaving fragmented experiences into cohesive narratives of agency and belonging (Jenkins 2006).

The presentation will reflect on how these guiding principles have shaped the design of participatory research across multiple sites and will discuss how Indigenous epistemologies inform a nuanced understanding of relational and collective well-being. This understanding contributes meaningfully to supporting students' transitions within the higher education context.

EFFECTIVENESS OF LEARNER ENGAGEMENT ANALYSIS IN HIGHER EDUCATION

Meeting Room 3 (Online, via Microsoft Teams), 15:15 – 15:40

Saqib Jivani, Hussain Ali Abid, Agamemnon Chaidos, Sanaa Hafeez

Queen Mary University of London

Presentation

Learner Engagement Analysis (LEA) has become an essential tool in higher education, offering educators and institutions a deeper understanding of student participation, motivation, and learning outcomes. By tracking diverse engagement metrics such as attendance, online platform participation, assignment completion, and interaction with course materials, the educators can gain valuable insights into students' academic behaviours. LEA enables a more targeted approach to improving teaching strategies and supporting student success. This study explores the relationship between student engagement, intervention strategies, and academic performance across four academic modules. an increase in student engagement following targeted interventions. Moreover, the study highlighted students at higher risk of dropping out and modules with lower engagement, providing a data-driven basis for optimising teaching strategies and enhancing student outcomes. The nurturing approach of the project is such that there is transparency that is in the full interest of students' well-being. Furthermore, the results obtained will allow the identification of patterns and factors that influence student participation, motivation, and performance in digital learning environments. These findings underscore the importance of personalised interventions that cater to individual student needs, fostering a more inclusive and supportive educational experience.

ARTIFICIAL INTELLIGENCE IN LANGUAGE TEACHING: INNOVATION OR DEPENDENCY?

Meeting Room 3 (Online, via Microsoft Teams), 15:45 – 16:10

Sukaina Saeed

NED University

Presentation

The use of Artificial Intelligence (AI) in education has greatly changed the way languages are taught and learned. AI-powered tools, such as chatbots and generative models, are now helping learners by giving instant feedback, personalized practice, and flexible learning options (Alsaawi, 2025). While these tools bring new and exciting opportunities, many educators have also started to worry about issues like overreliance, ethical concerns, and the possible loss of real human interaction (Crompton et al., 2024). At the same time, even though AI makes learning more personal, too much dependence on it can weaken learners' critical thinking and problem-solving skills (Macinska and Vinkler, n.d.).

This study aims to explore whether AI acts more as an innovation or a dependency in English language education. A quantitative approach will be used by collecting data through separate questionnaires for English language teachers and learners. These will help understand their views, experiences, and how AI affects their teaching and learning habits.

The study will also review recent research to find current trends, benefits, limitations, and research gaps. Although data collection has not started yet, it is expected to highlight AI's dual role—as a useful innovation that supports learning and as a possible source of dependency. The findings will help educators and researchers promote a more balanced and thoughtful use of AI in education.

LEARNING TOGETHER BEYOND BORDERS: A TRANSNATIONAL HYFLEX COMMUNITY OF PRACTICE MODEL TO ENHANCE CONFERENCE INTERPRETER EDUCATION

Meeting Room 4 (Online, via Microsoft Teams), 15:15 – 15:40

Danielle D'Hayer

London Metropolitan University

Presentation

The presentation explores the concept of a visionary transnational hyflex community of practice model illustrated with the case study of the Master's programme in Conference Interpreting (distance learning and hyflex delivery) at London Metropolitan University. This unique visionary achievement is the result of a 20-year quest for fully flexible access to teaching and learning.

As a high profile profession, conference interpreting requires a rigorous approach to education. Postgraduate conference interpreting programmes are highly selective and competitive. Very few are validated by employers such as international institutions, most of which in Western Europe. As a result, international students mainly from the African and American continents have to make financial and emotional sacrifices to access them in person leaving behind family, employer and support networks. Unfortunately, many candidates with an unconditional offer have been unable to overcome all obstacles and had to renounce a potentially rewarding career. They were mainly mature students, most of whom mothers with young children.

The presentation will explore how a purposefully designed technology setup has been instrumental in removing education barriers for these students, who are now able to access an inspiring inclusive transnational education space, conducive to successful formal and informal learning within a hyflex community of practice.

But accessing a course remotely, even when synchronous, is only part of the solution. The unique ambition has been to create a fully flexible, inclusive community of practice where every student, regardless of their mode of attendance, feels they belong, learn, share and explore together as one.

As the 'system convenor' or 'social artist' of this granular community of practice model that enhances 'learning within a community by caring, giving and sharing', I provide an insight on the success factors of the model that brings together candidates, students, alumni and professionals at different stages of their development.

ADOPTING AI TO ENHANCE ACCESSIBILITY IN HIGHER EDUCATION: COMPARATIVE INSIGHTS FROM DEVELOPED COUNTRIES

Meeting Room 4 (Online, via Microsoft Teams), 15:45 – 16:10
Ghofran Salah, Aliyah Essop, Susantha Dissanayake Mudiyansele,
University of Greenwich

Presentation

Artificial Intelligence (AI) possesses transformative potential to advance accessibility, inclusion, and belonging in higher education. However, even within developed countries, adoption remains uneven, and opportunities to harness AI for equitable participation are inconsistently realised. Students continue to face barriers arising from neurodiversity, linguistic diversity, and varied prior educational experiences, which challenge institutions to create genuinely inclusive, responsive, and dynamic learning environments.

This study investigates how AI can be embedded within accessibility and inclusion strategies across higher education systems in developed contexts. Using a comparative multiple case approach, it analyses institutional and policy-level initiatives at the University of Edinburgh (SADIE project), California State University (ChatGPT Edu rollout), TU Delft (responsible AI frameworks), and the University of Helsinki (national and institutional policy alignment). Publicly available strategic documents, project reports, and AI tool audits are thematically coded and comparatively analysed to identify enablers, barriers, and models of co-creation linking policy, pedagogy, and technology.

The research contributes to the discourse on embracing diversity and inclusive practice by demonstrating how AI can personalise learning and assessment to meet diverse learner needs. It advances understanding of how to foster belonging and wellbeing through equitable digital participation, as well as use of technology and dynamic learning environments through adaptive, data-informed pedagogy. Grounded in real-world institutional practice, the study proposes actionable strategies for co-creation and collaboration among educators, technologists, and policymakers, utilising AI to address real-world challenges in the pursuit of inclusive and accessible higher education.

CREATIVE CARDS AS VISUAL AIDS IN TEACHING THE PATHOPHYSIOLOGY MODULE: A CASE STUDY MODULE: A CASE STUDY

Meeting Room 4 (Online, via Microsoft Teams), 15:15 – 15:40

Lakshmi Radhakrishnan Nair, Terry Ferns, Titilayo Oshodi

University of Greenwich

Presentation

Aligned with the University of Greenwich Strategy 2030, this case study showcases an innovative approach to teaching pathophysiology through Creative Cards as visual aids for microlearning in classroom. This proposal highlights the inclusive gaming approach to engage students to enhance the understanding and retention of difficult concepts in Pathophysiology (Weiss, 2018).

ANAT1107- Pathophysiology: Illness and its impact upon individuals is offered in the second year of a three-year BSc program. About 250 students of Nursing and Nursing Associate students undertake this module in the September cohort. From September 2025, I co-lead the module at the Medway campus. During the preparation phase, I identified that the topic was challenging for students to grasp and retain. Weiss (2018) emphasised that engaging students in pathophysiology can be demanding, even though a strong foundation is needed for their practice as specialised nurses.

To enhance engagement and support learning during the seminar sessions, I developed a custom card game tailored to the module content and integrated interactive technology using Mentimeter during teaching sessions. This approach fostered active participation through group interactions and enabled the collection of student feedback both before and after the sessions, providing valuable insights into their learning experience. These resources as visual aids helped me to filter down the complex information to enhance retention and to reduce extraneous cognitive load (Nurul Fitriah Alias and Rafiza Abdul Razak, 2024). The final outcomes are yet to be determined, as they are dependent on the completion of student progression and the assessment results from the module.

This approach reflects the university's ambition to achieve TEF Gold standards by embedding excellence in teaching and learning through innovation, combining elements of health sciences, digital education, and game design to create a dynamic and flexible learning environment. Students are empowered as co-creators in their educational journey, contributing to a culture of collaboration, belonging, and wellbeing.



SHIFT 2026 CONFERENCE COMMITTEE

Stuart Sims (Co-chair)
Peter Brown (Co-chair)
Alex Cheung
Susanne Martin
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:

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 our session chairs:

Angeliki Voskou
Ayse Cagla Balaban
Danielle Broadhurst
Emma Kennedy
Esther Alapafuja

Martino Valbusa
Rosie Fean
Shapna Compton
Silvia Colaiacomo
Ye Rui

Eve Rapley
Ikeoluwapo Ololade Adebawale

