Learning and Teaching Festival 2025

Transformative Education:
Integrating Perspectives for Inclusive and Sustainable Excellence

Learning and Teaching Festival 2025
Transformative Education

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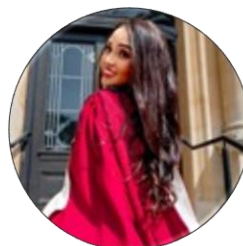**Dr Peter Vlachos**
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Welcome to the Learning and Teaching Festival 2025

Dear Colleagues,

Welcome to the Greenwich Business School Learning and Teaching Festival 2025. This year's festival will take place on campus as a one-day event on Thursday 26th June 2025. We hope that this will create valuable opportunities for delegates to interact, network, and share experiences together.

This year's festival has been organised by SEBE – Scholarship Excellence in Business Education. SEBE is a faculty-wide group with the aim of facilitating the sharing of learning and teaching practices within the faculty and supporting colleagues interested in developing their scholarship and practice in business education. Just as in previous years, it is our ambition "to make a difference, locally, regionally, nationally, and internationally, with equal intensity", in alignment with the University of Greenwich 2030 Strategy. This year's celebration of learning and teaching will be even more inclusive and inspiring.

The overarching festival theme this year is "Transformative education: Integrating Perspectives for Inclusive and Sustainable Excellence". We hope this theme will ignite stimulating discussions around inclusive, innovative, and sustainable practices in business education.

We encourage you to share your thoughts and impressions by live tweeting using #GRELTF2025. Please also follow us on 'Scholarship Excellence in Business Education (SEBE)' on Linkedin. We are offering presenters an opportunity to disseminate their work through blog posts hosted on the SEBE and University websites, which will be featured on social media. Blog posts will be released after the festival to extend the impact of the presentations.

The remaining pages of this document provide all the necessary information to fully enjoy the festival. Before inviting you to turn the page, we would like to take this opportunity to say a huge "thank you" to the many colleagues who have supported the organisation of this event and made it possible: the Business IT team, Grace Evenden, as well as our keynote speaker, hosts, presenters, reviewers, and delegates.

The Organising Committee of the Learning and Teaching Festival 2025

Keynote

Becoming an education JEDI: from Pressure to Purpose, from Pain to Possibility; why Justice, Equity, Diversity and Inclusion matters

Professor Sally Everett
Professor of Business Education
Vice Dean (Education) at King's Business School

Professor Sally Everett is Professor of Business Education and Vice Dean (Education) at King's Business School, King's College London. Sally was the Academic Lead for Inclusive Education for King's College London (2019-2023) and established the business school's gender network (Women@KBS). Sally is a National Teaching Fellow (2017), Principal Fellow of the Higher Education Academy (2013), Collaborative Award for Teaching Excellence award holder (team lead, 2016) and is the Equality Officer for the Association of National Teaching Fellows. Sally is a member of the Chartered Association of Business School's (CABS) Race Equality Working Group and their Equality and Diversity Committee; Sally also facilitates and leads the CABS 'Leaders in Learning and Teaching Programme'. Sally was the Deputy Dean (Quality and Student Experience) for the business school at Anglia Ruskin University, and a previous Head of Department (Marketing, Events and Tourism) at the University of Bedfordshire. Sally has also widely published on inclusive education, student employability, diversity, events and tourism – having just published "Diversity, Equity and Inclusion in

Business Management" (edited with Ian Hill). She is also a trustee for the Enabled Archaeology Foundation and Bristol's Great Britain Trust's education committee.

Becoming an education JEDI: from Pressure to Purpose, from Pain to Possibility; why Justice, Equity, Diversity and Inclusion matters

At a time of mounting financial strain, political uncertainty, and widespread questioning of the university's role and purpose, the work of justice, equity, diversity, and inclusion (JEDI) in higher education has never been more urgent—or more complex. This keynote explores how we can become a little more 'JEDI' as educators and use our 'force' to respond meaningfully and collectively to this moment of existential challenge by embedding JEDI principles across our teaching, learning, and institutional practices. Drawing on the concept of a pedagogy of possibility and informed by culturally sustaining pedagogical frameworks, this keynote calls for a critical re-evaluation of how privilege, power, and precarity shape the student experience. It will outline strategies to design fairer, more inclusive educational environments—spaces where all students, especially those historically marginalised, feel they belong, are valued, and can thrive. Grounded in both provocation and practical insight, the keynote will offer tangible examples of how we might move from pressure to purpose: fostering a culture where inclusive education is not an optional enhancement, but a moral and academic imperative. By becoming education JEDIs, we can reclaim our power to transform not only curricula and classrooms, but the futures of our students and fuel the fire of hope!

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Transformative Education

UNIVERSITY OF
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in Business Education*

Schedule

Time (BST)	Schedule			
09:00 - 09:30	QA180	Arrival and coffee		
9:30 - 09:45		Welcome Address with Gary Brown (Associate Dean for Student Success)		
10:00 - 11:00	QA180	Keynote Prof Sally Everett: Becoming an education JEDI: from Pressure to Purpose, from Pain to Possibility- why Justice, Equity, Diversity, and Inclusion matters		
11:00 11:15	Break – with coffee and biscuits			
11:15 12:00	Morning Parallel sessions			
	Technology Integration with Purpose QA239	Education Beyond Boundaries and Unlearning the Norm QA139	Reimagining Pedagogies for Resilience in Education QA110	Authentic Learning through Partnership QA120
	Chair: Natasha Lawlor-Morrison	Chair: Sadiye Sadanoglu	Chair: Munazzah Iqbal	Chair: John Tull
11:15 - 11:30	**Co-Constructing Knowledge: Fostering Critical Digital Skills Through Team-Based GenAI Engagement** Guido Conaldi, Katharina De Vita,Srinidhi Vasudevan, Anna Piazza, and Lavanya Rajendran	**Creating a scaleable social enterprise learning model (for non-experts!)** Christopher J. Birch, Paul Booth, and Parisa Baig	**From Learning to Leading: Embedding Design Thinking for Future-Ready Graduates** Asrif Yusoff	**Authentic Learning through Partnership: Co-Creating Marketing Solutions with SMEs in an AI-Enhanced Context** Yakun Zhang

11:30 - 11:45	**Shaping minds or shortcuts? The role of Generative AI in critical thinking development** Cheng Guodong	**Navigating Acculturation: Supporting Inclusive Success for International Students** Octavio Murekian and Nataly Del Mar Mena Ospina	**Enhancing Student Engagement and Employability through Video-Based Case Studies e-technologies** Duy Tan Nguyen and Mohit Kumar Singh	**Click, Swipe, Slay: Building Beauty Brands in the Digital Age. A co-created Digital Marketing Strategy assessment.** Emma Connor
11:45 - 12:00	**Exploring the Use of Artificial Intelligence as a Tool to Support Tutor Efficiency in Marking through Dictation** Raluca Marinciu, Abdullah Ijaz and Sterling Rauseo, Guido Conaldi	**'Creative U': co-creating entrepreneurship training in the confined space of prison, collaboratively with inmates and GBS student RAs.** Chryssi Tzanetou, John Tull, Xyrone Ishwar, and Hermes Malaveci	**Promoting belonging through a co-created student induction activity** Scott Tindal, Francisca Da Gama, and Sara Gorgoni	**Authentic Learning through Partnership – A Marketing Perspective** Helen Kofler, David Jennings, and Jade Spence
12:00 - 13.00	Lunch break			
13:00 - 14:00	**TEL Spotlight Session: Best Practices in Accessible and Engaging Moodle Design** Guido Conaldi, Crystal Tsay and Elie Sharp **QA180**			
14:00 - 15:00	Afternoon Parallel sessions			
	Technology Integration with Purpose QA239	**Education Beyond Boundaries and Unlearning the Norm** QA139	**Reimagining Pedagogies for Resilience in Education** QA110	**Authentic Learning through Partnership** QA120

	Chair: Munazzah Iqbal	Chair: Sara Gorgoni	Chair: Natasha Lawlor-Morrison	Chair: Crystal Tsay
14:00 - 14:15	**Navigating Technological Challenges in Authentic Assessment for Event Management Education** Joanna Goodey, Claire Lee, and Libby Carter	**Coaching in time of Crisis - Exploring ways of being and becoming in liminal spaces in which we find ourselves.** Julia Tybura, Catherine Farrant, and Sterling Rauseo	**Unpacking the MBA Experience: Evidence-Based Innovations for Global Cohorts** Rhonda Best	**The World as a Classroom: Designing Transformative Global Learning Experiences through international field trips** Sathees Kunjuthamby
14:15 - 14:30	**Artificial Intelligence and Superdiversity – effectiveness of generative AI tools in addressing linguistic hybridity of Higher Education students.** Anna Demkowicz-Dobrzanska, Mohit Kumar Singh, Stef Garasto, Andres Coca-Stefaniak, and Christopher Anderson	**Experiential Learning that Permeates - The £2 Challenge** Lewis Redfern	**Unlearning the Norm: Integrating Real-World Scenarios into Business Education for Inclusive and Impactful Learning** Yuemei Ma	**Shaping the future: Authentic learning through innovative partnerships between higher education and community organisations** Chryssi Tzanetou, Anusha Pappu, and Sarah Elie
14:30 - 14:45	**Rethink Thy Assessment: Beyond the AI Shortcut** Gerhard Kristandl	**The value of 'British' in international and transnational higher education: and exploratory survey of the current landscape** Peter Vlachos	**Nudging Toward Integrity: Peer Mentorship in Academic Success** Anusha Pappu, Jingxi Huang, Munazzah Iqbal, and Yanga Wu	**Supporting students in formulating knowledge through authentic assessment** Ewa Krolikowska-Adamczyk and Pamela Zigomo

14:45 - 15:00	**Lightening Talks**	**Bridging the gap between the town and gown: Enhanced learning through academia-industry partnerships** Kunle Oguntegbe QA139	**Collaboration Conundrums - Reflecting on insights from the Hindsight Heroes** Pamela Zigomo QA110	**The EthixCube: A Game-Based Approach to Inclusive Ethics Education** Lucien von Schomberg, Guodong Cheng, Jiawei Li Grace O'Rourke QA120
15:00 15:15	**BREAK**			
	Panel Discussions			
15:15 - 16:00	**Technology Integration with Purpose Panel Discussion** Raluca Marinciu, Anna Demkowicz-Dobrzanska, Gerhard Kristandl, Crystal Tsay	**Education Beyond Boundaries and Unlearning the Norm Panel Discussion** Chyrssi Tzantetou, Yuemei Ma, Kunle Oguntegbe, Lewis Redfern	**Reimagining Pedagogies for Resilience in Education Panel Discussion** Rhonda Best, Yanga Wu, Sara Gorgoni	**Authentic Learning through Partnership Panel Discussion** Joanna Goodey, Emma Connor, Ewa Krolikowska-Adamczyk
16:00 - 16:15	**Closing: Dr Sara Gorgoni (Co-Director of SEBE - Scholarship Excellence in Business Education) QA180**			

Learning and Teaching Festival 2025
Transformative Education

UNIVERSITY OF
GREENWICH

Scholarship Excellence
in Business Education

Morning Sessions

Technology Integration with Purpose

Co-Constructing Knowledge: Fostering Critical Digital Skills Through Team-Based GenAI Engagement

Authors: Guido Conaldi, University of Greenwich, UK; Katharina De Vita, Manchester Metropolitan University, UK; Srinidhi Vasudevan, University of Greenwich, UK; Anna Piazza, University of Greenwich, UK, and Lavanya Rajendran, Anna University, India.

Challenge: Higher education faces a significant challenge in how students engage with GenAI. Current approaches often encourage individualistic use, positioning AI as merely a tool for information retrieval rather than as a collaborative partner in knowledge construction. This individualistic approach fails to develop the critical evaluation skills necessary for responsible AI use in professional contexts.

Innovative Approach: This project implements structured "innovation challenges" where student teams collaborate with peers and GenAI chatbots—treated as team members—to develop business solutions for authentic problems. Drawing on social constructivist principles (Zhou & Schofield, 2024) and co-regulated learning networks (Lodge et al., 2023), each session begins with training on responsible GenAI use, followed by team collaboration where students collectively evaluate AI outputs, and concludes with peer voting and reflection. This approach has been implemented across programmes at Greenwich Business School, with parallel sessions at Manchester Metropolitan University and Anna University (India). Key elements include: (1) team-based knowledge construction; (2) collaborative problem-solving; (3) group-developed frameworks for assessing AI content; and (4) reflective practice.

Outcomes and Insights: Initial evidence suggests these collaborative approaches enhance responsible AI use and learning depth. Group dynamics promote critical evaluation of AI outputs and sophisticated prompting strategies unlikely to emerge through individual interaction. This aligns with Essien et al.'s (2024) findings on how collective processes transform AI interaction into deeper learning experiences.

Relevance to Technology Integration with Purpose: This approach positions GenAI as an active learning partner within a purposeful pedagogical framework. The challenges develop crucial skills—critical evaluation of AI outputs, collaborative problem-solving, and ethical technology use—while teaching subject content. This prepares students for AI-augmented workplaces by developing both technical competencies and social skills needed to leverage these technologies responsibly.

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Transformative Education

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in Business Education

Shaping Minds or Shortcuts? The Role of Generative AI in Critical Thinking Development

Authors: Guodong Cheng, University of Greenwich, UK

Higher education is facing a pedagogical challenge of Generative AI (GenAI). That is, as it has become inevitable for students to use GenAI in their studies, how can we integrate AI in a manner that promotes, rather than diminishes, real learning? The challenge is even more significant with critical thinking, which is a staple of high-quality education and is especially vulnerable to GenAI. In addition, it has been proven that GenAI is hallucinating, biased and overly cater to human preferences. Thus, there is a risk that over-reliance on GenAI will mislead learning and hinder critical thinking

To respond to this challenge, the first step is to understand the impact of GenAI on critical thinking. Due to the novelty of GenAI in assisting teaching and learning, little is known about the current students' practice of using GenAI regarding critical thinking development, as well as its influence. Therefore, this study fills the gap by exploring the students' experience of a postgraduate module, COMP1918 Ethical and Legal Aspects of Business Analytics. Due to the emphasis on critical evaluation of different ethical principles, this module is especially suitable for the study. As the module leader, the researcher will conduct semi-structured interviews, focus groups and participant observations with students to gather in-depth information.

The impact of this research is evident and aligns well with the festival theme. As the module itself is about the responsible use of AI, the findings will contribute to the improvement of the module design in terms of teaching methods, materials, and authentic assessments. As a result, not only will the module be more resilient to AI impact, but the students will also gain practical skills on how to engage with AI in a sustainable way, which improves their satisfaction.

Learning and Teaching Festival 2025
Transformative Education

UNIVERSITY OF
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Scholarship Excellence
in Business Education

11

Exploring the Use of Artificial Intelligence as a Tool to Support Tutor Efficiency in Marking through Dictation

Authors: Raluca Marinciu, University of Greenwich, UK; Abdullah Ijaz, University of Greenwich, UK; Sterling Rauseo, University of Greenwich, UK.

This project examines how artificial intelligence can be thoughtfully integrated into business education to address real challenges in marking and feedback delivery. Specifically, it explores the use of AI-powered dictation tools to enhance tutor efficiency, consistency, and feedback quality—while maintaining academic integrity and supporting critical student development.

As higher education navigates rapid technological change, there is a need to move beyond using AI as a novelty and instead embed it purposefully into teaching and assessment practices. Our pilot study brings together tutors and students to compare traditional marking methods with AI-supported transcription. The focus is not only on the time-saving potential for tutors but also on the impact on feedback clarity, student engagement, and perceptions of assessment fairness.

This research aims to generate practical insights into how AI technologies can be leveraged to create sustainable, human-centred approaches to marking and feedback. It addresses broader questions about the role of digital innovation in education and how we can prepare students not just to work with AI, but to thrive in a complex, technology-driven world.

In doing so, the project contributes to a growing conversation on how we can balance innovation with pedagogy, ensuring that the integration of AI enhances rather than replaces the essential human elements of learning and teaching.

Creating a scaleable social enterprise learning model (for non-experts!)

Authors: Christopher J. Birch, University of Greenwich, UK; Paul Booth, University of Greenwich, UK; and Parisa Baig University of Greenwich, UK

1. This was a pedagogic pilot project initiative, £5k. We need our students to be imaginative, innovative and inspirational. Ideas generation and development are key employability skills that every student, irrespective of cognate discipline, needs to nurture. Our toolkit and structured programme addresses this opportunity, using social enterprise as a theme that resonates with most.

2. We have created a '7 C' model to help tease out and structure participants initial ideas. This is very much about the journey and not the destination. It is accessible anytime, anyplace, anypace. It is video based. It will be co-developed with participants over time. It can be aligned to other formal learning activities. It can be completed in 6 hours. It is very practical and hopefully enjoyable. It is also scaleable in its own right and the model could be adapted in many ways. The delivery model is 'cheap', value-adding, and sustainable. (www.profit4purpose.uk)

3. We have targeted a pilot group of 40 undergraduates. They have undertaken the activities (in a variety of ways) and we have collected detailed feedback from them. This will be reported at the festival. The feedback is universally positive regarding the approach, content, structure, support and usefulness.

4. We have to build on what we have, but also do things differently. Students need a wide variety of knowledge, skills, behaviours, attributes and critically, mindsets. They often learn in different and non-conventional ways. Our learning model is based upon 'powered by technology, driven by learning' (Birch, 1998). We need to create clear USPs for the UoG and create new markets. We believe that the approach being presented will assist in both.

Navigating Acculturation: Supporting Inclusive Success for International Students

Authors: Octavio Murekian, University of Greenwich, UK; and Nataly Del Mar Mena Ospina, University of Greenwich, UK

This presentation addresses the complex challenge of how international students acculturate within the UK higher education system, with a focus on London's uniquely multicultural academic landscape. Despite being celebrated as a global education hub, London institutions still face disparities in institutional readiness to support culturally diverse learners. Language barriers, psychological strain, and unfamiliar pedagogical norms disproportionately impact international students' academic and emotional wellbeing — creating a pressing need for more inclusive, sustainable support mechanisms.

Drawing on original research involving netnographic analysis of student forums this study proposes a hybrid acculturation framework that integrates Berry's (1997) acculturation theory with the emerging netnographic findings. It identifies five critical dimensions impacting acculturation: linguistic challenges, emotional stress, institutional support, peer networks, and student agency. It also discusses strategies that universities might employ to mitigate these issues.

The presentation will showcase tangible findings: for instance, universities offering academic English workshops, part time employment, volunteering, and peer mentoring saw better student adaptation and satisfaction. Furthermore, online communities such as Reddit and The Student Room emerged as unrecognised yet powerful digital spaces for emotional support and academic exchange.

This work is aligned with the festival theme by presenting inclusive educational strategies grounded in lived student experiences. It reimagines resilience not as an individual trait but as a collaborative outcome shaped by inclusive pedagogies, digital platforms, and institutional practices. It urges higher education to employ hybrid, intersectional, and student-informed approaches across curricula, wellbeing services, and orientation programming.

The presentation will conclude with actionable insights into how policy, pedagogy, and digital engagement can be leveraged to foster a more inclusive and supportive environment for international students — enhancing not only individual success but also the collective excellence of UK higher education in an increasingly interconnected world.

'Creative U': Co-creating Entrepreneurship Training in the Confined Space of Prison, Collaboratively with Inmates and GBS Student RAs

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Scholarship Excellence
in Business Education

14

Authors: Chryssi Tzanetou, University of Greenwich, UK; John Tull, University of Greenwich, UK; Xyrone Ishwar, University of Greenwich, UK; and Hermes Malaveci, University of Greenwich, UK

How to engage the vision, vibe and smarts of GBS students in an "experimental inquiry" to collaboratively uncover learning needs and teaching approaches that will resonate with the marginalised youth imprisoned yet seeking entrepreneurial alternatives?

'Creative U' is a pioneering participatory action research project to (i) co-design a creative entrepreneurship course for young men in prison (learners) towards societal reintegration through entrepreneurship; and (ii) establish a cross-sector partnership framework for scaling.

The project, funded by a £2K NUSC grant, responds to a pressing need for engagement with purposeful learning, which can reduce reoffending and aid resettlement (Ministry of Justice, 2024). Through a multidisciplinary team, including co-researcher Prof. Lorraine Gamman, Central Saint Martins, University of the Arts, London, the prison charity Untold, HMP Isis (Category C men's prison, aged 18-25) and two GBS student RAs (Xyrone, Hermes), the project's step-by -step methodology includes (i) design, and delivery of 3 engagement workshops with 8-10 inmates and 1-2 prison staff; (ii) co-design tested prototype materials with learners and prison staff; (iii) evaluate and scale.

Creative U's intended benefits are:
- Enable learners to nurture transferable life skills, and to have pride in co-designing a creative entrepreneurship course.
- Develop a conducive environment leveraging prisoners experience and creativity, whilst building the innovative capacity of the prison estate.
- Increase University of Greenwich's visibility as a socially engaged University, contributing to further research and KE outcomes.

The project's outcomes are:
- A novel creative entrepreneurship course through co-design process that enables the researchers to gather data on aspirations, needs, expectations, and responses that we can creatively translate into a curriculum design.
- Submission of funding grant proposals for pedagogic development of a whole curriculum, scaling, ongoing research, and KEF/REF impact outputs.
- Engagement of University of Greenwich GBS students through training and direct work experience.

Morning Sessions

Reimagining Pedagogies for Resilience in Education

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Scholarship Excellence
in Business Education

Learning to Leading: Embedding Design Thinking for Future-Ready Graduates

Authors: Asrif Yusoff, University of Greenwich, UK

Employers today demand higher-order capabilities from graduates entering the workforce such as adaptability, creative problem-solving, and collaborative thinking. But is higher education doing enough to meet this expectation by delivering learning experiences that bridge theory and real-world relevance?

In exploring this question, this presentation introduces the Design Thinking for Sustainable Career Ecosystems (DT-SCE) model. Developed through an integrative review of 85 peer-reviewed studies, the model aligns design thinking (DT) pedagogy with sustainable career ecosystem (SCE) theory to propose a system-level approach to inclusive and future-focused higher education.

The DT-SCE model operates on three levels:
• Micro (student): To foster empathy and resilience through iterative, real-world learning
• Meso (institution): To enable curriculum co-creation, interdisciplinary collaboration, and experiential learning
• Macro (society/employers): To strengthen university-employer engagement in co-developing career pathways

The model responds directly to the goal of LTF 2025: to integrate perspectives for inclusive and sustainable excellence. It provides practical strategies for embedding DT into higher education as a catalyst that supports both student success and institutional innovation.

This is a conceptual discussion, with some illustrative case studies, for participants to collectively explore how DT can be used across disciplines to nurture future-ready graduates. Participants will leave with reflective and actionable ideas to enhance overall student experience.

Enhancing Student Engagement and Employability through Video-Based Case Studies e-technologies

Authors: Duy Tang Nguyen, University of Greenwich, UK; and Mohit Kumar Singh, University of Greenwich, UK

Abstract: In the rapidly evolving landscape of business education, integrating digital tools and AI with purpose is essential to foster critical thinking and interpersonal skills among students. This presentation will explore the innovative use of e-technologies, e.g., Microsoft Copilot, Adobe Express, Clipchamp, and MS Teams to create engaging video-based case studies. These tools to which Greenwich subscribes not only enhance student engagement but also help develop essential skills that are crucial for employability.

Introduction: Technology-enhanced education must transcend mere novelty, focusing instead on tackling core teaching and learning issues. Video-based case studies offer a dynamic and engaging approach to self-paced learning, promoting deeper understanding and retention of complex concepts. By leveraging e-technologies, educators can create compelling case studies that engage students and foster critical skills.

Methodology:1. Gen-AI: We can use Gen-AI to develop scripts from either published case studies or news articles (real-life not hypothetical information). The prompt for Gen-AI should focus on creating a scenario based on the given case materials where a top management team member is presenting a business issue and asking students to act as either consultants or problem-solving teams to produce recommended solutions. This aligns with multiple dimensions of gamification in education, including competition, collaboration, and storytelling (Toda et al., 2019).
2. Adobe Express or Copilot: This tool allows educators to design visually appealing and professional-quality graphics and animations. Adobe Express can be used to create engaging visual content that complements the case study narrative.
3. Clipchamp: A user-friendly video editing tool, Clipchamp enables the creation of high-quality video content and conversion of text into audio. Educators can combine scripts and visuals to produce comprehensive video case studies that capture students' attention.

Outcomes: The use of these tools in creating video-based case studies has shown to:
• Increase student engagement and participation.
• Enhance critical thinking and problem-solving skills.
• Facilitate self-paced and asynchronous learning.
• Foster collaboration and communication skills.
Conclusion: This presentation will demonstrate practical examples and best practices for integrating e-technologies into business education. By thoughtfully leveraging these tools, educators can equip students with the skills necessary for success

Promoting belonging through a co-created student induction activity

Authors: Scott Tindal, University of Greenwich, UK; Francisca Da Gama, University of Greenwich, UK; and Sara Gorgoni, University of Greenwich, UK

The transition into higher education is a critical period for fostering a positive student experience. Induction plays a vital role in students' transition and their attachment to the institution. Positive induction experiences build confidence, enhance social integration, and improve the likelihood of academic success in subsequent years (Mearman and Payne, 2023). Early engagement and institutional belonging have been shown to be critical in ensuring continuation and programme completion (Gopalan and Brady, 2020). Recent research (Wong, 2023) also demonstrates the importance of familiarising students with campus spaces to foster social connections and group bonding.

Our presentation reflects on a student-staff co-creation experience of a scavenger hunt aimed at familiarising students with the Greenwich campus during 2024-25 induction week and foster group bonding. Traditional assumptions about student needs often overlook the diverse perspectives and experiences that students bring to campus (Bovill, 2020; Cook-Sather et al., 2014). Students possess unique insights into what matters to them and what fosters connection. Including their perspective in the design of induction activities ensures that they resonate with their lived experiences and priorities in a way that staff might not fully anticipate without direct collaboration (Bovill, 2020).

Our presentation aligns with the festival theme "Transformative Education: Integrating Perspectives for Inclusive and Sustainable Excellence" by showcasing how a co-created induction activity, which integrates students' perspectives, can contribute to a more inclusive transition. This co-creation initiative revealed valuable insights into how students experience our campus. The project also demonstrates how co-creation can transcend traditional academic roles to foster more inclusive learning environments. It challenges us to abandon our assumptions and see our places and spaces in a new light (Cook-Sather, 2022; Healey, Flint & Harrington, 2014). We will offer practical insights for colleagues seeking to enrich student induction experiences and engage in co-creation.

Morning Sessions

Authentic Learning Through Partnership

Authentic Learning through Partnership: Co-Creating Marketing Solutions with SMEs in an AI-Enhanced Context

Authors: Yakun Zhang, University of Greenwich, UK

A key challenge in business education is the gap between traditional assessments and the realities of marketing practice, particularly in small and medium-sized enterprises (SMEs) (Manville et al., 2022). These businesses often operate with limited resources, requiring marketers to be agile, creative, and strategic. Conventional tasks like essays and case studies seldom reflect such demands. Employers also continue to express concern over graduates' transferable skills—especially communication, problem-solving, and the ability to apply knowledge in real-world, tech-driven contexts (Jackson, 2013). With generative AI tools becoming more common in industry, students must be equipped not only to use such technologies but to apply them critically and ethically (Johnston et al., 2024; Zhu et al., 2025).

In response, this project introduces an authentic assessment grounded in a live brief co-created with Miss Patina, a London-based fashion SME. Students complete an individual content marketing plan, applying theoretical frameworks to a genuine business challenge. In addition, they work collaboratively to design a campaign poster for the brand. To enhance digital literacy and encourage reflective engagement with emerging technologies, students are supported in using AI tools such as SEMrush for consumer insights and Canva AI for creative development. The assessment design is informed by Kolb (2014) Experiential Learning Theory aligns with recent research advocating for authentic, work-integrated learning experiences in business education (James & and Casidy, 2018; Sokhanvar et al., 2021).

The project yields tangible outcomes: students gain practical skills, digital confidence, and portfolio-ready outputs; the SME benefits from innovative, research-informed proposals. Future challenges include embedding AI ethics into the curriculum and building sustainable partnerships through alumni and local enterprise networks. This initiative exemplifies authentic learning through collaboration and demonstrates how technology can be thoughtfully integrated into marketing education to support future-ready graduates.

Click, Swipe, Slay: Building Beauty Brands in the Digital Age. A co-created Digital Marketing Strategy assessment.

Authors: Emma Connor, University of Greenwich, UK

Engaging postgraduate students in digital marketing strategy presents can be challenging. Particularly when students expect real-world relevance and hands-on experience. While brands

Learning and Teaching Festival 2025
Transformative Education

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thrive in digital spaces like TikTok, providing students with access to authentic campaign data and industry tools is not always feasible in traditional academic settings.

To bridge this gap, the MSc Digital Marketing Management Programme Leader collaborated with the Campaign and Strategy Manager at TikTok Shop to co-create a live assignment based on real data from the platform's Spring Sale. Focused on the beauty category, the brief invited students to evaluate campaign performance across lives, product sales and ROI. Students then developed a future-facing omnichannel digital strategy informed by platform metrics and insights.

This presentation focusses on the authentic learning experience, which was carefully designed to align with the module's learning outcomes, ensuring academic rigour while developing practical skill development. The co-creation process allowed for industry expertise to be embedded directly into assessment design, resulting in a dynamic and engaging brief that reflected real strategic challenges.

The impact was significant. Students were highly engaged throughout the process, gaining meaningful experiences taken to interview and post-assignment reflections showing improved confidence in applying strategy frameworks. Qualitative feedback noted the excitement of working with live data and the motivational impact of applying learning in a professional context.

This presentation aligns directly to the festival theme Authentic Learning through Partnership. It illustrates how collaborative approaches between educators and industry practitioners can enhance student engagement, deepen learning, and create more inclusive, responsive curricula. By merging education with real-world marketing practice, students move beyond theory into the lived experience of building beauty brands in the digital age, click by click, swipe by swipe.

Authentic Learning through Partnership – A Marketing Perspective

Authors: Helen Kofler, University of Greenwich, UK; David Jennings, University of Greenwich, UK; and Jade Spence, Global Commercial Real Estate Senior Leader

Authentic assessment describes applying contextual learning in "actual, contemporary and practical" environments (Brown, 2015). This proposal outlines a collaborative initiative designed to embed authentic learning into the MA Marketing Management curriculum through strategic partnerships with employers. The goal is to align academic content with industry practice,

Learning and Teaching Festival 2025
Transformative Education

UNIVERSITY OF
GREENWICH
Scholarship Excellence
in Business Education

enhancing student employability and engagement through real-world application.

In our presentation we will be using a case study from 2025, where we applied Fox et al's (2017) notion of preparing students for future employment. Students visited Mouth Dental on the new Nine Elms development site and also had the opportunity to visit Battersea Power Station to gain further insights into the local area and identify best practice marketing initiatives. Students were assessed on presentations and a supplementary report in front of Mouth's employer panel.

Following on from this experience, we propose the development of co-created modules, jointly designed by academic staff, marketing professionals, and students. These feature experiential learning components such as live client briefs, campaign development projects, social impact marketing initiatives, and peer-reviewed content strategies. The learning will centre on current challenges in digital marketing, brand storytelling, ethical consumerism, and community engagement.

The initiative will include workshops with local agencies, SMEs, and community partners to identify pressing marketing needs and co-design learning experiences. Students will work in teams to deliver practical outcomes—such as social media strategies, content calendars, or audience insights—that are presented to and evaluated by industry stakeholders. Assessment methods will prioritise authentic outputs: client presentations, strategic marketing portfolios, and reflective evaluations, developed in consultation with employers and students alike.

Impact will be measured through student feedback, skill acquisition, placement success, and partner satisfaction. Insights from this pilot will inform a scalable model of partnership-based curriculum design that can be embedded across marketing programmes.

By fostering meaningful engagement between students and the professional world, this initiative will prepare graduates who are not only theoretically sound but also confident, adaptive, and client-ready—qualities essential in today's fast-evolving marketing landscape.

Afternoon Sessions

Technology Integration with Purpose

Navigating Technological Challenges in Authentic Assessment for Event Management Education

Authors: Joanna Goodey, University of Greenwich, UK; Claire Lee, University of Greenwich, UK; and Libby Carter, University of Greenwich, UK

This paper addresses a critical challenge in Events Management education, how to sustain course credibility and graduate employability in the face of sector contraction, policy reform, and

Learning and Teaching Festival 2025
Transformative Education

UNIVERSITY OF
GREENWICH

Scholarship Excellence
in Business Education

shifting perceptions of disciplinary value. Despite the field's professionalisation since the 1990s, recent reductions in UK degree offerings signal the need for curricular innovation that better aligns academic practice with industry demands (Fletcher et al., 2017; Fletcher et al., 2022).

Authentic assessment has gained prominence as a response, offering experiential, real world learning opportunities that foster relevant graduate competencies (Robertson, Junek & Lockstone-Binney, 2012). However, its implementation is hindered by institutional constraints, resourcing challenges, and the expectation to integrate digital tools and AI into assessment practices, often without adequate pedagogical or ethical consideration (Villarroel et al., 2018; Keiper, 2023).

In alignment with theme 3, Technology Integration with Purpose, this research explores how Events Management educators are navigating the pressures of adopting AI and digital platforms while maintaining pedagogic integrity. Connected to theme 4, Authentic Learning through Partnership, the paper also investigates how authentic assessment fosters meaningful collaboration with industry and community partners. These partnerships are essential to curriculum relevance and provide students with experiential learning grounded in real-world challenges, though educators also report tensions around co-creation and institutional support.

Drawing on qualitative data from focus groups and interviews with UK Event Management educators, the paper identifies tangible insights into effective practice, the obstacles to innovation, and the potential for authentic, technology-enhanced assessment to shape the future of Events Management education.

Artificial Intelligence and Superdiversity – effectiveness of generative AI tools in addressing linguistic hybridity of Higher Education students.

Authors: Anna Demkowicz-Dobrzanska, University of Greenwich, UK; Mohit Kumar Singh, University of Greenwich, UK; Stef Garasto, University of Greenwich, UK; Andres Coca-Stefaniak, University of Greenwich, UK; and Christopher Anderson University of Greenwich, UK

This interdisciplinary study, supported by internal funding from the Centre for Research on employment Tend Work (CREW), combines the use of expertise on Generation Z, superdiversity applications to linguistics (Vertovec, 2007), and large language models (LLMs). Building on the

knowledge of how AI algorithms for AI tools (e.g., ChatGPT, Copilot, DeepSeek) are built and trained, this study posits that this process is flawed when dealing with hybrid applications of language (e.g., varieties, slang, communication in English when that language is the user's second or third language). This creates difficulties for many HE students, especially those from disadvantages backgrounds or where English is not their first language, when communicating using generative AI tools for academic purposes. This marginalising effect has many implications, including the achievement of student outcomes, wellbeing, and wider challenges related to employability. This research, which is at its very early stage, seeks to understand to what extent open AI effectively supports the hybrid use of language by university students in the context of their education and potential employability.

In order to address this, our research team will use a set of prompts and outcomes (using the Python programming interface (API)) testing various platforms including generative AI. This experiment will be conducted using prompts that combine languages frequently used in communication of non-English native speakers. Error handling and multi-language compensation will be analysed using the response data. Focus groups will also be conducted as part of a mixed-methods approach to this exploratory research.

As this study is at a very early stage, we will deliberately focus our talk on the theoretical framework and methodological considerations to invite early feedback. Our findings aim to provide evidence-based recommendations for both pedagogic research as well as commercial organisations specialising in the use of artificial intelligence as a support tool in education with an emphasis also on disadvantaged communities, and especially younger users (e.g., Generation Z).

Rethink Thy Assessment: Beyond the AI Shortcut
Authors: Gerhard Kristandl, University of Greenwich, UK

The unprecedented rise of generative AI since November 2022 has disrupted traditional forms of assessment across higher education. Tasks that once served as reliable indicators of student understanding - such as essays and short-answer questions - can now be completed by generative AI tools with ease and (apparent) fluency. This sea change presents a serious challenge to assessment validity, learning integrity, and pedagogic trust.

This presentation explores a practical response: rethinking assessment design to move beyond reliance on static, product-focused submissions. Drawing on my own teaching practices, I present a set of 'AI-aware' assessment strategies that promote critical thinking, reflection, and

transparency. These include scaffolded submissions, reflective portfolios, "AI journey" assignments, and oral components - all designed to emphasize the learning process rather than the final product alone.

The presentation also (very briefly) introduces two frameworks - the AI Assessment Scale (AIAS) and the PAIR framework - that support educators in navigating this transformation with clarity, consistency, and pedagogical purpose. Rather than banning AI or relying on flawed detection tools, these approaches offer a purposeful way to integrate AI into curriculum design while maintaining academic standards and inclusivity.

Key insights for attendees include:

- How to structure assessments that reveal student thinking and discourage passive AI use
- Ways to build digital and AI literacy into learning outcomes
- Strategies to shift assessment culture from compliance to engagement

This session speaks directly to the festival theme "Transformative Education: Integrating Perspectives for Inclusive and Sustainable Excellence." It challenges hitherto normative practices, supports the responsible use of technology, and contributes to more authentic, equitable forms of student learning. Ultimately, it proposes a constructive path forward - not by resisting change, but by redesigning our practices to meet it with integrity.

Afternoon Sessions

Education Beyond Boundaries and Unlearning the Norm

Coaching in Time of Crisis - Exploring Ways of Being and Becoming in Liminal Spaces in Which We Find Ourselves

Authors: Julia Tybura, University of Greenwich, UK; Catherine Farrant, University of Greenwich, UK; and Sterling Rauseo, University of Greenwich, UK

The present environment is characterised by change. In HE and in the wider society, uncertainty and volatility characterises the dilemma we all face. The question that lingers in our head is how do we move from one stage of uncertainty to the next stage of resolution? Equally how can we help our students and colleagues achieve these goals in an effective and long-lasting way.

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Transformative Education

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in Business Education

Enter coaching in liminal spaces: A liminal space is a transitional or in-between area, often evoking feelings of ambiguity, unease, and a sense of being in a state of flux. It is the space between being and becoming. In architecture, a limen is a 'threshold' from one space to another - 'spaces that can shape ... and create a sense of transformation and intrigue' (RIBA, 2025). In philosophy a liminal space can be viewed as a 'gap' which 'creates dialogue and disrupts our patterns of thinking' (Jullien, 2024).

The Management Inquiry Group (MIG), a research group which is part of CREW, one of the Research Centres in the Greenwich Business School carries out inquiries into a range of topics where research and practitioner input and experience adds value to students, partners and the wider HE sector.

On 4 June 2025, the MIG is holding an inquiry event focussing on 'coaching in time of crisis'. In a participatory format and facilitated by Julia Tybura and Cath Farrant, Senior Teaching Fellows (and Executive Coaches) in the Executive Business Centre, the session will support us all in a deeper exploration of coaching in time of crisis, enable us to deepen our understanding of liminal space and facilitate reflective activities. We are hoping that this inquiry will offer participants the tools to help them achieve the growth and creativity that seeks to transcend any present anxiety, whilst building our knowledge and practice.

Our presentation will share the outputs and reflections from this June inquiry event and invite further inquiry from participants.

Experiential Learning that Permeates - The £2 Challenge

Authors: Lewis Redfern, University of Greenwich, UK

Students often struggle to apply their real-world knowledge and experiences in the classroom, which negatively impacts their ability to understand theories in the classroom. In the module Marketing Principles and Sales Management, it is vitally important for students to be able to observe, analyse and critique marketing campaigns they see in real-life when travelling around London and using their devices. Within marketing, brands communicate with consumers consciously and subconsciously.

For the above reasons, I developed an activity for the first class of the module called the £2 marketing challenge. Students were put into groups and asked to visit a local shop and purchase something for £2, using a physical coin. They were given one hour to create a marketing video (at least 20 seconds) for the product that promotes it to its target market. After the activity students

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Transformative Education

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were asked to reflect on why they choose a particular product and how the video they create communicates the brands values to consumers.

The aim of the task was to develop creativity, innovation, decision-making using self-directed learning. The two student groups created two excellent videos that will be shown in the session. They were able to clearly articulate why their strategies for the marketing videos and reflected back to the class that it helped them understand how they are marketed to on a day-to-day basis. Students described the task as fun and shared that they were learning without realising.

This type of task enables knowledge and theory to permeate through self-directed learning and it is relevant to the festival theme as it is an extremely simple but effective way of using key day-to-day reference points and practical group activities to help students further their understanding of business. We do not need to reinvent the wheel to create engaging classes for students.

The value of 'British' in international and transnational higher education: and exploratory survey of the current landscape

Authors: Peter Vlachos, University of Greenwich, UK

For many years, Great Britain has enjoyed a pre-eminent position as a provider of international and transnational higher education (ITHE). This success has been driven partly due to the academic and scientific rigour of British higher education (HE) generally, partly due to the commercial acumen of HE institutions themselves whilst benefiting from publicly funded core provision, and partly due to the global currency of the English language as the lingua franca of business, science, and academia. The institutional support of intermediary agencies such as the British Council has further helped to cement Great Britain's position as a leader in the ITHE sphere.

However in more recent years, Great Britain's leading position in the ITHE sphere has become increasingly challenged. Competition comes from other prosperous majority-English speaking countries such as Australia, Canada, New Zealand, Singapore, and the USA. Brexit and UK

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Transformative Education

UNIVERSITY OF
GREENWICH

Scholarship Excellence
in Business Education

governmental restriction in international student visas have placed additional pressures on the HE sector.

The present paper aims to illuminate two more, recently rising, and seemingly contradictory, phenomena which complicate the ITHE sector even further for British higher education providers and policymakers: Firstly, the rising demand for British TNE programmes to be delivered overseas in local languages other than English. Secondly, the rise of English language delivery of HE programmes in countries where English is not a majority, official, or national language.

These two parallel, and seemingly contradictory, contemporary developments in the ITHE sphere call into question the core concept of what is meant by a 'British university degree' and its value in the international educational marketplace.

This exploratory paper thus has three key aims with regards to: (i) to survey current language of delivery practices in ITNHE; (ii) to review recent academic literature in the ITNE field with regards to linguistic trends; and (iii) to construct a conceptual model of language of delivery factors in ITHE.

Afternoon Sessions

Reimagining Pedagogies for Resilience in Education

Unpacking the MBA Experience: Evidence-Based Innovations for Global Cohorts

Authors: Rhonda Best, University of Greenwich, UK

MBA Global students at the Executive Business Centre face challenges such as balancing part-time work, adapting to new academic cultures, overcoming language barriers, and bridging the gap between theory and practice. Traditional approaches heavy on recommended readings and passive learning may further disadvantage these learners.

To address these issues and embody the festival's theme, 'Unlearning the Norm: Exploring New Ways of Inclusive Education', the proposed session will engage the audience in designing an innovative learning model for international learners.

Key Features of the New Learning Model:
Incentivised Flipped Learning: Students are rewarded for engaging with pre-class materials (videos, case studies, short readings) and active participation in tutorials. Incentives could

include digital badges or contribution points towards final grades. This fosters a student-centred environment, accommodates diverse learning styles, and maximises classroom time for critical thinking and exploration.

Maximum Limits for Recommended Reading: To manage cognitive load, minimise anxiety, and ensure accessibility, each module will set a clear maximum for essential readings. The festival's audience will evaluate options to decide which are best suited to students adjusting to English academic texts, focusing on depth over breadth.

Critical Thinking and Cohort-Led Problem Solving: Assessments will encourage learners to identify real-world challenges faced by their cohort, such as securing funding, adapting to UK business culture, or overcoming fear of failure, and build on existing frameworks to solve these problems. This promotes critical thinking, creativity, and empowers students to co-create valuable solutions.

Anticipated Impact:
The model's design uses evidence from Term 1 of the 2024-25 academic which measured student engagement on two modules. My aim is to address barriers faced by international students by limiting reading overload, incentivising active learning, and use assessments to build the students' employability portfolio. This fosters an inclusive, adaptive environment where every learner can thrive and provides a replicable model for student-centred learning.

Unlearning the Norm: Integrating Real-World Scenarios into Business Education for Inclusive and Impactful Learning

Authors: Yuemei Ma, University of Greenwich, UK

In the "Leadership and Communication" module I teach, which includes both general Greenwich students and ASN (Alcatel Submarine Networks) staff, I have observed distinct differences in their learning needs. While Greenwich students require more hands-on practice to improve their employability, ASN staff, with years of experience, benefit from frameworks that can be directly applied to their work. This has led me to incorporate real-world scenarios into the classroom using Forum Theatre (role play) to create a more inclusive and engaging learning environment.

Coming from a research background that explores the use of theatre approaches, I have worked with MBA students and Drama school teachers and students to bring real-life scenarios into classroom. These scenarios make the class more vibrant, dynamic, and interactive, encouraging students to actively engage with the content. By integrating these approaches into my teaching, students are able to develop critical soft skills, such as communication, teamwork, and leadership, while connecting academic theory with real-world application.

Role play helps bridge the gap between classroom learning and the practical skills needed in the

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Transformative Education

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workplace. It provides students with valuable opportunities to practice decision-making, problem-solving, and leadership in a safe and supportive environment. By bringing real-life scenarios into the classroom, I aim to create a more inclusive and meaningful learning experience that prepares students for the challenges they will face in their careers.

Nudging Toward Integrity: Peer Mentorship in Academic Success

Authors: Anusha Pappu, University of Greenwich, UK; Jingxi Huang, University of Greenwich, UK; Munazzah Iqbal, University of Greenwich, UK and Yanga Wu, University of Greenwich, UK.

This proposal presents a student-led mentorship model designed to promote academic integrity among first-year business students, using the Theory of Planned Behaviour as both a theoretical foundation and an evaluative framework. In an educational landscape increasingly shaped by AI tools and shifting learner behaviours, fostering academic integrity and ethical reasoning is critical for preparing students to navigate complexity and uphold professional standards in the future workplace.

This project involves a mixed-methods study, which situates students as active co-creators of the learning process. Senior students from business-related programmes are recruited and trained to act as peer mentors. Each mentor facilitates two small group focus discussions with mentees, spaced 15 days apart, allowing for reflection and growth. These confidential, non-recorded sessions provide safe spaces to explore the pressures and misconceptions that often lead to misconduct—such as poor time management, lack of confidence, or misunderstanding around AI use.

Surveys will be used after each session to track changes in mentees' attitudes, perceived social

Learning and Teaching Festival 2025
Transformative Education

UNIVERSITY OF
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Scholarship Excellence
in Business Education

norms, and sense of control around academic misconduct. This helps to understand how their views develop through peer-led discussions. In addition, by comparing the two focus group sessions held 15 days apart, this study explores how students' thinking, awareness, and feelings about academic integrity change over time.

The study initiative embodies transformational learning by bridging theoretical models, peer-facilitated practice, and ethical development. It empowers students to reflect critically, engage empathetically, and build resilience as future professionals. Mentors themselves also develop leadership, facilitation, and communication skills through their roles, making the project mutually beneficial.

Outcomes will inform best practices in academic integrity education and support a broader vision for business education that cultivates ethical, reflective, and future-ready graduates. The findings will also contribute to ongoing pedagogical scholarship and be shared through conference presentations and publication.

Afternoon Sessions

Authentic Learning Through Partnership

The World as a Classroom: Designing Transformative Global Learning Experiences through international field trips

Authors: Sathees Kunjuthamby, University of Greenwich, UK

We are living in an increasingly interconnected world, where students need to be prepared beyond traditional classroom learning. Students need to build a series of competencies to work in a global work environment and we cannot teach all of the competencies in a traditional classroom instruction.

This presentation is going to highlight how an international field trip, crafted as an immersive learning experience, adds value to a student's journey at a university and helps students to critically engage with global business practices and diverse perspectives.

Furthermore, I will shed light on the pedagogical planning, logistics, and reflective assessments that underpin the experiences. This presentation is evidence-led as I am drawing on the leadership and experiences of 11 international field trips (Asia (5x); North America (2x) and Europe (4x), that I have organised and led over the past 10 years, from 2015 – 2025, providing 261 students an experience that will be cherished lifelong.

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The international field trips are not 'holidays', instead they are developed with a high educational purpose of providing students with access to real-world business insights, cultural exploration, and inclusivity. Each international field trip can consist of different activities such as visiting multinational corporations, higher education institutions and cultural activities and it is this fusion which makes an international field trip exciting, eye-opening, and enriching for students.

I will explain how a carefully crafted international field can foster critical employability skills such as communication, adaptability and teamwork and understand the value for collaboration in a globalised world. Attendees will leave with a toolkit for developing similar initiatives as well as understand the benefits and challenges of organising such pedagogical initiatives.

Shaping the future: Authentic learning through innovative partnerships between higher education and community organisations

Authors: Chryssi Tzanetou, University of Greenwich, UK; Anusha Pappu, University of Greenwich, UK; and Sarah Elie, OBE (Somers Town Community Association)

In the context of dramatic changes taking place in the economy, society, and technology what is the role of higher education in equipping students from a diverse range of backgrounds and experiences with the human skills to be positive changemakers who can address complex global challenges such as poverty, climate change, and sustainability?

Towards addressing this pressing challenge, and honouring a shared commitment for community impact and transformative education, this proposal reflects upon an innovative partnership with the Somers Town Community Association (STCA) to co-create the curriculum, and the assessment within the scope of a Module in Managerial Strategy and Leadership Development, part of the BA (Hons) Business Management and Leadership (BML) Programme, at the School of Business, Operations, and Strategy (BOS).

As part of the Module's assessment (both formative and summative) third-year BML students using theories, frameworks, and tools introduced during their learning journey addressed the following guiding questions, collaboratively shaped by the academic team, together with STCA's Executive Director:
o What does the future community partner look like and how is this manifested in one of its proposed areas of growth?

o How can our community partner best leverage its assets and leadership to drive sustainable growth and create lasting value within its community?

Students engaged in real-world challenges, fully integrated into the curriculum. They also developed student-led strategies supporting the community organisation's key areas for growth. They also nurtured critical employability skills, including problem-solving, teamwork, leadership, and critical thinking, through teamwork and direct interaction with a community partner throughout their learning journey.

Our proposal places authentic learning through partnership at the heart of innovative, collaborative pedagogies, reflecting how such methods invite students to become lifelong learners, fostering creativity, resilience, and a growth mindset able to support them and the worlds they live in beyond current limitations.

Supporting students in formulating knowledge through authentic assessment

Authors: Ewa Krolikowska, University of Greenwich, UK; and Pamela Zigomo, University of Greenwich, UK.

Giving students the opportunity to formulate knowledge is an important part of preparing them for the workplace. Employers expect graduates to have the knowledge and skills to deal with emerging issues in their industry. On our L6 module Contemporary Issues in Events Management, we work with students as partners, enhancing their learning experience through emancipatory knowledge frameworks. Authentic assessment is one of the ways in which students can gain essential skills such as problem-solving and critical thinking. Our students research and deliver a 10-minute interactive workshop in Term 1 and create a blog, podcast or video in Term 2, in which they identify important industry issues and work towards solutions.

However to do this well requires confidence, creativity and project management skills. We've found that students who have been on placements are more advanced in having the skills to work on these authentic assessments. Healey et al.'s (2014) model of partnership learning community is underpinned by working and learning arrangements which support partnership. As students' ideas develop, they require tailored support over time and the level of personalisation this involves can be a challenge.

Our approach is to provide our students with mentoring in the context of a long-term relationship which we build from the first encounter. We work with students individually, based on their needs and the principles of inclusivity and fairness, role-modelling positive behaviours. We encourage students to co-create knowledge through real world scenarios and problem-solving tasks in the classroom, as well as draw on their knowledge, experience, and contacts from outside the

classroom. Our module obtained an Evasys score of 4.8 this year and we share our students' feedback and examples of their work as evidence of their achievements.

Lightening Talks

Authentic Learning through Partnership

Bridging the gap between the town and gown: Enhanced learning through academia-industry partnerships
Kunle Oguntegbe, University of Greenwich, UK

Learning and Teaching Festival 2025
Transformative Education

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in Business Education

Bridging the knowledge-practice gap has been a bane of formal education over the years. While the academia remains the hub of knowledge and innovation, the industry sector is responsible for transforming knowledge and innovation into useful products (Singh & Kaundal, 2022). Therefore, an essential symbiosis between these two sectors is essential to sustain the growth and development of any economy (Esangbedo et al., 2024). Notwithstanding, some educationists have not harnessed well enough the potentials of this bilateral relationship. Against this backdrop, this study seeks to tease out novel strategies with which academia and industry could better synergise to enhance students learning and build sustainable excellence. Essentially, I will be sharing insights and best practices regarding the use of guest lectures and industry expertise to stimulate students' learning experience and promote transformative education.

One of my core practices in every Module I lead, or tutor is to integrate industry experience with classroom learning to enhance students' pragmatic understanding of the key concepts taught in the Module. While leading the Module BUSI 1625- Logistics Technologies, I sensed the necessity for the students to have a grasp of the practicality of the technologies and theories, I therefore made arrangement for guest lecture by some Industry Practitioners from Gemini Freight International Limited, who spoke to the students on the challenges and successes in the use of disruptive technologies such as Internet of Things, Artificial Intelligence, Blockchain and others. This experience stimulated students' interests and learning about digital technologies became more enthusiastic for them.

In the spirit of the Learning and Teaching Festival 2025, this study seeks to make significant contribution to the body of knowledge on enhanced learning through academia-industry partnerships, thus building inclusive and sustainable excellence.

Lightening Talks

Reimagining Pedagogies for Resilience in Education

Collaboration Conundrums - Reflecting on insights from the Hindsight Heroes
Pamela Zigomo, University of Greenwich, UK.

Groupwork assessment and experiential learning is a feature of many undergraduate courses. Collaborative skills are valued by employers, academics and even students themselves

acknowledge the need to develop these skills for success in their future careers and in life in general. The aspiration of our university is to develop graduates that can embody the values of tolerance and mutual respect to collaborate within multidisciplinary groups and effectively tackle problems never previously experienced.

All of this is easier said than done. Even students who leave messages such as "…Do not work with your friends, work with a diverse group of people you don't know. It will be the best decision you ever make in this class..." will forgot the lessons learnt and go on to repeat the same dysfunction in the next groupwork assignment.

The session will present quotes on lessons learnt about collaborative working shared over the years by students who have engaged with the Event Production in Practice module to discuss some of the challenges of convening modules with groupwork activities. How can we maintain quality engagement where some students find it challenging to work in multicultural groups and others have significant wellbeing challenges? There will also be opportunity to briefly share some best practice strategies that have worked to provide meaningful learning experiences.

Lightening Talks

Education Beyond Boundaries

The EthixCube: A Game-Based Approach to Inclusive Ethics Education

Lucien von Schomberg, University of Greenwich, UK; Guodong Cheng, University of Greenwich, UK; Jiawei Li, University of Greenwich, UK; and Grace O'Rourke, University of Greenwich, UK.

This submission addresses the challenge of making ethics education more inclusive, engaging, and relevant in a complex global context. Traditional ethics education often relies heavily on abstract theories and case studies that may not resonate with students from diverse backgrounds. This approach can make ethical concepts seem disconnected from students' lived experiences, leading to reduced engagement and understanding. Freire (1970) critiques this "banking model" of education, where knowledge is deposited into passive learners, advocating instead for a dialogical approach that encourages critical thinking and relevance to real-life situations.

To address these limitations, game-based learning has emerged as an effective pedagogical tool in ethics education. By simulating real-world scenarios, games can foster moral sensitivity and ethical decision-making skills. For instance, Krause et al. (2020) found that role-playing games in ethics courses enhanced student engagement and empathy. A systematic review by Zvereva et al. (2023) also highlights how gamification improves motivation and the ability to navigate complex ethical dilemmas.

Building on this research, the EthixCube introduces an interactive, student-centred approach to ethics education. It is a card-based game that presents players with ethical dilemmas drawn from various global and sectoral contexts—ranging from workplace discrimination to misinformation on social media. Each scenario is mapped to different theories of ethical reasoning, including deontology, virtue ethics, and utilitarianism. Designed for use before formal instruction, the game promotes discussion, curiosity, and deep learning.

Aligned with the festival theme "Transformative Education: Integrating Perspectives for Inclusive and Sustainable Excellence", the EthixCube reimagines ethics education to prepare students for real-world complexities with empathy, critical thinking, and cultural awareness.

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Thank you very much
for attending the Learning and Teaching Festival 2025.
We hope you enjoyed the presentations, keynotes, and lightening talks and TEL spotlight session.

Best wishes from the *#GreLTF2025* Organising Committee!