

Medway Learning & Teaching Conference 2026

Thursday 2nd July 2026

Pembroke Building, Medway Campus



Medway Learning & Teaching Conference is a collaborative conference from the University of Greenwich, University of Kent, and Canterbury Christ Church University, who all share the Medway Campus.



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Programme Overview

Thursday 2nd July

Pembroke Building, Medway Campus

Time	Event
9:30 - 10:00	Registration & Coffee Morning
10:00 - 10:15	Welcome Speech
10:15 - 11:00	Keynote Presentation
11:00 - 11:15	Break
11:15 - 12:10	Parallel Session 1
12:10 – 12:45	Lunch
12:45-13:00	Connected Campuses Address
13:00 - 14:20	Parallel Session 2
14:20 - 14:35	Break
14:35 – 15:30	Parallel Session 3
15:40 – 16:00	Closing Remarks
16:00	Conference closes

Conference Timetable

Time	Main Room (P129)	Room A (P134)	Room B (P235)	Room C (P227)
09:30–10:00	Registration & Networking			
10:00–10:15	Welcome & Opening Remarks – Prof. Simon Harvey, Associate Dean – Research & Knowledge Exchange (UoG)			
10:15–11:00	Keynote Address - Dr Ann Kaegi			
11:00–11:15	Refreshment Break			
11:15–11:40		Rahman – Challenges of International Non-Business Students	Martin – The Medium is the Classroom	Oppong – Same Work, Different Marks
11:45–12:10		Dhaliwal – Peer Power	Wijesundara – Contextualised PAIRE	Mooney – Chat EAP
12:10–12:45	Lunch & Networking			
12:45–13:00	Connected campuses address from Julie Taylor, Associate Dean, Education and Curriculum Development (CCCU)			
13:00–13:25		Pitt – Morality, Trust and Disciplinary Difference	Salah – Assessment in the Age of AI (13:00-13:10) Dissanayake – Teaching in the Age of Attention (13:15-13:25)	Magaji – Digital Inequities in Higher Education

Time	Main Room (P129)	Room A (P134)	Room B (P235)	Room C (P227)
13:30– 13:55		du Toit – Designing Digital Learning Spaces	Kasstan – Student Learning Spaces (13:30- 13:40)	Salimon – 9-Grid Ethical Usage Model
			Holt – Equitable Writing Spaces (13:45-13:55)	
14:00– 14:20		Alahakone – Teaching for Student Success		Azhar – Responsible Generative AI
14:20- 14:35	Refreshments			
14:35– 15:00		Foster – Evidence- Informed Pedagogy	Chopra – Global Teacher Education Vision	de Andrade Lima – Beyond the EVASYS
15:05– 15:30		Phairor – From Agency to Living Labs	Azhar – From Dissertation to Publication	Abdullah - Bridging the Shyness Barrier (15:05- 15:15)
				Marian – Continuous Assessment (15:20-15:30)
15:30– 15:40	Refreshments			
15:40- 16:00	Closing Remarks - Prof. Rasoul Khandan, Head of School, Engineering (UoG)			

Keynote Speaker: Dr Ann Kaegi

From participation to genuine partnership: transforming higher education through inclusive co-design - *Why participation without power will not deliver equitable student success*

Efforts to advance inclusion, belonging, and equitable student success in higher education are rarely undertaken without reference to ‘the student voice’ or formal student representation. Yet what is often framed as participation or consultation can leave intact the very structures that sustain exclusion.

Too often, students—particularly those most marginalised and historically underrepresented—are still expected to adapt to systems and spaces they have neither shaped nor been offered meaningful opportunities to reshape. If we are serious about belonging and equity, participation is not enough: we must move towards genuine partnership.

This keynote argues for a redistribution of power over how learning is designed, experienced, and evaluated. It explores what it means to design *with*, not *for*, those historically marginalised—and why the *process* of co-design must itself be inclusive, aligning with our stated values.

By rethinking not only who participates but how participation is enacted, we open possibilities for transforming learning environments in partnership with students, academics, and professional services colleagues—and expanding, in material ways, who can flourish as valued members of a diverse, co-created university community.

About Dr Kaegi



Dr Ann Kaegi is EDI and Athena Swan Lead for the Faculty of Arts, Social Sciences and Education at the University of Hull. She has held senior educational leadership roles, including Director of Education and Student Experience during the Covid-19 pandemic, and Director of Learning and Teaching at both Departmental and School levels. She has also served as a TEF Lead and Postgraduate Programme Director.

Dr Kaegi has a strong track record of delivering sustained improvements in student satisfaction, outcomes, and subject rankings, alongside leading large-scale curriculum transformation. She has worked as an Inclusive Design Consultant on major university initiatives, including the redesign of Student Support Services and as Deputy Lead for the development of university-wide

Global competences to promote intercultural understanding and sustainability.

She advances equity, belonging, and student success through inclusive co-design, working in partnership to amplify marginalised voices and reshape learning environments so that all can thrive

Our Themes

Evidence, Equity and Excellence: Student Success and Ethics in a Digital Age

The theme "Evidence, Equity and Excellence: Student Success and Ethics in a Digital Age" reflects the evolving priorities of higher education in a rapidly changing technological landscape. It brings together key dimensions such as teaching quality, assessment and feedback, student belonging, and equitable access to success and progression. At its core, the theme emphasises evidence-informed practice, where data is used to enhance learning, evaluate impact, and support continuous improvement.

In a context shaped by artificial intelligence and digital innovation, the theme also highlights the need for ethical and human-centred approaches to academic practice. It includes the importance of developing digital and AI literacy, promoting responsible use of emerging technologies, and integrating these tools to enhance pedagogy. Attention is also given to student voice, partnership, and learner agency to ensure education remains inclusive, engaging, and responsive.

By connecting employability, wellbeing, sustainability, and community impact, this theme presents student success as a holistic outcome. This theme invites educators, researchers, and students to collaborate in shaping a higher education that is not only fit for the digital age, but worthy of it.

At its core our conference will explore the following elements:

1. **Evidence-Informed Pedagogy and Impact** - Exploring how data, research, and evaluative practice, used transparently and ethically, drive meaningful improvements in teaching, learning, and student outcomes.
2. **Equity, Belonging, and Inclusive Student Success** - Addressing structural inequities and designing learning environments that foster belonging, equitable progression, and success for all students.
3. **Ethical and Human-Centred AI in Higher Education** - Examining responsible, transparent, and human-centred approaches to AI and digital technologies, including digital literacy, academic integrity, and the ethical design of learning environments.
4. **Assessment, Feedback, and Authentic Learning in a Digital Age** - Innovating assessment and feedback to ensure fairness, authenticity, and academic integrity, while exploring how digital and AI tools can both challenge and enrich assessment design.

5. **Wellbeing, Employability, and Sustainable Futures** - Understanding student success as a holistic, future-focused outcome that integrates wellbeing, ethical citizenship, sustainability, and readiness for an evolving world of work.

Our overarching theme invites educators, researchers, and students to collaborate in shaping a higher education that is not only fit for the digital age, but worthy of it.

Parallel Session I: 11:15 – 12:15

Room A (P134)

Theme: Equity, Belonging, and Inclusive Student Success

A brief literature review of challenges of international non-business students in UK business programmes

11:15 – 11:40

Mohammad Rahman (Presentation)

The increasing internationalisation of higher education has encouraged many students from non-business academic backgrounds to enrol in business and management programmes at UK universities. While these programmes offer valuable opportunities for career development, global exposure, and professional networking, students often encounter significant academic, cultural, and linguistic challenges during their transition. This brief literature review examines the key experiences of international non-business students studying business-related courses in the United Kingdom. The literature review identifies major themes including career motivations, development of analytical and practical skills, changing study patterns, and challenges associated with limited foundational business knowledge. Furthermore, it explores barriers arising from unfamiliar academic norms, cultural differences, and language proficiency issues that can affect student engagement, confidence, and academic performance. To provide a deeper understanding of these experiences, the literature review draws upon three theoretical frameworks: Pierre Bourdieu's Theory of Cultural and Social Capital, Kalervo Oberg's Culture Shock Model, and John Berry's Acculturation Theory. These frameworks explain how differences in prior knowledge, social networks, cultural adaptation, and integration strategies influence students' academic success and social adjustment. The literature review also identifies a significant research gap, noting that existing studies primarily focus on international students in general, with limited attention given to the unique experiences of those from non-business educational backgrounds. The findings highlight the need for targeted academic support, inclusive teaching practices, and effective institutional interventions to facilitate successful transitions. The study contributes to the growing body of knowledge on international student experiences and provides a foundation for future empirical research aimed at enhancing learning outcomes and reducing barriers to success in UK business education.

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

11:45 – 12:10

Josephine Dhaliwal & Jacqueline Chan (Presentation)

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.

Room B

Theme: Ethical and Human-Centred AI in Higher Education

The Medium is the Classroom: Platform Logic, Engineered Attention, and What We Owe Our Students

11:15 – 11:40

Eric Martin (Presentation)

Educational technology is often justified through engagement: clicks, participation rates, completion data, platform activity, and other behavioural proxies. Yet these measures do not necessarily indicate sustained cognitive effort, independent judgement, or deep learning. This matters particularly in engineering education, where professional formation requires graduates who can work through uncertainty, resist premature answers, and sustain attention across complex technical problems.

This presentation offers a structured critical synthesis of literature from three fields that are rarely considered together: developmental neuroscience, technology-enhanced learning, and graduate employability. The review examines whether the forms of engagement produced and measured by educational technology represent genuine cognitive investment, or whether they reproduce the retention logic of the wider platform economy.

The evidence points to a serious mismatch. Studies of educational technology show that engagement metrics often function as behavioural proxies rather than reliable indicators of learning. Scholarship on platform design shows that many digital systems are shaped by logics of retention, convenience, and behavioural reinforcement. Evidence from developmental neuroscience suggests that sustained exposure to platform environments may affect attentional control, reward processing, and tolerance for delayed effort during key stages of cognitive development.

These findings have direct implications for engineering education. The Engineering Council's AHEP4 framework requires graduates capable of independent judgement under uncertainty, while UK employer surveys repeatedly identify self-direction, resilience, and sustained attention as difficult graduate attributes to develop. This work argues that educational technology must be evaluated not by whether it produces engagement, but by whether it supports the pedagogy that professional engineering requires.

From PAIR to Contextualised PAIRE: An Extended PAIR Framework with Ethics and Context

11:45 – 12:10

Tharaka Wijesundara & Maruf Salimon (Presentation)

This presentation introduces the Contextualised PAIRE framework, an extension of Acar's (2023) PAIR framework, which consists of Problem, AI, Interaction and Reflection. While PAIR offers a useful structure for guiding students through AI-supported problem solving, it gives limited attention to ethical judgement and the wider context in which learning takes place. These limitations are important,

particularly as AI becomes increasingly embedded in higher education and raises new questions about academic integrity, originality and responsible use.

First, the proposed framework addresses these gaps by adding Ethics as a key dimension. This encourages students to question AI-generated outputs, recognise where AI has contributed to their work, and make clear distinctions between their own thinking and AI-supported content. The ethical dimension, therefore, places academic integrity, originality, and human judgement at the centre of AI use in learning.

The framework is also strengthened by incorporating contextual factors such as subject discipline, task requirements, and cultural influences. These factors shape how students define the problem, use AI, interact with its outputs, reflect on their learning and make ethical decisions. Accordingly, the Contextualised PAIRE framework moves beyond simple AI use and supports more ethical, responsible and meaningful learning in higher education.

Aligned with the conference theme of ethical and human-centred AI in higher education, the proposed framework makes a conceptual contribution to the design of AI-supported academic activities. As the extended framework has not yet been implemented or evaluated in practice, it currently lacks empirical evidence. Nevertheless, the framework provides practical guidance for educators seeking to integrate AI into learning and teaching activities. Following the session, attendees will be able to design AI-integrated learning activities, such as tutorials and assessments, using the framework's principles to support ethical, reflective, and academically rigorous AI use among students.

Room C

Theme: Assessment, Feedback, and Authentic Learning in a Digital Age

Same Work, Different Marks: Exploring Variability in Assessment Practices

11:15 – 11:40

Isaac Oppong (Presentation)

How consistent are we in assessing student work? Consistency and fairness are key principles of assessment. However, in several cases, the same work receives different marks depending on who is assessing it and when it is being assessed. This talk aims at exploring the variability in assessments among examiners and is motivated by my own experience and observations in collaborative marking. Through interactive exercises, participants will discuss factors that contribute to differences in judgement during assessment and explore practical approaches for improving

alignment. The presentation will be delivered using PowerPoint and will provide enough opportunities for participants to exchange best practices and practical strategies for strengthening consistency and fairness in assessment. I will also share my own experiences—highlighting both effective and less effective approaches—and invite feedback from participants. We will also explore how unconscious bias such as the halo and horn effect could contribute to variability in assessment and ways of mitigating its impact. This talk is primarily designed to promote dialogue and shared strategies for strengthening the principles of consistency and fairness in assessment. By the end of the presentation, participants will gain deeper insight into best practices that promote fairness and consistency in assessment, thereby enhancing student learning experience and success.

Chat EAP: Facilitating the Ethical Use of Generative AI in EAP Research-Based Essays by International Students

11:45 – 12:10

Mike Mooney & Laura Laubacher (Presentation)

Chat EAP? Towards an ethical approach to incorporating GenAI into EAP research-based writing assessments

Prior to 2023, unintentional plagiarism resulting from poor paraphrasing was the principal source of academic offence detected by the Turnitin software used at University of Greenwich International College (UGIC). There were occasional instances of collusion and essay mill use, but the issue was never on a truly problematic scale. This changed utterly in 2024, with the widespread adoption of platforms such as Chat GPT. Too many of our international students found the ‘magic wand’ temptation it seemed to offer impossible to resist. This had serious repercussions for the academic integrity of our end-of-term writing assessments and led to a spike in the need for academic offence meetings with students.

In this talk we will explain why some international students are more susceptible than others to this temptation and how potentially devastating to the core objectives of an EAP (English for Academic Purposes) programme unethical AI use can be. We will then outline the steps we undertook to bolster the integrity of our EAP module and demonstrate how a renewed focus on training in ethical AI use can help us to achieve the learning outcomes we desire, albeit in ways we had not initially planned. Though focused on EAP, these insights aim to allow attendees to consider how they can use GenAI to better support learning in their own contexts, especially for international students.

Parallel Session II: 13:00 – 14:15

Room A

Theme: Evidence-Informed Pedagogy and Impact

Morality, Trust and Disciplinary Difference in Student Judgements of Generative AI

13:00 – 13:25

Edd Pitt (Presentation)

As universities move from emergency responses to generative AI towards more settled pedagogic and assessment practices, understanding how students judge AI use has become increasingly important. This paper reports emerging findings from a large-scale student study examining perceptions of AI across disciplinary contexts. Drawing on survey and vignette data, the paper explores how students make sense of AI not simply as a tool for efficiency, but as a moral and relational issue shaped by trust, fairness, authorship and imagined consequences for learning. Particular attention is given to how disciplinary location appears to matter: students do not approach AI use through a single institutional lens, but through expectations, norms and anxieties shaped by their field of study. Rather than reducing responses to simple pro or anti AI positions, the paper argues that effective institutional approaches must attend to the moral texture of student judgement and the discipline-specific conditions under which trust in AI is formed.

Designing Digital Learning Spaces for Student Success: Evaluating Three Years of Moodle Module Site Redesign Through Student Feedback and Usability Perspectives

13:30 – 13:55

Christine du Toit, Valentinus Javier Darren Sebastian, Annemarie Zijlema (Presentation)

This presentation reports on an evidence-informed evaluation of a three-year iterative redesign of a large undergraduate Moodle module site informed by student feedback, accessibility considerations, and user-experience principles. The project emerged from recurring concerns around navigation, resource discoverability, and cognitive overload within a large first-year computing module with a substantial and diverse student cohort.

Over multiple academic years, changes were introduced to improve the usability and accessibility of the Moodle environment, including clearer weekly structures, collapsible content sections, improved organisation of learning materials, embedded formative activities, and multimodal resources such as short instructional videos and guided lab walkthroughs.

The session presents an ongoing collaborative evaluation involving academic staff and a student partner. The evaluation combines analysis of student feedback trends, comparative review of Moodle site evolution, and pedagogical reflection on how digital learning environments shape student engagement and perceptions of support. While Moodle activity analytics produced mixed findings, student evaluation measures relating to learning materials, assessment guidance, lecture recordings, and feedback showed consistent improvement following the redesign.

The presentation will critically explore the relationship between usability, accessibility, and student success in digital learning spaces, and discuss the challenges of interpreting engagement metrics in higher education.

Teaching for Student Success in a Digital Age: Evidence, Equity and Excellence in Large Level 4 Module

14:00 – 14:20

Ratnesvary Alahakone & Iqra Abdullah (Presentation)

This proposal presents the challenges of managing engagement, classroom practice, and assessment in a large Level 4 undergraduate core module i.e. Managing Contemporary Organisations with 485 students; delivered for the first time in 2025-26. This cohort presented persistent pedagogical and operational difficulties, particularly with students of varied educational backgrounds, varying levels of academic confidence, and limited familiarity with university learning practices. These challenges intersect with large lectures, multi-tutor delivery, often resulting in disengagement, inconsistent learning experiences, and classroom disruption.

The proposal discusses three inter-connected challenges: (1) managing engagement and disruption in large lectures, (2) ensuring pedagogic consistency across multiple tutor groups, and (3) designing sustainable assessment and feedback design. We reframe classroom disruption as indicators of disengagement and unmet transition needs rather than disciplinary factors. Hence advocating for pedagogical design as the primary mechanism to improve student behaviour and learning outcomes.

Key interventions include restructuring lectures into interactive segments; coordinated tutor sessions through shared teaching and weekly briefings. Assessment is designed as 3 Blogposts based on a choice of TED Talks provided to

students; promoting accessibility and authentic engagement with contemporary management issues.

The proposal positions engagement, clarity and consistency towards improving student engagement and experience. Evaluation mechanisms such as attendance, formative assessments, student feedback, and tutor reflection are embedded ensuring that teaching interventions are systematically reviewed and refined. Besides sharing solutions adopted to address the three main challenges, colleagues are also invited to share ideas and interventions to improve the design and delivery of this module.

Room B

Theme: Equity, Belonging, and Inclusive Student Success

Assessment in the Age of AI: Designing Authentic Learning Through AI Agents and Sustainable Supply Chain Analysis

13:00-13:10

Ghofran Salah & Ayse Cagla Balaban (Lightning Talk)

The rapid adoption of generative artificial intelligence (AI) presents both opportunities and challenges for higher education assessment. While concerns about the unethical use of AI to complete assessments have led many institutions to focus on detection and restriction, this approach risks overlooking the educational potential of AI as a learning tool.

This lightning talk presents the design of an innovative assessment that will be implemented with the 2026/27 cohort of postgraduate supply chain management students. Rather than attempting to prevent AI use, the assessment redesign seeks to guide students towards responsible and purposeful engagement with AI while ensuring that module learning outcomes are achieved.

Students will be required to design and develop an AI agent capable of analysing supply chain performance from a sustainability perspective. Drawing upon environmental, social, and economic sustainability indicators, the AI agent will support decision-making, identify areas for improvement, and generate performance insights. Alongside the technical development of the AI agent, students will critically evaluate the outputs produced, justify their design decisions, and reflect on the role of AI in supporting sustainable supply chain management.

The assessment has been designed to shift the focus from AI-generated answers to student understanding, critical thinking, problem-solving, and professional judgement. By engaging students in the creation and evaluation of AI-enabled

solutions, the assessment aims to enhance both disciplinary knowledge and employability skills that are increasingly valued within the logistics and supply chain sector.

This presentation will share the rationale behind the assessment redesign, discuss the challenges of balancing academic integrity with innovation, and explore how authentic assessment can be used to prepare students for AI-enabled workplaces.

Teaching in the Age of Attention: Leading from the Forefront with Innovation and AI

13:15-13:25

Susantha (Jeff) Dissanayake (Lightning Talk)

In today's higher education environment, teachers are encountering a dual challenge:

1. the explosive rise of short-form video consumption across the population, and
2. the rapid spread of artificial intelligence (AI) tools.

Together, these forces motivate the topic: "Teaching in the Age of Attention: Leading from the Forefront with Innovation and AI."

Platforms such as TikTok, Instagram Reels, Facebook Video, and YouTube Shorts have become major channels for digital content consumption. Research shows that heavy use of such platforms is strongly associated with decreased attentional control in students. A study of over 500 school-aged learners found that frequent short-form video use was linked to increased inattentive behaviour. Another investigation reported that students exposed to higher volumes of short-form content demonstrated declines in academic performance and sustained attention. Furthermore, educational guidance suggests that effective instructional videos should be under 12 minutes, yet this is still far longer than the 30–60 second clips to which many learners are now accustomed.

The implication is clear: many students enter teaching and learning spaces already conditioned for ultra-short bursts of information and immediate gratification, a shift that challenges sustained concentration, deep learning, and traditional lecture formats.

At the same time, AI has moved from the margins to the mainstream. For example, recent data show that nearly 54% of students report using AI tools weekly or daily. Large-scale surveys also reveal a widening gap between student adoption and staff

familiarity: nearly half of students have experimented with generative AI, while the majority of instructors have yet to engage meaningfully with these tools. At the institutional level, organisations such as UNESCO highlight both the opportunities and risks of AI in education, from personalised learning to concerns around privacy, ethics, and equity.

These developments demonstrate that learning and teaching no longer operate under the conditions of even five or ten years ago. Learners' habits, the tools they use, and their expectations are evolving with unprecedented speed. To remain effective, educators and institutions must position themselves at the forefront of technological change rather than reacting to it.

What does this mean in practice? It requires us to think strategically about how we adapt our pedagogies. We must design learning activities that acknowledge shorter attention spans while still fostering meaningful engagement. Short-form content can serve as a bridge to deeper learning rather than a distraction.

Educators must also integrate AI into teaching in thoughtful ways and help students build strong digital literacy. This may involve creating short educational materials where appropriate and ensuring that both students and staff understand how to use AI tools ethically and effectively. Additionally, it calls for re-examining assessment strategies, approaches to collaboration, and curriculum design in light of new modes of engagement.

Enabling student to student learning spaces to improve student experience, learning and reflective practice for undergraduate mental health nursing students

13:30 – 13:40

Leigh Kasstan (Lightning Talk)

Introduction: The Nursing and Midwifery Council (NMC) (2018) stipulate that nurses must work with others to gain feedback and reflect on how to improve future practice. Nurse education therefore should be tailored accordingly. Aim: To provide an opportunity for Level 4 and Level 5 mental health nursing students to work together in a clinical supervision setting and gain feedback to inform future nursing education practice. Objective 1: To investigate how running a mixed group clinical supervision session might impact on the student's experience of student to student learning and support. Objective 2: To investigate how running a mixed group clinical supervision session might impact on the student's reflective practice and/or leadership skills. Objective 3: To gain feedback from students about whether and how they would like to have more opportunities to work with students from different cohorts in the future.

Methods: A mixed methods action research approach was used. Level 4 and Level 5 students were invited to participate in a mixed group clinical supervision session. Pre-session and post-session questionnaires were completed which collected both quantitative and qualitative data. Results: Five level 4 students and four Level 5 students participated. Nine students completed the pre-session questionnaire. Six students completed the post session questionnaire. Descriptive statistics were used to analyse the qualitative data. Thematic analysis was used to analyse the qualitative data: Discussion: Students reported a positive experience of the intervention and would like further opportunities to work with other student groups to enhance their learning. Conclusion: As a nurse educator, future opportunities need to be developed to support students to work together across levels to support their learning in line with the NMC (2023, 2018, 2024) requirements.

Creating Equitable Writing Spaces: Co-Working Approaches for Diverse Undergraduate Health Students

13:45 – 13:55

Nicole Holt (Lightning Talk)

Undergraduate Health students enter higher education with diverse educational experiences and varying levels of confidence in academic writing, creating challenges for providing equitable academic support. Traditional support approaches may not meet the needs of all learners, particularly those who feel under-prepared, marginalised, or reluctant to seek help. Co-working and writing workshops offer a flexible, low-barrier alternative that promotes engagement, confidence, and belonging. This action research study explored the use of co-working and writing workshops as an inclusive approach to supporting students enrolled in Public Health (PH) and Mental Health, Wellbeing and Society (MH) programmes. Specifically, the study examined the perceived benefits and limitations of the workshops, whether the presence of an academic enhanced students' feelings of support, and whether participation fostered a sense of belonging within university study spaces. Students attending the workshops were invited to complete a questionnaire comprising quantitative and qualitative questions about their experiences. Nineteen students attended the first workshop, with a further nine new students attending the subsequent session, and twenty-eight students completed the questionnaire. Findings indicated that students valued the workshops as supportive spaces that increased confidence, motivation, and engagement with academic writing. The presence of an academic was perceived as reassuring and accessible, while opportunities to work alongside peers contributed to a sense of community and belonging. These findings suggest that co-working and writing workshops can be an effective and inclusive strategy for supporting diverse undergraduate Health students by creating accessible academic spaces that reduce barriers to engagement and contribute to equitable student success.

Room C

Theme: Ethical and Human-Centred AI in Higher Education

Digital inequities in Higher Education: The challenges of technology and online learning for students and educators.

13:00 – 13:25

Ade Magaji, Michael Adjani, Samuel Coombes (Presentation)

This session presents findings from a qualitative study exploring the evolution of online learning in Initial Teacher Education (ITE) in the UK with a focus on the post-COVID-19 pandemic era. The study was underpinned by connectivism theory. Data was collected by interviewing ten educators from five higher education institutions in the UK who were involved in teacher education, and surveys completed by seven teachers in secondary schools. The data was analysed following thematic analysis. This involved familiarisation with the data, generating codes and reviewing themes. It helped to examine how rapid digital transitions reshaped pedagogical practices and professional development of teachers.

The findings highlighted key themes such as integrating a hybrid mode of teaching, redesign and restructure of the curriculum; resilience and adaptability; career progression; promoting innovation and digital literacy; digital inequality and ethical issues regarding AI use.

The study created awareness of a structured framework to embed ethical governance, AI literacy and responsible practice in digital learning environments useful to educators in HE and teachers. The study suggested curricular reforms to allow inclusive digital practices and responsible AI integration in teacher education

AI in Higher Education: 9-Grid Ethical Usage Model: A modification of AIAS Framework

13:30 – 13:55

Maruf Salimon & Tharaka Wijesundara (Presentation)

Generative AI (GenAI) is a recent technological innovation that is helping organisations across different industries including Higher Education Institutions (HEIs) to achieve their objectives. While being used across the HEIs, evidence suggests that majority of these institutions adopt the technology as an ad hoc instrument due to lack of a comprehensive framework (s) that could guide usage ethically and holistically across operational levels of the HEIs. Recently, Perkins et al (2024) developed Artificial Intelligence Assessment Scale (AIAS) framework with five

levels of application among students. Though, this framework has been applied widely, its component of ethical guideline is passive or underdeveloped while its narrow focus on students' usage only equally reduces its explanatory power. Considering this gap, we propose an extension of AIAS framework by developing a comprehensive AI ethical model that integrates all the 3 operational levels of student, instructors and institution across the HEIs. This integration and extension would not only ensure that GenAI is used effectively and ethically but can be applied across the 3 operational levels of academic institutions based on the 9 grids proposed. Our proposed framework therefore aligns with the learning and teaching conference theme of "Ethical and Human-Centred AI in Higher Education" and provides guidance to the students, instructors and the institutions as an entity not use the GenAI 'as pay as you go' instrument but as a strategic technology to help the three parties achieve their pivotal objectives responsibly, transparently and ethically.

Responsible Generative AI in Higher Education: From Experimentation to Structured Student Support

14:00 – 14:20

Hannan Azhar (Presentation)

Generative AI is rapidly entering higher education, yet much of its use remains informal and insufficiently governed. While these technologies offer opportunities to enhance student learning, employability, and personalised feedback, they also raise important questions around privacy, transparency, academic integrity, and human oversight. This presentation explores how higher education can move from ad hoc experimentation towards more structured and responsible approaches to Generative AI adoption. Drawing on two applied case studies developed within Computing, AI and Cyber Security at Canterbury Christ Church University, the session examines the design and evaluation of AI-supported employability tools. The first is a privacy-preserving interview training system using locally deployed large language models to provide personalised coaching while maintaining institutional control over data (Azhar & Cardwell, 2025). The second is a GDPR-compliant AI-supported CV development system designed to enhance student readiness for automated recruitment processes through transparent and accessible feedback (Azhar, 2025). The session aligns with the Ethical and Human-Centred AI in Higher Education theme by focusing on responsible AI deployment, explainability, and human oversight. It also addresses Assessment, Feedback, and Authentic Learning through AI-supported formative feedback and reflective employability development. Delegates will gain practical insights into implementing AI-supported student services responsibly, including considerations around governance, accessibility, privacy, and AI literacy. The presentation will share lessons learned from developing and evaluating privacy-aware AI systems and introduce a practical framework for supporting student success through ethical and human-centred AI adoption.

Audience engagement will be supported through discussion of implementation challenges, ethical considerations, and opportunities for responsible AI integration within higher education.

Parallel Session III: 14:35 – 15:20

Room A

Theme: Evidence-Informed Pedagogy and Impact

Evidence-Informed Pedagogy in Forensic Sciences

14:35 – 15:00

John Foster & Sammi Taylor (Presentation)

This session combines two perspectives on evidence informed pedagogy and impact within the practical field of forensic science. The presenters will use two recently published Compass articles to advocate for the role of multi-disciplinary authentic teaching combining the skills of the practitioner and the academic.

- Integrating international perspectives into the curriculum enhances scientific adaptability, critical thinking, and inclusivity. Using the practical field experience and knowledge of academics to bridge the gap between theory and global application, provides students with real-world, evidence based insights into how forensic science must adapt to different legal and cultural frameworks (Foster, 2026).
- Focusing on authentic activity and learning as the foundation of curriculum design by demonstrating how current humanitarian missions, such as the recovery of WWII airmen, provide direct evidence for teaching. By translating geophysical data, excavation techniques, and osteological analysis from the field into the classroom, the study shows that students develop higher levels of engagement, professional competence, and employability (Taylor & Taylor, 2026).

These studies illustrate how using real-world data and professional research-led experiences can drive meaningful improvements in student outcomes and teaching quality.

- Using authentic activity and lived experience as the core foundation for vocational teaching.
- Challenging student assumptions and deepening their understanding of scientific principles within varied legal frameworks.
- Visualising the "classroom-to-practice" pathway to enhance motivation and graduate outcomes.
- Embedding dignity, respect, and global awareness into scientific education.
- Encouraging attendees to use their experience and professional networks to bring authentic teaching into their modules

From Agency to Living Labs: Embedding Real-World Practice for Student Success

15:05 – 15:30

Klairong (Hawa) Phairor, David Jennings & Zivai Mare (Presentation)

This session addresses the conference theme, “Evidence, Equity and Excellence: Student Success and Ethics in a Digital Age,” by examining two complementary models of authentic, practice-based learning: a student-led agency and a living lab module. Both models are grounded in experiential learning theory, which emphasises learning through active engagement, reflection and application (Kolb, 1984). In the student-led agency, students respond to live briefs and apply disciplinary knowledge to practical challenges, reflecting students-as-partners approaches in which learners actively shape their educational experience (Healey et al., 2014). The living lab module positions the university campus as a site for applied experimentation, enabling students to investigate sustainability challenges within their immediate environment (Evans et al., 2015).

The session argues that these models support evidence-informed, equitable and excellent teaching through co-creation, authentic assessment and flexible participation. Drawing on co-creation principles, students become active contributors to meaningful outcomes rather than passive recipients of knowledge (Bovill, 2020). The student-led agency has been refined through ongoing evaluation of student feedback, engagement and outcomes, demonstrating benefits for confidence, employability and transferable skills. In the living lab, students use academic research and real-world data to analyse behaviour and design interventions, supporting key sustainability competencies such as systems thinking, problem-solving and anticipatory thinking (Wiek et al., 2011).

Equity is embedded through flexible formats, inclusive collaboration and learning activities connected to students’ lived campus experience. Excellence is reflected in the authenticity, relevance and impact of student work. Through examples, discussion and short reflective activities, participants will consider how student-led and living lab approaches can be adapted across disciplines to enhance student success.

Room B

Theme: Wellbeing, Employability, and Sustainable Futures

A Global Teacher Education Vision for Embedding Inclusive Learning in Real-World Challenges

14:35 – 15:00

Priti Chopra (Presentation)

This presentation explores how inclusive learning design can engage learners in co-creating norms that address intersectional inequalities, promote nonviolence, and enhance safety, wellbeing, and social responsibility. Drawing on mixed-methods research for a GCRF funded research project on the prevention of gender-based violence across India, Jamaica, Uganda, and the UK it shares a participatory pedagogical approach implemented within a distance-learning global teacher education programme serving postgraduate learners in over twenty-three countries. This programme provides advanced continuing professional development for educators wanting to develop their inclusive and global practice.

Grounded in the UN Sustainable Development Goals (SDGs 3, 4, 5, and 10), the programme foregrounds holistic student development, integrating knowledge, skills, attitudes, and professional capabilities. Learning design is deliberately structured to be inclusive, sustainable, and adaptable across diverse contexts, while remaining responsive to the lived and professional experiences of learners. The approach is underpinned by democratic, social justice-oriented principles that prioritise learner voice, agency, and empowerment through accessible and cost-effective resources.

An interdisciplinary framework informs the curriculum, drawing on critical pedagogy, creative and performing arts, ecological perspectives on human development, and integrative intercultural therapeutic practices. These approaches foster critical reflection, self-expression, empathy, and transformative learning, enabling learners to examine and challenge inequalities within personal, professional, and societal contexts.

The presentation demonstrates how embedding real-world challenges into online learning can enhance engagement, employability, and meaningful participation. It offers practical insights into designing learning environments that enable learners to explore context-relevant issues and co-create inclusive practices that support equitable and socially just educational outcomes.

From Dissertation to Publication: A Structured and Ethical Support Model for UG and MSc Projects

15:05 – 15:30

Hannan Azhar & Amina Souag (Presentation)

Undergraduate and MSc dissertations can generate work with potential for dissemination or publication, yet students and supervisors often lack a clear, ethical, and realistic pathway from dissertation submission to manuscript. This presentation introduces a structured teaching and supervision model developed in Computing to support dissertation projects that may be suitable for dissemination or publication

while maintaining assessment integrity and protecting student autonomy. The approach treats publication support as an extension of dissertation pedagogy rather than as an expectation of research output. It begins with a triage process that helps supervisors identify projects with dissemination potential and determine what additional work may be required, including strengthening the contribution, improving evidence quality, addressing methodological limitations, enhancing reproducibility, and assessing publication readiness. A staged dissertation-to-publication workflow is then used to guide supervision, incorporating consideration of data management, authorship expectations, ethical requirements, and realistic publication timelines. Existing literature suggests that students often receive limited structured guidance on writing for publication beyond the dissertation itself (Scherman and Hanlon, 2014; Belcher, 2009). Particular attention is given to power dynamics in supervision and the risk of implicit pressure on students to publish. Practical safeguards are presented, including post-assessment opt-in consent processes, transparent authorship discussions, and guidance for situations where students may permit limited reuse of dissertation materials without wishing to become co authors. Student involvement in research dissemination has been associated with increased confidence, engagement, and research skill development, although barriers relating to support, time, and supervision remain significant (Adebisi, 2022). Delegates will leave with adaptable tools, including a dissertation triage checklist, a dissertation-to-manuscript workflow, and consent templates that clearly separate assessment activity from publication activity.

Room C

Theme: Assessment, Feedback, and Authentic Learning in a Digital Age

Beyond the EVASYS: An Evidence-Informed Module Redesign to Improve Student Engagement and Success in FOOD1075 (Case study)

14:35 – 15:00

Micael de Andrade Lima, Shiksha Chaturvedi, Kathryn B Walker, Karthikeyan Chinnachamy (Presentation)

Student satisfaction scores are usually treated as a benchmark for good teaching, but often, despite these scores being strong, student success may show an opposite trend. This proposed case study explores the redesign of FOOD1075 Branding, Innovation and Management, a core, 30-credit postgraduate module within the MSc Food Innovation programmes at the NRI/University of Greenwich, prompted by this issue. In 2024/25, the module achieved consistently positive EVASYS results, with an overall satisfaction score of 4.3/5. However, only 53.1% of students passed at first attempt, and the mean module mark was 48.9%. To address this disconnect, the

module team drew on multiple sources of evidence, including EVASYS data, year-on-year attainment statistics, assessment performance trends, and qualitative student feedback. This evidence informed a targeted redesign focused on authentic assessments, clearer scaffolding, structured academic support, and varied feedback formats that better supported learning in a digital-first and AI-rich context. Key changes implemented included reworded assessment briefs emphasising industry relevance; increased hands-on assessment preparation workshops; clearer success criteria; guest industry speakers; and other small but deliberate design choices that made assessments more engaging and fun for students. The impact was clear and measurable. In 2025/26, the direct pass rate increased to 71.8% (an 18.7 percentage-point rise in first-time passes), while the mean module mark increased to 54.0%. Performance variability reduced considerably, and overall EVASYS satisfaction increased slightly to 4.4/5, with notable gains in the “organisation”, “feedback usefulness”, and “student confidence” areas. This case study looks at FOOD1075 as a practical case study to argue for moving beyond satisfaction scores alone, showing how evidence-informed redesign, as well as making learning relevant and exciting, can translate positive student experience into genuine student success.

Bridging the Shyness Barrier: Using Generative AI to Foster Academic Engagement

15:05 – 15:15

Iqra Abdullah & Ratnesvary Alahakone (Lightning Talk)

Transitioning to higher education often triggers a significant "shyness barrier" for Level 4 students, where the anonymity of large cohorts and unfamiliar independent study settings stifle classroom engagement. Intimidated by face-to-face or formal email communication with instructors, many students remain silent when confused. This social friction disrupts the learning process and accelerates first-year attrition, which can exceed 24% (Marzouk, 2025). Grounded in Tinto's (1975) model of social and academic integration, this paper proposes an innovative intervention: a Generative AI agent developed via Microsoft Co-Pilot (authorised tool by University of Greenwich), following framework guidelines by Mollick and Mollick (2024). Directly addressing the conference theme of Assessment, Feedback, and Authentic Learning in a Digital Age, this tool is an instructor-curated localized expert rather than a generic chatbot. To mitigate hallucinations, the agent is trained on verified datasets, including previous module FAQs, assessment rubrics, and institutional links. While it provides instant feedback on routine administrative queries, it operates on a strict "human-in-the-loop" philosophy. If a query falls outside its scope, the tool explicitly routes students to their tutor's contact details, using technology to catalyse rather than replace human dialogue. Crucially, the agent fosters critical thinking; standard disclaimers force students to verify outputs against primary Moodle sources, transforming routine inquiries into digital literacy exercises. Ultimately, the AI

removes clerical hurdles, providing the psychological safety necessary for Level 4 transitions. Attendees of this 10-minute lightning talk will gain insights into leveraging AI as a compassionate tool for cohort integration, concluding with a collaborative Q&A session.

Enhancing Student Engagement through Continuous Assessment through Moodle.

15:20 – 15:30

Clement Marian & Ratnesvary Alahakone (Lightning Talk)

This proposal examines an intervention designed to enhance student engagement in a Level 3 module, Introduction to Management, using continuous formative assessment on Moodle. Current module data indicate low levels of engagement, with only 23.4% of enrolled students actively interacting with the online resource that is on Moodle. Drawing on research that emphasises the role of assessment in promoting engagement, confidence, and autonomy, the study explores whether structured, continuous assessment can improve both participation and academic performance.

This proposal involves the development of a weekly Moodle-based quiz system aligned with module content, implemented from Weeks 2 to 10 following an introductory briefing in Week 1. Each quiz will consist of multiple-choice, scenario-based, and/or true/false questions designed to reinforce key concepts, encourage regular study habits, and provide immediate feedback. The use of computer-marked assessments is expected to increase engagement while reducing marking workload and supporting timely feedback delivery.

Effectiveness will be evaluated using Moodle analytics, student feedback (including mid-module and end-of-module surveys), and performance in summative assessments. The design is informed by principles of inclusive and responsive learning, offering multiple attempts to accommodate diverse learner needs and reduce assessment anxiety.

The proposal places engagement, improving learning outcomes and knowledge achievement in improving students' engagement and experience. Further, this proposal integrates research-informed practices such as spaced learning and feedback loops. It demonstrates a commitment to active, self-regulated learning while promoting equitable access to learning opportunities. Feedback from colleagues will be sought to refine and enhance the intervention's implementation.

Accessing our Conference

Our conference is being held in the Pembroke Building on the Medway Campus in Chatham. The full address for the location is:

Pembroke Building,
Medway Campus,
Central Ave,
Gillingham,
Chatham Maritime
ME4 4TB

[Google Maps location here](#)

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

Accessing via Car

The campus estate is shared with University of Greenwich, University of Kent and Canterbury Christ Church University. Each institution has its own parking areas and different permit requirements. Please visit the sites below to plan your journey:

- [Greenwich Staff and Students](#)
- [Kent Staff and Students](#)
- [Canterbury Christ Church Staff and Students](#)

Accessing via Train

Train services are provided by Southeastern, please refer to National Rail Enquiries for timetables. There are two stations for the campus Chatham and Gillingham. We recommend you alight at Chatham station and get one of the bus services listed below but if you prefer, the walk from Gillingham station is shorter and takes around 20 minutes.

Accessing via Bus

Most bus services in Medway are operated by Arriva. There is a service from Chatham bus station to the campus every 15 minutes most of the day stopping on the campus (Service 1), or just outside in Dock Road (Service 2). The journey normally takes between 5 and 10 minutes depending on traffic. These routes and others stopping close to campus are listed below. Timetables are available from Medway Council. Other bus routes requiring a change at Chatham bus station are shown in the Medway bus routes map.

No.	Operator	Route	Nearest stop
1	Arriva	Chatham Railway Station - Gillingham Strand	On campus
2	Arriva	Chatham Railway Station - Dockside Outlets	Chatham Maritime St George's Centre
100	Arriva	Chatham Railway Station - St Mary's Island	Chatham Maritime St George's Centre
101	Arriva	Maidstone - Gillingham	Chatham Dockyard Main Gate
116	Arriva	Chatham Railway Station - Gillingham - Hempstead	On campus
170	ASD	Chatham Bus Station - Strood via tunnel	Chatham Maritime St George's Centre
182	Arriva	Chatham Bus Station - Gillingham	Chatham Dockyard Main Gate

Staff and students at the university of Greenwich can also get the intercampus bus. More details and to book tickets visit the [bus service webpage here](#).

Accessibility and amenities

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

If you have any queries, please contact us via ils-ale@gre.ac.uk

Parking

There are Blue badge parking bays located on the east side of the building in the car park that are clearly signposted.

Getting help

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

When you arrive

- ✓ **Registration:** Proceed to the Registration desk to check in. This is located in the Main Room (P129). This will be busy first thing in the morning, either arrive early or come check in at one of our later refreshment breaks.
- ✓ **Refreshment:** Help yourself to free refreshments in our main room (P129) or feel free to purchase other refreshments from the Pembroke Café in the centre of the building. Lunch will be served in the main room (P129) too.
- ✓ **Keep updated:** Check the posters located around the building of the up-to-date schedule of all the sessions happening in the day.
- ✓ **Questions:** If you have any questions or need any help, please do not hesitate to speak to one of the members of our conference organising committee who will be wearing a visible lanyard badge with a green stripe saying, "Conference Organising Team".
- ✓ **Orientate:** There will be signs and conference organisers to help guide you on the day. If you have any accessibility requirements, please contact our team via ils-ale@gre.ac.uk

Organising Committee

Ayse Cagla Balaban (University of Greenwich)

Ghofran Salah (University of Greenwich)

Susantha Dissanayake Mudiyansele (University of Greenwich)

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Special thanks

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