

## Teaching and Learning Conference 2026: Success by Design: The future of Learning Now

Session abstracts

Day One: 30 June 2026

**Welcome and Keynote, 09:45 – 10:35**

**Parallel Session 1, 10:45 - 11:45**

### **D1.1.1, 10:45 - 11:45, Room: Workroom 1**

#### **Workshop**

**Equity by design: Embedding social capital in real-world pathways to work and entrepreneurship**

Lynette Nabbose, Glasgow Caledonian University

How can equity be built into the design of employability and enterprise programmes from the ground up? This session presents doctoral research on Elimu's work with Black and Global Majority youth, exploring how social capital can inform evidence-based, inclusive design. It introduces a new framework for embedding equity as a structural principle within educational and employability initiatives, aligned with Sustainable Development Goals 4.4, 8.6 and 8.b. Delegates will gain practical insight into how belonging, access and opportunity can be integrated into programme architecture to create lasting, systemic success by design.

### **D1.1.2, 10:45 - 11:45, Room: Workroom 2**

#### **Workshop**

**Know your strengths: Augmenting our human strengths with Gen AI**

Sophie Odgers-Roe, University of London

Join the University of London's Distance and Flexible Learning Careers Service for an interactive session introducing the new Know Your Strengths Micro-Module (KYSMM). Building on its award-winning predecessor, KYSMM supports students and educators in identifying unique human strengths and exploring how Generative AI can act as a critical friend to help address weaknesses, while also examining the limitations of AI itself. Discover practical strategies for embedding these activities into your teaching or planning, and gain insights into navigating the intersection of human capability and technology in the fifth industrial revolution.

### **D1.1.3, 10:45 - 11:45, Room: Workroom 3**

#### **Workshop**

**Rethinking internationalisation: Challenging deficit narratives through collaborative design**

Associate Professor Hardeep Basra, Dr Sumeya Loonat and Wendy Ramku, De Montfort University

This workshop addresses a dearth of pedagogical resources and institutional principles to address the accelerating internationalisation of higher education. Drawing on a mixed-methods project across four UK universities, this session is based on prior participatory staff workshops that challenged deficit narratives and existing support structures in higher education. Activities surfaced assumptions, mapped deficit and inclusive practices, and prototyped resources for international students. Findings highlight the risks of homogenising international students and opportunities for decolonial curricula and equity-centred

pedagogy. This workshop coalesces insights from prior workshops with current dialogue, modelling how best to embed systemic belonging in higher education.

### **D1.1.4, 10:45 - 11:45, Room: Seminar 01**

#### **Workshop**

##### **Game-based learning for critical national infrastructure vulnerability awareness**

Jenny Highfield, Dr Catherine Teehan and Alexander Deverson, Cardiff University

This session will look at Serious Games and Cyber Demonstrators and how they can be used for the conceptual education of Critical National Infrastructure (CNI) Vulnerabilities. When a cyberattack on CNI happens, it can have cascading effects on connected systems and other sectors. This session looks at the benefits of using Game-based Learning for the education surrounding CNI vulnerabilities. The session will be concluded with an interactive session applying GBL within your own teaching. Novices and experts in the area of GBL welcome as I want to both share my knowledge and get feedback on my doctoral research.

### **D1.1.5, 10:45 - 11:45, Room: Seminar 05**

#### **Workshop**

##### **Beyond detection: Embedding creative and authentic assessments for sustainable student success in the age of AI**

Associate Professor Nellie El Enany, Onsi Sawiris School of Business, The American University in Cairo

In an age of AI, how can assessment remain meaningful, creative, and sustainable? This interactive workshop invites educators to move beyond AI detection and reimagine assessment for authenticity, inclusion, and creativity. Through hands-on co-design activities, participants will explore innovative formats such as drama-based and arts-based learning, podcasts, oral assessments, and reflective storytelling. Together, we will design assessment approaches that cultivate AI literacy, self awareness, and sustainable learning. Participants will leave with a practical framework, the Creative Authentic Assessment Canvas, and strategies to embed success by design across their programmes.

### **D1.1.6a, 10:45 - 11:45, Room: Seminar 02**

#### **Oral presentation**

##### **Gamification as a catalyst for student engagement in management education**

Dr Bruce Mitchell and Dr Jess Co, Monash University

This presentation explores gamification's potential to enhance student engagement in management education. Drawing from a study of over 700 first-year students at an Australian university, we examine associations between gamified tutorial activities and various engagement dimensions. Findings suggest improvements in cognitive engagement and social engagement with teachers following implementation of point-based competitions, leaderboards, and challenges. Using validated instruments, we document student responses across accomplishment, challenge, competition, and motivation. The session provides evidence-based insights, practical implementation strategies, and honest discussion of limitations. Delegates will gain actionable frameworks for designing, implementing, and evaluating gamification in their own teaching contexts.

### **D1.1.6b, 10:45 - 11:45, Room: Seminar 02**

#### **Case study**

##### **Dealing with the board in the classroom: Reflections on a simulation game for first year undergraduate accounting & finance students**

Dr Jane Neal-Smith and Dr Gillian Bishop, University of York

This presentation explores how embedding a simulation game into a first year undergraduate model has helped student engagement. Running a board and making decisions at that level for first year students was no mean feat. It was a massive learning curve for them and for the module team, but the chance to explore real world decisions and their impact has been invaluable for the student to apply their accounting module knowledge and also for their future career planning.

## **D1.1.6c, 10:45 - 11:45, Room: Seminar 02**

### **Case study**

#### **Strengthening problem analysis skills in fashion product development education through gamification**

Dr Rachel Parker-Strak, Rachel Studd, Philip Boulton, Sharon Gardner and Georgina Hopkinson, University of Manchester

Explore how gamification can transform student engagement and skills development in higher education. This session showcases the “Fashion Product Development Challenge,” a Canvas-based digital simulation game that immerses students into real-world decision-making scenarios, helping them move beyond the search for ‘right answers’ and towards reflective analytical thinking, demanded by industry. Discover how a minimalist, purpose-driven approach to technology can drive measurable student success, foster inclusivity, and enable flexible learning. Delegates will leave with practical strategies and a transferable framework for designing impactful digital learning experiences. Join us to explore the future of learning—where technology empowers, not overwhelms.

## **D1.1.7a, 10:45 - 11:45, Room: Seminar 03**

### **Oral presentation**

#### **Transitions and belonging: Building successful futures from day 1**

Dr Martin Chorley and Ada Huggett-Fieldhouse, Cardiff University

Cardiff University’s Transitions and Belonging project is transforming how students are supported through key transition points in the student journey. This session explores our holistic, one-university approach to embedding belonging and success from the ground up. We will share insights from sector analysis and institutional review, highlight rapid improvements for first-year transitions, and showcase co-creation with students as partners. Participants will gain practical strategies for designing compassionate, consistent, and celebratory support that fosters belonging and achievement. Join us to reflect on your own practices and discover actionable ideas for embedding success across the student journey.

## **D1.1.7b, 10:45 - 11:45, Room: Seminar 03**

### **Case study**

#### **Student circles: Embedding belonging and equity in first-year engineering education**

Dr Lada Murdoch, University of Glasgow

How can belonging and equity be embedded into the design of first-year learning? This case study from the University of Glasgow showcases Student Circles, a peer support framework for large engineering cohorts, consistent with the Advance HE’s Peer-to-Peer Framework and sector evidence on belonging (Lochtie & McConnell, 2024; Chilvers, 2025). By creating diverse peer groups and training representatives in Peer-Assisted Learning the initiative fosters connection, amplifies student voice, and enhances engagement. Delegates will gain insights into practical strategies for designing success from the ground up, transforming large, impersonal cohorts into inclusive learning communities aligned with SDG 4 and SDG 10.

## **D1.1.7c, 10:45 - 11:45, Room: Seminar 03**

### **Case study**

#### **Bridging years, building belonging: Integrating school-wide peer support through Peer Assisted Study Sessions (PASS)**

Dr Jean Assender and Polly Harper, University of Birmingham

This session will explore how the University of Birmingham’s Biomedical Sciences programme has embedded Peer Assisted Study Sessions (PASS) to strengthen learning, belonging and transition across all undergraduate years and its Birmingham and Dubai campuses. This session discusses how responsive design, collaboration between academic and professional staff, and careful curriculum integration has enabled PASS to grow from a small first-year initiative into an integral part of the programmes’ student support and professional development offer. We will share insights from student feedback, leader

development, and emerging engagement data, whilst offering delegates practical insights for implementing successful, inclusive, discipline-based peer-learning schemes.

### **D1.1.8a, 10:45 - 11:45, Room: Seminar 04**

#### **Oral presentation**

[Embedding success from the ground up: Designing authentic assessment in healthcare education through university-wide collaboration](#)

Saira Hussain and Zahra Gill, Aston University

This session explores how collaborative assessment design can enhance student success in healthcare education. Drawing on experience from healthcare science programmes at Aston University, we demonstrate how authentic assessments, developed in partnership with Library and Learning Services, help students build essential skills such as critical thinking and clear communication. Attendees will hear worked examples of how cross-university collaboration can be implemented effectively in practice. The session will highlight how drawing on the expertise of colleagues in specialist roles can support undergraduate and postgraduate students in teaching and assessment, to better prepare students for the future.

### **D1.1.8b, 10:45 - 11:45, Room: Seminar 04**

#### **Oral presentation**

[Designing success through authentic group assessment in STEM education](#)

Associate Professor Giulia Getti, University of Greenwich

Discover how authentic group assessment can transform student success in STEM education. This session showcases an innovative approach that combines collaborative problem-solving with individual accountability, fostering confidence, communication skills, and a sense of belonging. Learn practical strategies for designing assessments that promote inclusion, employability, and engagement while overcoming common challenges of group work. Delegates will leave with actionable ideas to embed success into curriculum design and create learning experiences that prepare students for diverse professional environments.

### **D1.1.8c, 10:45 - 11:45, Room: Seminar 04**

#### **Oral presentation**

[Integrating metacognitive and authentic assessment in large undergraduate engineering cohorts](#)

Daniel Johnston, University of Strathclyde

Traditional assessment types can often fail to develop essential professional skills in students. This session presents a case study detailing a substantial assessment overhaul in a 200-student undergraduate engineering module. This project replaced a tradition quiz and closed-book exam assessment structure, with a scalable alternative which aims to embed success from the ground up. The revised assessment components are: a coursework task to develop an original multiple-choice question, with an integrated reflective exercise; and, a full-day, open-book, group assessment simulating real-world engineering practice. This presentation shares compelling feedback from students and encouraging data on their results.

### **D1.1.9a, 10:45 - 11:45, Room: Seminar 06**

#### **Oral presentation**

[Inclusive feedback: Offering students a choice between oral and written formats](#)

Dr Yvonne Jacobs, Royal Holloway, University of London

This presentation will review studies on oral recorded feedback, examining its advantages and disadvantages compared with written feedback. It will consider different formats (audio-only via Turnitin, screencast MP4, combined audio and written comments) and present findings from focus groups and a pilot study in which students could choose their preferred feedback format. While oral recorded feedback shows real potential to enhance engagement, performance, and satisfaction, it may not suit all learners or markers. To

support inclusivity, offering students a choice of feedback format is a practical way to respect diverse learning preferences and ensure feedback is both helpful and kind.

### **D1.1.9b, 10:45 - 11:45, Room: Seminar 06**

#### **Case study**

[Scaffolding oral viva assessments on a large scale language course](#)

Craig Davis and Nicola Harding, University of Manchester

Generative AI is reshaping academic practices, including how students communicate and produce assessments (Attewell, 2025). With the traditional essay facing a “crisis” (Corbin et al., 2025), oral assessments are increasingly explored as authentic alternatives that can support academic integrity (Sotiriadou et al., 2019). This session presents an approach to designing and delivering a scaffolded viva-style assessment on a large-scale pre-session programme at the University of Manchester. We will share how careful scaffolding, a structured approach to questioning, and tutor training helped address key challenges and enabled consistent delivery at scale by more than 120 tutors to over 1,800 students.

### **D1.1.9c, 10:45 - 11:45, Room: Seminar 06**

#### **Case study**

[Evaluating conversation: The use of oral assessment in undergraduate social work qualifying programmes](#)

Dr Cassian Rawcliffe and Andrew Sach, University of East Anglia

Discover how oral assessments can transform learning and assessment in Higher Education. This session shares findings from an innovative project in social work education that replaced traditional written assignments with recorded oral assessments. Learn how this approach promotes authentic learning, widens participation, and builds essential communication skills for professional practice.

### **D1.1.10a, 10:45 - 11:45, Room: Seminar 11**

#### **Oral presentation**

[Content to critique through discipline-embedded critical thinking appraisal](#)

Dr Yuan Zhao and Dr Lilah Glazer, Queen Mary University of London

Critical Thinking (CT) is increasingly vital in the AI era, yet it is often taught implicitly and assessed outside disciplinary contexts. This project develops and pilots discipline-embedded CT questions aligned to the Watson-Glaser domains, using Biology and Biomedical Sciences content. Piloted and validated in a second-year Biology module, these test questions serve a dual purpose of explicit teaching and assessment of CT skills, while also functioning as tools for reviewing subject concepts, reducing barriers to curriculum embedding. The work demonstrates a feasible route to make CT visible, measurable, and context relevant.

### **D1.1.10b, 10:45 - 11:45, Room: Seminar 11**

#### **Oral presentation**

[Integrating video case studies to foster critical thinking and engagement: An action research approach](#)

Dr Tiru Madahar, University of South Wales

The session presents an action research study exploring how integrating purposefully selected/designed video case studies can enhance engagement, critical thinking, and real-world application in postgraduate module. Motivated by low engagement with text-based materials, which is evidenced in literature, this project reimagined learning activities using evidence-informed principles from dual-coding and constructivism. Early findings show that video case studies, when embedded, improve learner motivation and strengthen links between theory and practice for students. The attendees of this session will gain practical insights, lessons learned, and strategies for implementing digital media that elevates learning without adding unnecessary complexity-while supporting true "success by design".

## **D1.1.10c, 10:45 - 11:45, Room: Seminar 11**

### **Oral presentation**

[Back to basics: Embedding positive academic practice and AI critical skills in assessment at a small and specialist institution](#)

Dr Kate Wilkinson, Hartpury University

In a sector divided between AI penalties, acceptance, and “AI-proof” assessment design, we took a different path, returning to basics. We embedded core academic practices, including literature searching, critical evaluation, writing, and referencing, into all assessment rubrics, supported by micro-certifications at Levels 3, 4, and 7. This institution-wide model strengthened academic integrity by making expectations explicit, authentic, and transparent alongside student and staff development in AI literacy. We will present the data, challenge our own and others' practice, and ask questions around academic judgement, transparency to students, and whether integrating positive academic practice from the outset is proactive by design.

## **Parallel Session 2, 12:00 – 13:00**

### **D1.2.1, 12:00 - 13:00, Room: Workroom 1**

#### **Workshop**

[How to provide an equitable digital experience to students in all global learning environments](#)

Elizabeth Newall, Jisc and Dr Han Huei Tsay, University of Greenwich

“I can't afford wifi and mobile connection is bad”. With transnational education (TNE) growing in strategic importance across the HE sector, how equitable is the student learning experience, globally? In this workshop, thanks to the participation of 19 HE providers in Jisc's 2025 TNE digital experience research, you will learn of the digital challenges associated with the effective delivery of TNE based on insights from 4,802 students and 471 staff in 51 different instances across more than 30 countries. You will engage with student and staff voice and leave with a tailored checklist of digital considerations applicable to TNE.

### **D1.2.2, 12:00 - 13:00, Room: Workroom 2**

#### **Workshop**

[Scaling what works: Approaches to student transitions that nurture local ideas into institutional impact](#)

Dr Tanya Weiler and Professor Craig Williams, Adelaide University

This interactive workshop explores how universities can design transition experiences that build belonging, capability, and equity from day one. Drawing on two complementary cases at the newly formed Adelaide University, ‘Starting Strong’, an academic onboarding model grounded in critical enabling pedagogy, and a senior leadership-led approach that scales local innovations into faculty-wide strategy, the session showcases how early transition can be intentionally redesigned to interrupt deficit narratives and strengthen student success. Participants will engage in collaborative design activities, leaving with practical, adaptable ideas to implement within their own contexts and contribute to institution-wide approaches to student success.

### **D1.2.3, 12:00 - 13:00, Room: Workroom 3**

#### **Workshop**

[Designing for success: Digital pedagogy that fosters collaboration and critical thinking](#)

Emily Webb, Colin McAllister-Gibson and Dee Vyas, Manchester Metropolitan University

Discover how thoughtful learning design can create active, student-centred experiences that prepare learners for success. Guided by our Education 2030 Strategy, we focus on approaches that encourage collaboration, critical thinking, and authentic engagement.

Through Miro, one of our Teaching & Learning apps, we will explore practical examples, showing how constructivist and interdisciplinary methods can shape meaningful learning

environments. Participants will take away strategies for designing activities that foster dialogue and co-creation, while considering how these practices build confidence, adaptability, and employability. Join us to discover how purposeful design strengthens pedagogy and transforms educational practice for the future.

### **D1.2.4, 12:00 - 13:00, Room: Seminar 01**

#### **Workshop**

[Enhancing equity and authenticity in assessment: The power of interactive oral assessments](#)  
Paul Murphy, Dr Erica Brady, Peter Wagstaff and Dr Angela Cruz, Monash University

The higher education landscape has undergone significant change over the last decade creating the need to identify assessment methods that are authentic, equitable and scalable. Interactive Oral Assessments (IOAs) offer a transformative alternative, emphasizing real-world applicability, inclusivity and engagement. By combining standardised expectations with conversational flexibility, IOAs deliver robust assurance of learning and a positive, human-centred student experience. Drawing on 20 years of experience conducting IOAs for over 8,000 students, we have developed a '3P' framework for designing and implementing IOAs. Through presentation, collaborative design, and discussion, this workshop will guide educators to create their own IOAs.

### **D1.2.5, 12:00 - 13:00, Room: Seminar 05**

#### **Workshop**

[Co-designing digital confidence: Making digital work for you. What would digital look like if it felt easier?](#)

Gary Hung and Ioanna Andreopoulou, University of the West of London

How can busy educators navigate digital change with confidence rather than overwhelm? Drawing on a whole-institution approach at UWL, which included mandatory digital training for staff and curriculum-embedded AI workshops for Level 3 & 4 students, this interactive design clinic gives delegates space to explore their own digital ecosystems, identify friction points, and co-design simple, purposeful solutions; no technical or AI expertise required! Through hands-on activities and guided prompts, participants will experiment with strategies that prioritise clarity, ease, and impact. Delegates will leave with adaptable tools, templates, and ideas they can use immediately to support more confident, sustainable digital practice.

### **D1.2.6a, 12:00 - 13:00, Room: Seminar 02**

#### **Oral presentation**

[Having fun teaching and assessing in developmental psychology](#)

Dr Emily Coyne-Umfreville and Dr Mona Wong, Birmingham City University

Playful adult learning is recognised to be a motivational and fun way to engage with learning. This presentation examines playful learning embedded within a higher education module that employs interactive teaching and authentic assessment. The module invites students to design a toy or digital application intended for use with infants, requiring them to underpin their design with theory and literature. Student feedback indicates high levels of engagement and motivation. Module data shows a positive trajectory in student outcomes, including a reduction in awarding gaps. These results suggest that integrating playful pedagogies and authentic assessment can foster inclusive learning environments.

### **D1.2.6b, 12:00 - 13:00, Room: Seminar 02**

#### **Oral presentation**

[Playful pedagogy design & practice in HE](#)

Dr Laura Mitchell and Professor Pen Holland, University of York

Get out of jail free. Dealer goes first. Roll 6 and take another turn. Games encode expectations about fairness and behaviour in a joint, freely-chosen pursuit. Playfulness asks how we can creatively disrupt those expectations and still have a positive, equitable and challenging experience. We present playful pedagogy as more than games: an emancipatory mechanism for embedding belonging and equity as design principles,

supporting meaningful transitions into and out of HE, and empowering production of desired culture and knowledge outcomes within disciplines for all members of the community. Examples from University of York will illustrate curriculum integration and application.

### **D1.2.6c, 12:00 - 13:00, Room: Seminar 02**

#### **Case study**

[Co-creating professional skills education through playful learning and relational leadership](#)  
Susan Pinner and Professor Aneurin Kennerley, Manchester Metropolitan University

This session will examine how co-design, playful learning, and relational leadership can transform the delivery of large-scale professional skills modules. It will illustrate the application of the jigsaw technique and digital collaboration tools to engage over 400 first-year students, reframing a traditionally perceived gatekeeper module into a student-centred learning experience. The workshop will provide evidence-based strategies for embedding institutional priorities, fostering trust, and promoting learner autonomy. Delegates will gain actionable frameworks for implementation within their own contexts. The session demonstrates originality and institutional impact through alignment with graduate attributes and innovative pedagogy.

### **D1.2.7a, 12:00 - 13:00, Room: Seminar 03**

#### **Oral presentation**

[Student-centred digital futures: Pro-human AI, actionable analytics, and assessment tools for curriculum shaping](#)

Dr Michael Day, Jimmy Lo and Dr Jingyang Ai, University of Greenwich

This session explores how the University of Greenwich is designing student-centred digital futures through pro-human AI, actionable analytics, and streamlined assessment tools. Showcasing our Curriculum Shape project, Digital Pedagogy & Teaching Skills Framework, and the new Learning & Teaching Resource Centre, we demonstrate how minimalist, purpose-driven digital ecosystems enhance clarity, feedback, engagement, and graduate outcomes. We discuss driving AI-supported assessment protocols and projects, analytics-informed curriculum decisions and student engagement dashboards, and effective use of graduate destination tools and digital gamification platforms, we offer practical insights into building AI literacy, strengthening TEL capability, and transforming curricula without overwhelming staff or students.

### **D1.2.7b, 12:00 - 13:00, Room: Seminar 03**

#### **Case study**

[Re-imagining authentic assessment in the age of AI](#)

Dr Sercan Demiralay, Nottingham Trent University and Dr Konstantinos Pappas, University of the Arts London

This session presents a case study on the development of a digital judgement tool designed to help colleagues evaluate the authenticity and AI awareness of their assessments. The tool uses structured prompts within generative technologies to guide academic reflection on context, skills development and the role of human judgement in assessment design. It provides a purposeful and ethically grounded way to integrate digital support into moderation processes while ensuring that academic expertise remains central. The session outlines the rationale, design and practical application of the tool, offering a transferable approach for strengthening assessment quality and supporting future-focused curriculum practices.

### **D1.2.7c, 12:00 - 13:00, Room: Seminar 03**

#### **Oral presentation**

[Curriculum co-design with AI: Practical strategies for human-AI partnership](#)

Professor Andrew McDowell and Dr David Cutting, Queen's University Belfast

AI can generate teaching ideas in seconds; they just might not be ones you'd ever use. This interactive workshop shows you how to turn AI's enthusiasm into something genuinely helpful across curriculum, module and activity design. You'll learn practical prompting

techniques, how to refine AI-generated suggestions with established pedagogies, and how to adapt ideas to real learners, disciplines and teaching contexts. We also cover ethical use, data protection and managing AI's occasional hallucinations. Join us to experiment, critique, create and leave with templates you can apply immediately in your own practice.

### **D1.2.8a, 12:00 - 13:00, Room: Seminar 04**

#### **Oral presentation**

[Education's "Ding an sich": Designing learning for equity, justice and the learner as an end-in-themselves](#)

Professor David Webster, Buckinghamshire New University

What if education treated learners not as data points or future workers, but as ends in themselves? In this provocative talk, Dave Webster explores how Kant's idea of the Ding an sich can re-frame our approach to learning design—placing equity, justice, and human dignity at the centre. Drawing on philosophy, critical pedagogy, and lived experience in higher education, he argues for a shift from efficiency to humanity, from metrics to meaning. Expect challenge, humour, and practical ideas for re-imagining education as a moral, not merely technical, project—where every learner matters for who they are, not what they produce.

### **D1.2.8b, 12:00 - 13:00, Room: Seminar 04**

#### **Oral presentation**

[Redressing educational inequalities in nurse education: A critical examination of widening participation for low socio-economic status students](#)

Joanne Malone, University of Salford

How can nurse education truly support students from low socio-economic backgrounds beyond just getting them through the door? This session explores the widening participation agenda through a critical lens, highlighting the persistent inequalities that impact student nurse retention and success. Drawing on Bourdieu's Theory of Capital and current data, it challenges institutions to embed equity, belonging, and resilience into the design of nurse education. Delegates will leave with practical insights and strategies to rethink curriculum, pedagogy, and support systems, ensuring success is built in from the ground up, not bolted on as an afterthought.

### **D1.2.8c, 12:00 - 13:00, Room: Seminar 04**

#### **Case study**

[Walking, writing and belonging: Towards a creative widening participation pedagogy](#)

Anthony Hudson, University of East London

How can creative and embodied methods support mature learners from widening participation backgrounds step confidently into higher education? This session shares findings from a SoTL project exploring how poetry, low-stakes creative writing, and walking can strengthen self-confidence, belonging and academic voice. It demonstrates how inclusive, low-cost approaches can be embedded in tutorial sessions, as well as standalone workshops to reduce cognitive overload, support wellbeing and identity formation. All of which contribute to support meaningful transition into and through HE. Delegates will gain practical, adaptable ideas for designing relational learning spaces that help learners feel seen, valued and ready to succeed.

### **D1.2.9a, 12:00 - 13:00, Room: Seminar 06**

#### **Oral presentation**

[Is study space design the missing link in student success?](#)

Dr Maria Canal and Dr Tristan Pocock, University of Manchester

This session examines the role of physical learning environments in student success, challenging the assumption that space is neutral. Drawing on survey and focus group data from over 150 neurodiverse and neurotypical students, we share evidence and practical strategies for creating sensory-friendly environments that foster focus, belonging and

resilience. Join us to learn how intentional environmental design can complement curriculum and pedagogy to foster sustainable student success. The session aligns with the theme of Success by Design, advocating for inclusive environments as a foundational principle in higher education.

### **D1.2.9b, 12:00 - 13:00, Room: Seminar 06**

#### **Case Study**

[Inclusive by design: Co-creating inclusivity with neurodivergent students](#)

Dr Amelia Knowlson and Dr Chris Ostrowdun, University of Leeds

Inclusive by Design: Co-creating Inclusive Resources with Neurodivergent Students research project (2024/2026) at the University of Leeds and funded by Leeds Institute of Teaching Excellence (LITE) explores ideas of inclusion from the perspective of neurodivergent students. The project uses co-creation and creative methods to test a toolkit with student-staff pairs, with the aim of enhancing inclusive practice, belonging and support in the taught environment. The project devised by two neurodivergent academics asks how co-creation and design principles can be used to build inclusive resources and spaces.

### **D1.2.9c, 12:00 - 13:00, Room: Seminar 06**

#### **Oral presentation**

[One size does not fit all: Exploring the neurodivergent experience in higher education – A student and staff perspective](#)

Dr Niamh O'Mahoney, Munster Technological University

One Size Does Not Fit All examines the experiences of neurodivergent students in higher education from both student and staff viewpoints. Based on a mixed-methods study involving over 1,000 participants and analysed using grounded theory and thematic analysis, the research highlights barriers, facilitators, and strategies for inclusive learning. The project offers evidence-based recommendations for integrating neurodiversity-informed practices into teaching, assessment, and institutional policies. Delegates will gain practical insights into designing inclusive, equitable learning environments that foster student success from the ground up.

### **D1.2.10a, 12:00 - 13:00, Room: Seminar 11**

#### **Case study**

[From anxiety to agency: How live projects re-imagine collaborative learning](#)

Dr Eleanor Graham, Northumbria University

This session showcases an innovative Live Project module that integrates employability, wellbeing, and belonging through authentic, industry-engaged learning. Developed at Northumbria University, the model transforms group work from a common source of student anxiety into a structured environment for building resilience, confidence, and collaborative competence. Drawing on three years of evidence, we demonstrate how embedding wellbeing into curriculum design, through scaffolded challenge, reflective assessment, and purposeful partnership, creates conditions for holistic student success. Delegates will gain practical, adaptable strategies for designing curricula that treat professional development and psychological wellbeing as interconnected outcomes rather than separate educational priorities.

### **D1.2.10b, 12:00 - 13:00, Room: Seminar 11**

#### **Case study**

[Improving the student experience - partnering for mutual benefit: Sharing experiences of co-creation and collaboration between academics, employers and students](#)

Rachel Mason, Jane Gosney, Birmingham City University and Tonia Galati, TG Consultancy Ltd

This session will appeal to educators and employers who are seeking to grow partnerships, enhance student experience with unique and relatable curricular and extra-curricular opportunities. It will explore how these activities build character, resilience and self efficacy

in students. For example, students have worked with a US based dog grooming agency who were looking for ideas to roll out to their franchisees. This involved US market research, competitor analysis, drawing up prototypes, managing meetings different time zones and pitching to the agency. This session will also provide insights into the benefits from one of our partner employers.

### **D1.2.10c, 12:00 - 13:00, Room: Seminar 11**

#### **Case study**

[Balancing authenticity and pedagogy: Lessons from industry-collaborative projects](#)

Dr Yuri Siregar, University of Leeds

As higher education increasingly engages with industry there are opportunities to explore how educators can prepare for authentic partnerships. Based at the University of Leeds' School of Design, this project examines the co-design of a time-bound ethical fashion challenge with industry partners. Using autoethnography to reflect on the co-design process it highlights a key insight: while industry partners bring expertise, guiding them to align professional expectations with learning goals supports collaboration. Establishing shared expectations keeps tasks industry-relevant and pedagogically sound. The work offers strategies for embedding authentic experiential projects that enhance disciplinary learning and informs developing university-industry partnerships.

### **Parallel Session 3, 13:50 – 14:50**

### **D1.3.1, 13:50 - 14:50, Room: Workroom 1**

#### **Workshop**

[Empowering YOUR students through peer-to-peer feedback: A practical approach to promoting assessment literacy](#)

John Bartrick, Dr Amy Wallington and Dr Mark Rose, University of Southampton

This session offers a hands-on opportunity to rethink feedback practices in higher education. By engaging with evidence-based strategies and real-world examples, participants will leave equipped to create learning environments that empower students, enhance engagement, and improve the effectiveness of formative assessment.

### **D1.3.2, 13:50 - 14:50, Room: Workroom 2**

#### **Workshop**

[Fun and games in HE](#)

Tamara Novis, University College London and SOAS

Discover how game-based learning can transform formative assessment in this interactive, hands-on workshop. Participants will experience mini-games that model motivation, cognitive engagement and inclusive design, showing how playful, low-stakes activities can boost feedback literacy, belonging and student success. Drawing on current research and real classroom practice, the session demonstrates how game mechanics support deeper learning and offer practical, adaptable tools for face-to-face, hybrid and online teaching. Ideal for educators seeking innovative, engaging and empowering approaches to assessment and learning, this workshop provides ready-to-use strategies to refresh teaching in a rapidly changing landscape. Come ready to play!

### **D1.3.3, 13:50 - 14:50, Room: Workroom 3**

#### **Workshop**

[Designing student success through real-world learning: A whole-journey approach using pebble](#)

James McGarrigle, North West Regional College

This session showcases Pebble, an innovative project-based learning platform that bridges the gap between education and industry by giving every student access to real-world project experience. Through a live demo, participants will see how Pebble curates industry briefs, enables cross-department collaboration, tracks transversal/meta-skills, and gathers

evaluation data from externals, lecturers, and students. The session highlights how Pebble formalises external engagement, reduces risk, clarifies IP, and strengthens safeguarding while generating high-quality evidence for QAA, ETI, ETU and Matrix. Delegates will learn how Pebble supports educational gain and helps institutions design authentic, future-focused learning at scale.

### **D1.3.4, 13:50 - 14:50, Room: Seminar 01**

#### **Workshop**

[Purposeful AI in action: Enhancing MBA learning through educational escape rooms](#)

Dr Peggy Alexopoulou, Loughborough University

Discover how AI-enhanced educational escape rooms can transform learning. This session showcases a practical case study from an MBA module where sustainability-themed, sector-specific escape rooms spanning tourism, education, technology and more, enabled students to apply innovation concepts through immersive, inclusive and collaborative problem-solving. Delegates will explore how to design purposeful AI-supported activities that enhance engagement, embed authentic learning, and align with the SDGs. Leave with practical tools, design ideas and strategies to implement similar experiences in your own context.

### **D1.3.5, 13:50 - 14:50, Room: Seminar 05**

#### **Workshop**

[Beyond best practice: Evidence-informed innovation in challenge-based learning](#)

Dr Yu-Chun Pan, Dr Rebecca Maccabe and Dr Matthew Haynes, Northeastern University London

Move beyond importing "best practice" toward evidence-informed pedagogical innovation. This workshop draws from three cycles of challenge-based learning development with students and industry partners, revealing four critical tensions that required fundamental reconceptualisation: scaffolding self-directed learning, deepening industry partnerships beyond surface engagement, integrating academic rigour with transferable skills, and demonstrating real-world impact. Through hands-on design activities, participants will apply a four-pillar framework (meta-learning, ecosystem thinking, deep partnering, mutual value creation) to redesign their programmes. Leave with practical templates for scaffolding, partnership protocols, assessment rubrics, and an action research methodology for continuous innovation. Design learning that truly aligns pedagogy with real-world outcomes.

### **D1.3.6a, 13:50 - 14:50, Room: Seminar 02**

#### **Oral presentation**

[Silver bullet or trojan horse?: The future of teaching & learning with AI](#)

Dr Ruissein Mahon and Dr Ibiye Iyalla, Robert Gordon University

Artificial Intelligence (AI) is transforming higher education, promising innovation in teaching, personalised learning, and administrative efficiency. Yet, its rapid adoption raises critical questions: Is AI the silver bullet for educational transformation or a Trojan horse that threatens core academic values? This session examines the opportunities and risks of AI through sector-wide insights and case studies, offering practical strategies for ethical, purposeful integration. Participants will gain insights for evaluating AI tools, approaches for embedding them into curriculum design, and methods to foster digital literacy, to strengthen human-centred education, ensuring that technology serves pedagogical purpose.

### **D1.3.6b, 13:50 - 14:50, Room: Seminar 02**

#### **Oral presentation**

[Strategic AI integration in English language education: Supporting student success at a Hong Kong university](#)

Dr John Iveson, The Hong Kong Polytechnic University

The availability of AI resources in English language teaching (ELT) has prompted a re-examination of curriculum design and teaching methods. This presentation explores how an English for Academic Purposes (EAP) course at a major Hong Kong university incorporates

AI-related technology to develop academic skills. Student feedback collected over two years explores the role of AI in research skills, source evaluation and language sub-skills through technology-supported activities. The presentation offers practical advice for integrating digital resources into sequenced assessments and highlights activities that foster critical thinking. The research aims to help educators design courses for student engagement and successful learning outcomes.

### **D1.3.6c, 13:50 - 14:50, Room: Seminar 02**

#### **Oral presentation**

##### [Staff adoption of Generative AI in higher education](#)

Dr Sarah Zaghoul, Dr Claire Hudson, Dr Jessica Irving and Dr Shan Hua, University of Bristol

The rapid adoption of Generative AI (GenAI) tools like ChatGPT and Copilot in higher education has outpaced policy development, creating a need for clearer institutional guidance on their use in teaching and assessment. This project examined how staff use GenAI in teaching, assessment design, and administration, identifying factors influencing adoption across disciplines. Findings from surveys and interviews show uneven uptake, shaped by academic tasks, workflows, and staff judgments. Key issues include expectations for student engagement, managing AI-generated materials, and assessment design. The study highlights the need for tailored policies and support, considering structural and disciplinary differences.

### **D1.3.7a, 13:50 - 14:50, Room: Seminar 03**

#### **Case study**

##### [Two birds one stone: Creating AI resources and embedding employability](#)

Dr Mark Walmsley and Dr Mark Hobbs, University of East Anglia

Whether discussing it as an opportunity or a threat, conversations about AI in higher education often take place without students who are far more likely to appear as research subjects than active participants in responses to AI on UK campuses. Our project utilised a group-based, employability focused module to give students agency in conversations about their own teaching and learning. Having selected AI as their focus, students produced resources aimed at staff and students that filled important gaps and demonstrated the need for more collaborative and co-creative approaches.

### **D1.3.7b, 13:50 - 14:50, Room: Seminar 03**

#### **Oral presentation**

##### [Exploring the role of Generative AI in creating an inclusive business curriculum through staff development and collaboration](#)

Dr Christine O'Leary, Georgina Murray, Jayne Revill and Zoe Newsham, Sheffield Hallam University

This session explores how generative AI (GenAI) can be integrated into curriculum and assessment to promote inclusivity in higher education. Drawing on a mixed-method study within one of the UK's largest business schools, it examines staff perceptions, development needs, and practical challenges in adopting AI tools like ChatGPT and CoPilot. Delegates will gain evidence-based insights, a framework of protocols for ethical integration, and design principles for staff development. The session offers practical strategies for embedding GenAI into teaching and assessment, supporting academic integrity and AI literacy. Attendees will leave with actionable steps to implement these approaches in their own institutions.

### **D1.3.7c, 13:50 - 14:50, Room: Seminar 03**

#### **Oral presentation**

##### [How effective could AI-based tools be in improving students' communication skills?](#)

Dr Li Cunningham, Bayes Business School, City St Georges University

New technologies are rapidly transforming economies, workplaces, and home. The integration of Artificial Intelligence (AI) in educational settings offers promising opportunities to reimagine traditional pedagogical approaches, with a range of possible applications in measuring and enhancing student engagement and outcomes. Engagement is critical factor influencing academic success and retention; however, conventional assessment methods often lack the immediacy and precision for today's dynamic learning environments. This project seeks to explore the application of AI technologies to assess and strengthen students' communication skills, a core competency essential for academic and professional achievement.

### **D1.3.8a, 13:50 - 14:50, Room: Seminar 04**

#### **Case study**

[Improving student belonging and success through co-created, decolonised pedagogies and anti-racist practice](#)

[Dr Syra Shakir, Leeds Trinity University](#)

This session explores a four-year case study of co-creation interventions that embed student belonging, equity, and success within undergraduate curricula. Grounded in Critical Race Theory and decolonised pedagogy, the project uses creative, relational methods to challenge institutional whiteness and centre marginalised voices. Through a bespoke CRT-informed Super Theory of Change, the study reveals how anti-racist, equity-centred design fosters inclusive learning, enhances attainment, and drives systemic transformation. Delegates will discover practical strategies and scalable models for embedding belonging and justice into curriculum, pedagogy, and assessment, showing how success can be intentionally designed from the ground up.

### **D1.3.8b, 13:50 - 14:50, Room: Seminar 04**

#### **Oral presentation**

[Language, labels, and belonging: Designing dignity into higher education](#)

[Adam Cooke and Rachael Howe, University of Manchester](#)

What happens when widening participation strategies meet real student lives? In this session, you will hear directly from those on the receiving end of policies and interventions. Drawing on a co-created qualitative study, we share authentic voices that reveal hidden barriers such as time poverty, hidden costs, and opaque processes. Students describe how language, data use, and support can either foster belonging or undermine agency. Join us to explore practical ways to embed dignity and belonging as design principles, and leave with actionable ideas for creating equity interventions that are timely, respectful, and genuinely transformative.

### **D1.3.8c, 13:50 - 14:50, Room: Seminar 04**

#### **Oral presentation**

[Career-oriented learning environments for international students: Cultural negotiation, belonging, and identity in higher education](#)

[Dr Junyi Cai and Dr Jennifer Fletcher, University of Sydney](#)

This session explores how culturally responsive learning environments can strengthen international students' sense of belonging, career agency, and confidence in navigating unfamiliar professional landscapes. Drawing on insights from Design Your Future, a cross-faculty career-oriented curriculum at the University of Sydney, the presentation highlights how reflective practice, values-based activities, and facilitated engagement with alumni and industry partners support Chinese international students in negotiating identity, expectations, and aspirations. Using narrative examples, network-mapping outputs, and student feedback, the session offers practical, adaptable principles for embedding inclusive, future-focused career development into higher education curricula.

### **D1.3.9a, 13:50 - 14:50, Room: Seminar 06**

#### **Case study**

Evaluate the evaluation: Using copilot to assess students' critical evaluation skills  
Dr Regina Osterauer, Leeds Beckett University

This session will outline how one Generative Artificial Intelligence tool, specifically, Copilot, was used in an assessment in an Educational Psychology module attended by final year undergraduate as well as master's students. The purpose of designing an assessment using Copilot stemmed from the current need to equip students with the ability to use GenAI tools ethically, responsibly, and competently. Students' learning was put into practice during taught sessions, and culminated in their assessment, which centred on their critical evaluation of an output they prompted using Copilot. This session will cover the development of this project including its evaluation.

### **D1.3.9b, 13:50 - 14:50, Room: Seminar 06**

**Oral presentation**

[LumiSpark: The PlanInspoBot helping students think with GenAI responsibly, creatively & with integrity](#)

Astrid Erentz and Kerrie Wynn, Arden University

LumiSpark is Arden University's innovative Generative AI "PlanInspoBot," designed to transform summative assessment planning through ethical, purpose-driven digital innovation. Unlike tools that produce ready-made text, LumiSpark functions as a thinking partner, helping students generate ideas, deepen conceptual understanding, structure assignments, and identify credible academic sources. Developed through extensive test beds and co-design with teams across the university, LumiSpark embodies a collaborative approach that informs evolving digital and pedagogical practices. This presentation will share insights from this cross-institution development, demonstrating how purposeful AI design enhances critical thinking, academic integrity, and learner confidence while contributing to the sector's "Digital with Purpose" agenda.

### **D1.3.9c, 13:50 - 14:50, Room: Seminar 06**

**Oral presentation**

[Flash feedback: A purposeful digital approach to transform formative assessment](#)

Dr Shafique Ahmed, Queen Mary University of London

Tired of students ignoring your carefully written, delayed feedback? Discover "Flash Feedback", a game-changing method using Kahoot! to deliver immediate, impactful feedback. This session presents compelling research showing how this approach significantly boosts learning outcomes and student satisfaction compared to traditional methods. Leave with a practical, scalable protocol you can instantly adapt to make your formative assessment more powerful and purposeful. See the difference immediate feedback can make!

### **D1.3.10a, 13:50 - 14:50, Room: Seminar 11**

**Oral presentation**

[Digital collaboration in practice: Lessons from a three-country sustainability project](#)

Associate Professor Chika Abolle-Okoyeagu, Dr Elliot Pirie, Dr Jo-Anne Tait and Dr Chioma Onoshakpor, Robert Gordon University

The presentation assesses the positive impact of a Cross-Border Collaborative Online International Learning initiative for the development of students' self-confidence, awareness of culture and ability to solve problems through collaboration with other students across national borders. The presentation provides an overview of the ways in which structured international collaborative opportunities enable students to grow into autonomous and global thinkers. Conference participants will gain direct access to concrete evidence of successful strategies, explanations of the reasoning behind these successes, and the means by which they may apply a similar framework at their respective institutions.

## **D1.3.10b, 13:50 - 14:50, Room: Seminar 11**

### **Oral presentation**

#### **Rethinking assessment of team working skills in group work assignments**

Associate Professor Thomas Baker, Angus Hutton-McKenzie and Associate Professor Scarlett Xiao, University of Hertfordshire

Teamworking skills are vital for preparing students for the workplace, yet some traditional peer assessment methods of teamwork in group activities - often reliant on peer scoring – may pose legal, ethical, and inclusivity challenges. This session critiques these practices and introduces an innovative, workplace aligned approach that prioritises fairness and authentic teamwork skill development. Drawing on Google’s Project Aristotle and work at the University of Hertfordshire, the strategy reframes peer review to develop teamwork and communication skills. Attendees will gain practical guidelines for designing inclusive, workplace-aligned teamwork assessments that foster collaboration and develop teamwork skills.

## **D1.3.10c, 13:50 - 14:50, Room: Seminar 11**

### **Case study**

#### **Two-stage exams: Innovation in exam delivery**

Dr Samantha-Jayne Oldfield, Dr Lisa Simmons, Dr John Shiach and Dr Tim Gabriel, Manchester Metropolitan University

Examination performance significantly influences continuation rates, degree outcomes, and awarding gaps, particularly among minoritised cohorts within the Faculty of Science and Engineering at Manchester Metropolitan University. With regulatory requirements mandating examinations, innovative approaches to enhance equity without compromising rigour were needed: Two-Stage Examinations, a collaborative assessment model that preserves integrity while fostering authentic learning. Through case studies of STEM disciplines, the impact of this assessment type on attainment, knowledge retention, reflective practice, and student confidence is analysed, with delegates gaining critical insights into design, operationalisation, and scalability, enabling informed consideration of this model within their institutional contexts.

## **Parallel Session 4, 15:30 – 16:10**

## **D1.4.1a, 15:30 - 16:10, Room: Workroom 1**

### **Case study**

#### **Embedding faculty success from the ground up: Dual-mentorship and belonging frameworks at SUNY Empire State University**

Dr Melissa Wells, SUNY Empire State University

This session explores how a fully online, tertiary campus across New York State embedded faculty success through an innovative Dual-Mentorship and Belonging Framework. Designed for distributed learning environments, the initiative connects new faculty with both disciplinary and pedagogical mentors, fostering engagement, reflection, and community. Participants will discover scalable strategies to integrate mentorship, belonging, and inclusive design into institutional practice—moving beyond “best practice” toward sustainable, ground-up innovation.

## **D1.4.1b, 15:30 - 16:10, Room: Workroom 1**

### **Oral presentation**

#### **Fostering academic belongingness: Insights from higher education research**

Orla McVicar, Glasgow Caledonian University, Jo-Anne Watson and Nancy Brown, Ulster University

Discover how fostering a sense of belonging among academic staff can transform motivation, retention, and institutional success. This presentation shares emerging research from Ulster University and Glasgow Caledonian University on the four foundations of

belonging —connection, inclusion, support, and autonomy — and their impact on staff well-being. Delegates will gain practical strategies and tools to embed belongingness into academic practice and create inclusive environments that benefit both staff and students. Join the session to explore evidence-based approaches that strengthen institutional culture and empower academics to thrive.

### **D1.4.2a, 15:30 - 16:10, Room: Workroom 2**

#### **Oral presentation**

[“I didn’t come here to think!” and other lessons in designing humans for the AI age](#)

Andrew Doyle, Dr Katherine Neary and Dr Casey Beaumont, Liverpool John Moores University

“I didn’t come here to think!” became the most revealing moment of a new first-year module designed to help business students find purpose, not just pass exams. This session explores how re-centring higher education on human development, belonging, and self-efficacy can transform engagement and retention. As AI reshapes learning, we ask: what happens if we design curricula not as “AI in education” but as “education in the age of AI”? By prioritising personal development over performance, the initiative revealed that success by design begins with who students are, not just what they do.

### **D1.4.2b, 15:30 - 16:10, Room: Workroom 2**

#### **Oral presentation**

[Help or hindrance?: Factors shaping student use of GenAI](#)

Dr Farhana Ferdousi Liza, University of East Anglia

This provocative session explores new findings from the EPSRC AISIS BRA(AI)N project, revealing why students use generative Artificial Intelligence (AI) even when they recognise its risks. Drawing on behavioural psychology and student interview data, we examine AI as a “cognitive sweetener”, a tool that boosts perceived efficiency and provide emotional comfort yet can quietly erode deep learning. Delegates will gain fresh insight into when AI enhances learning and when it distracts, alongside practical strategies for enhancing intentional, balanced AI use. Challenging assumptions and sparking debate, this session invites educators to rethink how we guide students in an AI-rich academic landscape.

### **D1.4.3a, 15:30 - 16:10, Room: Workroom 3**

#### **Oral presentation**

[The hyflex goldilocks zone: Course features and policies that promote in-person attendance in flexible modalities](#)

Dr Caitlin Kirby and Min Zhing, Michigan State University

Some instructors considering hyflex instruction report concerns about maintaining sufficient in-person attendance for promoting a classroom community. This session demonstrates course features and instructor policies that promote in-person attendance in hyflex classes. We analyzed attendance data, instructor interviews, and course observations from 15 hyflex courses at a research-intensive university in the United States. The session will share course features and instructor policies—such as class size and instructor reminders—that result in a “Goldilocks Zone” where hyflex courses maintain more in-person attendance across a semester. The session also offers instructor tips for using technology to maintain online student engagement.

### **D1.4.3b, 15:30 - 16:10, Room: Workroom 3**

#### **Oral presentation**

[‘Everything feels messy’: Postgraduate learners’ ecologies of place, time, pace and control in blended higher education](#)

Dr Ramin Dehbandi and Dr Ehsan Asnaashari, Nottingham Trent University

Many postgraduate students describe their blended programmes not as “flexible” but as “messy”, fragmented and hard to sustain. This session introduces “messiness” as students themselves define it, mapping four key pressure points (i.e., time, place, pace and control) and shows how these patterns quietly undermine agency, belonging and achievement. We then present a practical “Dual Ecology” framework to help you realign programme structures, digital tools and student lives. Through short vignettes and collaborative mapping, you will leave with concrete diagnostic questions and design moves to reduce messiness and support more sustainable, success-orientated blended learning in your own context.

#### **D1.4.4a, 15:30 - 16:10, Room: Seminar 01**

##### **Case study**

[Co-creating success through evaluation design: The research project unit in the media school, UAL](#)

Dr Fania Hall and Dr Thomas Giagkoglou, University of the Arts London

Evaluation can feel distant to students and staff. Yet qualitative evaluation is a powerful way to make and monitor enhancements while gathering evidence of best practice. The case study focuses on a large third year research project, illustrating a range of data collection tools aiming to be more meaningful for students and more effective for staff. This process is creative and inclusive, gathering student voices in an embedded way and working in partnership with them to test teaching innovations and pinpoint factors for success.

#### **D1.4.4b, 15:30 - 16:10, Room: Seminar 01**

##### **Case study**

[Co-creating assessment: A student partnership in module re-design](#)

Mariana Sampaio Morse, University of Greenwich

Discover how co-creating assessment with students can transform engagement and integrity. This session shares a Level 4 module case study where two student partners co-created a new assessment brief for Discover Project Management. The result: a dramatic drop in academic misconduct (from 13% to 1.5%), improved engagement, and a stronger sense of ownership among learners. Join us to explore how shifting power dynamics and trusting students can transform assessment culture and why co-creation, when done with care, offers a compelling alternative to traditional design.

#### **D1.4.5a, 15:30 - 16:10, Room: Seminar 05**

##### **Oral presentation**

[What does success sound like? Amplifying the voices of widening participation students](#)

Dr Katy Dobson, Linda Forbes and Dr Madeleine Newman, University of Leeds

This study examines the voices of University of Leeds widening-participation students who progressed from a Foundation Year in the Lifelong Learning Centre. Drawing on our 2024–25 project on co-creating understandings of learning journeys and success, we foreground success as something intentionally designed into curricula. Using co-creation and listening rooms, we gathered reflections from students across Arts, Humanities and Science routes to amplify perspectives largely absent in current literature. Emerging themes emphasise belonging, equitable learning environments, and curricula that anticipate learners’ needs. Findings offer insight into how students evaluate teaching, support and programme design across both Foundation Year and degree study.

#### **D1.4.5b, 15:30 - 16:10, Room: Seminar 05**

##### **Oral presentation**

[A tale of two cities: Bridging the gap between entry access and thriving for WP students](#)

Associate Professor Lana Ashby, Durham University

Framed as a “tale of two cities,” in the “city” of pre-admission access, seven years of law school admissions data show that targeted initiatives improved the ratio of students from lower-participation neighbourhoods from 10:1 to under 2:1, creating the most socially diverse, foundation-year-rich cohort to date, with higher female representation. In the “city” of post-admission learning, however, first-year performance data revealed a persistent five-

point gap for disadvantaged students, despite curricula designed to equalize foundational knowledge. These findings highlight that widening access alone does not guarantee equity. Data-driven, sustained, tailored interventions at both stages are essential to ensure holistic student success.

### **D1.4.6a, 15:30 - 16:10, Room: Seminar 02**

#### **Oral presentation**

[Belonging by design: Rethinking assessment practices to support student wellbeing](#)

Bianca Sanfilippo, University of Wales Trinity Saint David

This presentation challenges the assumption that current assessment practices are neutral or equitable. Drawing on qualitative research with undergraduate students, it reveals how standardised, high-stakes assessment cultures contribute to stress, isolation, and reduced belonging. The argument presented highlights that wellbeing cannot be achieved through individual resilience interventions alone; instead, assessment must be rethought as a structural practice that shapes identity, inclusion, and learner agency. Delegates will explore how assessment promotes individualism and inequality, and consider alternatives that are relational, culturally responsive, and emotionally sustainable.

### **D1.4.6b, 15:30 - 16:10, Room: Seminar 02**

#### **Case study**

[Wellbeing by design: Embedding student success in the curriculum](#)

Alexandra Hill and Kieran Brookes, Norwich University of the Arts

At Norwich University of the Arts, embedding wellbeing within the curriculum is central to supporting student success. Rising mental health concerns and variable preparedness for independent study prompted the creation of a Wellbeing in the Curriculum programme, integrating life and study skills alongside creative learning. The programme's core, the Need to Know toolkit, offers adaptable resources that course teams customise to ensure relevance. Sessions address themes such as resilience, belonging, and creative risk-taking, aligning with sector-wide principles. This talk shares Norwich's practical, integrated approach, offering strategies, session ideas, and a model for embedding wellbeing that other institutions can adapt.

### **D1.4.7a, 15:30 - 16:10, Room: Seminar 03**

#### **Case study**

[Designing digital success through student-staff partnership](#)

Dr Eleonora Pinto de Moura, King's College London

This session presents an evidence-based case study exploring how authentic student-staff partnership can transform digital learning resources. It demonstrates a co-creation methodology, informed by Design Thinking and the TPACK framework, used to evaluate and enhance asynchronous materials in a mathematics module within King's Foundation. The project produced actionable recommendations and a replicable evaluation framework. Delegates will gain practical strategies for translating student feedback into pedagogical enhancements, demonstrating that digital success is achieved not through more technology, but through intentional design and meaningful collaboration.

### **D1.4.7b, 15:30 - 16:10, Room: Seminar 03**

#### **Oral presentation**

[Re-imagining online learning through co-creation](#)

Dr Jenny Sexton and Dr Pete Edwards, Leeds University

Online education claims to democratize access, but what if the very students we claim to design for (online, part-time, time-poor, globally distributed) are the ones we most systematically exclude from the conversations that shape their learning? This presentation uses examples of collaboration between students, academics, learning designers to examine how we can build student partnership into online programme and module development. Though small-scale initiatives, we discovered that dialogue with students isn't

just a “nice to have” but pedagogically vital to ensure that online education is equitable, adaptive, and genuinely transformative.

### **D1.4.8a, 15:30 - 16:10, Room: Seminar 04**

#### **Case study**

[Designing and evaluating a simulated work-based learning opportunity](#)

Dr Scott Dacko, University Of Warwick

This presentation explores the design and evaluation of a digitally simulated work experience opportunity trialled within a postgraduate module. The simulation offered students an entirely voluntary, independent, and initiative-driven “virtual internship,” complementing more-traditional lectures and workshops. Findings are shared on participation, performance, and engagement, including evidence that students who engaged with the simulation achieved higher overall marks and reported deeper understanding of concepts and enhanced employability skills. Practical lessons for educators considering similar approaches—covering design, resource requirements, and implications for student learning—will be discussed, alongside reflections on its use in the future of learning.

### **D1.4.8b, 15:30 - 16:10, Room: Seminar 04**

#### **Oral presentation**

[Designing for digital success: A strategic model for scalable virtual reality integration in undergraduate nursing education in Oman](#)

Dr Zahra Al Jardani and Associate Professor Amal Al Ghassani, Oman College of Health Sciences

This session presents a strategic model for integrating Virtual Reality (VR) into undergraduate nursing education across Oman College of Health Sciences. Designed to enhance student engagement, clinical competence, and experiential learning, the model also addresses a growing national concern: faculty workload and burnout. Grounded in evidence-based design and aligned with Oman’s digital transformation goals, the framework offers a scalable, equitable approach for multi-campus implementation. Delegates will explore practical steps, institutional enablers, and early insights from planning and pilot preparation. This session is ideal for educators and leaders seeking purposeful, sustainable digital innovation that strengthens teaching, learning, and workforce readiness.

### **D1.4.9a, 15:30 - 16:10, Room: Seminar 06**

#### **Case study**

[Engaging and supporting international students of applied linguistics: How third-space learning can enhance their university experience](#)

Dr Paweł Szudarski, University of Nottingham

Focusing on international students of applied linguistics, this case study will report on a series of in-person extracurricular sessions offered to MA students at the University of Nottingham. Delivered over the past four academic years, and developed through a collaboration between the Learning Development team and academics in the School of English, these sessions have addressed the diverse needs of masters-level students and their wellbeing. In the presentation, I will offer my perspective as the leading academic on the project, sharing my reflections, results from the collected student feedback and recommendations for future pedagogical practice and professional development.

### **D1.4.9b, 15:30 - 16:10, Room: Seminar 06**

#### **Case study**

[Mobiles, MENTI & measurement: How mobile phones facilitate international student engagement in large lecture theatres](#)

Dr Pfavai Nyajeka, University of Hertfordshire

Mobile phones are often perceived as a distraction in classroom settings. Engaging large groups of predominantly international students in lectures requires adaptability, a level of creativity and sensitivity. There is need to blend inclusive pedagogy, creative engagement

techniques and thoughtful use of technology to foster learning environments where students feel supported and encouraged to participate. This session discusses how mobile phone use by hundreds of students in an auditorium was a positive enabler, allowing for active learning and immediate formative feedback through partaking in weekly MENTI quizzes. This feedback served as an ongoing source in informing and checking student learning.

### **D1.4.10a, 15:30 - 16:10, Room: Seminar 11**

#### **Oral presentation**

[Digital peer assisted learning: Enhancing student confidence, collaboration and academic success through peer-led padlet activities](#)

Dr Adijat Omowumi Inyang, Queen Mary University of London

Discover how Structured Peer-Assisted Learning (SPAL) and purposeful digital practice can transform engagement in large STEM cohorts. This session showcases an innovative SPAL model used in a China–UK transnational education setting, where Padlet enabled collaborative problem-solving, reflection, and student leadership. Delegates will experience a live Padlet activity, explore peer-leader strategies, and gain practical templates that can be adapted immediately to their own teaching. If you are seeking scalable, inclusive ways to boost confidence, participation and success, especially among international or linguistically diverse learners, this interactive workshop will provide evidence-based, ready-to-use ideas.

### **D1.4.10b, 15:30 - 16:10, Room: Seminar 11**

#### **Oral presentation**

[Students as their own best experts: Democratising learning through student knowledge exchange](#)

Professor Patrick McGurk, Professor Joanne Zhang and Anna Glarin, Queen Mary University of London

Student Knowledge Exchange (SKE) represents an important opportunity for democratising learning, in which students work with external partners to drive their own learning. How do students define their own SKE learning journeys? To what extent do they 'lead'? Are they treated as equal partners? Is SKE especially empowering and inclusive of all students, or may it perpetuate and exacerbate marginalisation and/or exclusion? This paper addresses these questions through an examination of the related literature and an analysis of students' lived experiences of QMUL-ReMake, in which business and law students work with ex-offenders to develop their own entrepreneurial business plans.