



IUT 51st International Conference, 16-18th July 2025

Schedule and Abstracts

Welcome to the 51st Improving University Teaching International Conference, hosted by the University of Westminster, at their Marylebone campus in Central London. We have an exciting three days of presentations for you, from across the world, giving a truly global perspective on higher education. We hope this is an opportunity for you to share your work, make connections, and perhaps initiate new partnerships. Higher education faces some unprecedented challenges at the moment, but we are gathered with a common purpose; to improve the learning experience for our students.

Using this schedule

The schedule is laid out in chronological order with parallel sessions identified. The alphanumerics (e.g. **M207**) in bold are room numbers with lecture theatres designated **LT**. Online sessions are in a separate document. Keynote sessions will be available in-person and online.

If you wish to attend an online session whilst attending the conference in person, please use Chiltern Hall and attend the session using your laptop or other device and earphones.

Social programme

We also have a programme of social events for you, and hope that you enjoy them.

Tuesday 15th July, meet Marylebone Campus, 0800 for the trip to Stratford-upon-Avon.

Wednesday 16th July, Conference Opening Dinner at Searcy's Restaurant, 30 Euston Square.

Thursday 17th July, Afternoon boat trip to Greenwich museums.

Friday 18th July, Closing reception at The Volunteer, Baker Street (please note change of venue).



IMPROVING UNIVERSITY TEACHING

51st INTERNATIONAL CONFERENCE | LONDON, UK | 2025

UNIVERSITY OF
WESTMINSTER

Day 1, Wednesday, 16th July

0830 Registration, Marylebone Campus

Hogg Lecture Theatre

0900 Welcome, Anne Tierney, IUT President (online and in-person)

0905 University of Westminster Welcome

0920 Opening Keynote: Moving Targets, Changing Mindsets: Focusing the lens of Sustainability Education, Alex Ryan, Lancaster University

1020 Break (20 min) **[In-person and online schedule are now separate until Keynote 2]**



1040 Paper Sessions 1-5

M207 Paper session 1	
1040	<p>Collaborative Projects as Catalysts for Community Engaged Research and Learning. Maria Kramer (University of Westminster, UK)</p> <p>The empowerment of local communities showcases the potential for slow, bottom-up developments imbued with regenerative values. Through collaboration with local communities, participants encounter alternative worldviews that defy the short-termism often associated with neoliberal systems. This paper aims to highlight exemplary community/student-led projects that embed collective power in ecological localism, demonstrating that aesthetic ambition can coexist with co-production. We will discuss development and making methodologies, exploring their influence on the process and outcomes, while providing insightful understandings of complex dynamics such as the relationships with the community, consultants, makers and clients, drawing on Kolb's Experiential Learning Cycle and John Dewey theory of experience in education.</p>
1110	<p>Transformative Learning for Sustainable Transitions. Joanna Boehnert (Bath Spa University, UK)</p> <p>This paper will describe transformative learning as a practice that has potential to advance ecological and sustainability literacies for meaningful education and action for sustainable transitions. Transformative learning will be explored as a process with the potential to transcend the notorious value/action gap that divides our awareness of environmental threats from our capacity to take appropriate action. Transformative learning engages an ecological view of education that is relational, holistic, participatory and practical. Although transformative learning is not straight forward in contemporary high education context, it has worked before to provoke radical change—and remains a powerful means of enacting change.</p>
1140	<p>Empowering Higher Education Through Open Educational Resources: Creation, Challenges, and Impact. June Levitt (Texas Women's University, USA)</p> <p>Since the onset of the COVID-19 pandemic in 2020, my co-authors and I have developed four Open Educational Resource (OER) textbooks and three OER booklets. This presentation will begin with a problem statement addressing the challenges of traditional textbooks in higher education, including issues related to cost, format, and content, which motivated OER development. The discussion will then highlight essential steps for designing, organizing, refining, compiling, peer-reviewing, and publishing OER resources in publicly accessible digital libraries. Finally, the authors will report on the impact and significance of OER textbooks based on quantitative and qualitative data collected from students.</p>
1210	Paper session 1 discussion (20 min)
1230	Lunch



M208 Paper session 2	
1040	<p>Refining Career Choices: A Faculty-Led Class Lesson for College Students. Steven Rodriguez (Northwest Vista College, USA)</p> <p>As the workforce develops ever more specialized job roles, colleges respond by offering more programs. This expansion of options breeds anxiety in students as they strive to figure out their career choices in preparation for a potentially longer work life than their ancestors as life expectancy increases. To help students build focus, this paper offers a classroom activity for college faculty. Using one of the most trusted career-related theories, this presentation is about sharing a meaningful class lesson that any faculty member can use utilizing materials easily available online.</p>
1110	<p>Never Give Up on Humanities: How Studying Music Can Produce Well-Paying Jobs. Hedi Salanki-Rubardt & Blake Riley (University of West Florida, USA)</p> <p>It's no secret that studying the humanities doesn't always lead to financial security. Parents are concerned, and music departments everywhere are struggling to attract students. As a result, we are at risk of creating a generation that may never go to a concert or visit a museum. Yet the reality is that the humanistic aspect gained through exposure to the arts creates a skill set that is highly valuable through-out the work force. Our presentation will focus on how the humanities lead to long-lasting relevance.</p>
1140	<p>Repositioning African Universities for Volatility, Uncertainty, Complexity, and Ambiguity: Is Leadership Style the Missing Link? Prolific Mataruse & Stella Onyeagbako (Wigwe University, Nigeria)</p> <p>This paper investigates the leadership styles of university managers, (Vice Chancellors) in repositioning their institutions to effectively navigate the VUCA environment. The research is informed by transformational and adaptive leadership profiles using a multi-national comparative analysis of thirty (30) universities purposively selected from Nigeria, South Africa and Zimbabwe. Results show that leadership styles affect the general educational climate and productivity. Findings show that African Universities have been candid about the gaps in their university teaching but not the leadership styles of Vice Chancellors. The paper recommends flexibility and adaptability in university managers' leadership styles for sustainable higher educational transformation.</p>
1210	Paper session 2 discussion (20 min)
1230	Lunch



M209 Paper session 3	
1040	<p>Critical Pedagogy and Technology-Enhanced Learning: Bridging Theory-Practice Gaps for Inclusive Higher Education. Stephen Wheeler (The University of Manchester, UK)</p> <p>This paper explores the integration of critical pedagogy and technology-enhanced learning to bridge theory-practice gaps in higher education. Drawing from case studies on lecture capture, Peer Assisted Study Sessions (PASS), and online community spaces, it examines the dialogic approach as a transformative framework. Findings highlight the potential of technology to foster inclusivity and develop critical consciousness among students and academics. The study emphasizes generative themes and praxis to create equitable learning environments. This research offers actionable insights into leveraging digital tools for widening participation and enhancing student outcomes, aligning with contemporary challenges in higher education.</p>
1110	<p>Applying Ethical Parameters to Artificial Intelligence Distinguishing Advantages and Disadvantages for Enhancement of Education. Clifford Tyler (National University, USA)</p> <p>While the innovation of Artificial Intelligence has created powerful ways to meet individual learner needs, a new way of looking at ethics has evolved as a set of parameters that guide the design and outcomes of AI. Ethics has been used as a set of moral principles helping humans to determine differences between right and wrong. This paper will discuss the exciting benefits and potential threats from noted technology entrepreneurs, explore exciting uses of AI enhancing outcomes for Education, and review surveyed results of young people comparing clear advantages of AI with negative consequences arising from abuses.</p>
1140	<p>Navigating Gen AI in Academic English: Preparing Students for the AI-Powered Workplace. Katherine Mansfield (University of Westminster, UK)</p> <p>Generative AI tools are transforming education, yet fear of plagiarism, over-reliance on AI-generated content, and challenges in crafting prompts or evaluating feedback hinder their effective use. This session draws on Academic English courses to explore strategies for addressing these concerns while aligning with institutional AI policies and maintaining academic integrity. Through practical examples using tools like Grammarly, ChatGPT, and Microsoft PowerPoint Presentation Coach, I will demonstrate how to guide students in overcoming these challenges, enhancing their learning, and developing critical employability skills. This approach prepares students to navigate AI responsibly and thrive in a rapidly evolving VUCA world.</p>
1210	Paper session 3 discussion (20 min)
1230	Lunch



M210 Paper session 4	
1040	<p>Generative AI's Impact on Critical Thinking: A Revised Bloom's Taxonomy for AI Education. Chahna Gonsalves (King's College London, UK)</p> <p>Generative AI tools like ChatGPT challenge traditional educational paradigms by impacting critical thinking skills. This paper proposes a revised Bloom's Taxonomy to address the cognitive, affective, and metacognitive demands of AI-enhanced learning. Based on a longitudinal study with MSc Marketing students, the research reveals how AI fosters and challenges critical thinking through iterative learning, ethical reasoning, and melioration. The findings inform strategies for leveraging AI to develop critical thinking while maintaining academic rigor. This framework equips educators and policymakers to navigate AI-driven education, offering actionable pedagogies that enhance adaptability and innovation in student learning processes.</p>
1110	<p>Teaching and Community: Investigating the Role of Critical Friends. Mervin Chisholm (The University of the West Indies, Jamaica)</p> <p>This session will hear how a critical friends' group was utilized to support the development of university teachers and to determine the place of community support in the learning to teach continuum. Work done in a Certificate in University Teaching and Learning program will be presented and the part played by the use of a Critical Friends Group in enhancing teaching skills development examined. In a study utilizing semi-structured conversational interviews, ten research participants, reported that learning to teach throughout the program was enhanced by community support, reflection-in-action and reflection-on-action. The role of the critical friend was supportive.</p>
1140	<p>Is There a Place for Shy People in Higher Education? A Review. Martin Barker (University of Aberdeen, UK)</p> <p>There seems to be an expectation, real or imagined, that higher education is set up for extroverts (staff and students). If true, what are the implications for shy people? In this review, we explore the possibility that 'success' in teaching and learning tends to require or assume extrovert behavior. If so, what is the cost for shy, self-effacing people who are required to perform outside their comfort zones? Can politeness, deference and cultural differences be interpreted as 'shyness'. How can all of us in higher education help to create an inclusive environment for the introverts among us –students and staff?</p>
1210	Paper session 4 discussion (20 min)
1230	Lunch



M211 Paper session 5	
1040	<p>Green Class, Green Campus, and Green Community: A Systematic Literature Review. June Cao (Curtin University, Australia)</p> <p>This study focuses on uncovering the existing research streams and exploring future research agendas. We conducted a systematic literature review of 417 scholarly articles published from 2002 until 2023 by 66 top ranked journals. We present a citation map, keyword co-occurrence, cluster identification, and thematic map analysis mapping using various software. Our in-depth examinations identify three research streams: sustainability-embedded pedagogy, sustainability practices in higher education institutions, and higher education impacts on the sustainable community. We propose prospective research to investigate the performance assessment, economic impact, and societal behavior impact of sustainability in higher education.</p>
1110	<p>Future Scenarios and Sociological Insights: Leveraging Digital Games for Education in a VUCA World. Elke Hemminger (Protestant University of Applied Sciences Bochum, Germany)</p> <p>This paper explores the use of digital games in higher education for students in pedagogical and social studies programs, focusing on their potential to prepare learners for the complexities of a volatile, uncertain, complex, and ambiguous (VUCA) world. By engaging with future scenarios in games, students develop critical thinking, empathy, and collaborative problem-solving skills. The curriculum combines sociological theory with hands-on exercises where students design and reflect on game concepts, emphasizing teamwork and ethical reflection. This approach enhances media literacy and fosters social competencies, equipping students to address societal challenges and contribute to a sustainable, equitable future.</p>
1140	<p>Exploring Students' Learning Experiences Through the Perspective of Teaching Academia. Rose Miu Lee Wong (University of Westminster, UK)</p> <p>This study examines the relationship between instructional practices and student engagement from the viewpoint of teaching academia. By analyzing factors of using the teaching pedagogies, curriculum design, interacting patterns, and various evaluation strategies, it aims to identify the key issues of learning experience that affect to the students' better performance and foster the effective learning outcomes. The study adopts a mixed-methods approach, incorporating educator interviews, student surveys, and classroom observations, it seeks to enhance teaching practices and to improve students' learning experiences, emphasizing the crucial role of educators in shaping a pro-active and supportive learning environment.</p>
1210	Paper session 5 discussion (20 min)
1230	Lunch



1330 Paper sessions 6-10

M207 Paper session 6	
1330	<p>Promoting Equity and Inclusion of Visually Impaired Students in Education Through Sustainable Service Learning. Mounir Al Jilani Ben Zid (Sultan Qaboos University, Oman)</p> <p>Despite significant strides to promote equity and inclusion of students with special needs in education, education practices at Sultan Qaboos University in Oman have remained more a dead letter than a radical shift. Accordingly, the study promotes a novel educational framework whereby visually impaired students are included in education by pairing literary studies with service learning to improve equity for students with disabilities at SQU disability center.</p>
1400	<p>Should Higher Education Curriculum Be Adapted for Climate Change and Sustainability? Daksha Patel, Pete Cannell, & Gwyneth Hughes (University of London, UK)</p> <p>Climate change affects us all directly and indirectly. Our explorative project invited University of London distance learning program directors and lecturers to participate in a survey and provide information on how (if at all) their program curriculum considered climate change impact, the availability of training resources and interdisciplinary support they used or required to develop their programs. The results highlighted a widespread recognition and obligation, to prepare all students for the climate change future and the need for an interdisciplinary approach. However, the practical challenges for implementation included the lack of suitable resources and timeframe logistics for appropriate curriculum inclusion.</p>
1430	<p>Contemplative Outdoor “Sit Spots” as an Educational Tool in Times of VUCA. Dafna Gan (Open University of Israel) & Netta Baryosef-Paz (Beit Berl Academic College, Israel)</p> <p>In times of global environmental crises characterized by VUCA, fostering trust in place and strengthening connections to nature is vital. This study explores the integration of the sit-spot—a designated natural space for reflection—as a teacher-training tool to enhance participants’ sense of trust in place and connection to nature. Using a collaborative self-study approach with nine participants, the research employed reflective methods such as photo-voice, drawing, and writing during seven documented sessions. Findings reveal three themes: attentiveness to natural changes, a deep sense of place, and human-nature interconnectedness. These highlight the sit-spot’s potential for healing, resilience-building, and educational application.</p>
1500	Paper session 6 discussion (30 min)
1530	Break (20 min)



M208 Paper session 7	
1330	<p>Successful School-University Transitions as a Foundation for Optimal University Experiences. Doune Macdonald (University of Queensland, Australia)</p> <p>Secondary schools invest heavily in programs and experiences designed to support students in preparing for tertiary entry and success, yet they have minimal feedback on the efficacy of their strategies. Concomitantly, university attrition and/or failure to thrive in tertiary settings comes at substantial personal, institutional and productivity costs. Our mixed methods study with school leavers in Queensland Australia, drawing on self-regulation theory, seeks to close the loop by recommending best-practice strategies for both schools and universities that promote successful tertiary engagement despite differences in students' cultural and home lives, socio-educational status, and geographical locations.</p>
1400	<p>Recognition of Prior Learning (RPL): Making Higher Education Relevant to Mature Students. Helen Pokorny (University of Hertfordshire, UK)</p> <p>The Recognition of Prior Learning (RPL) is a process that awards academic credit for the knowledge and skills mature learners bring with them into High Education (HE). It has a role to play in providing relevant routes for mature learners that are sustainable, equitable and innovative. This paper presents research using Actor-Network-Theory to analyze data and develop the RPL Translation and Transfer (RPLTT) model for designing RPL pedagogy (Pokorny, 2023), applied to part-time courses for mature learners accelerating their study time by up to 2/3rds and preparing them for success, as demonstrated by their degree and career outcomes.</p>
1430	<p>Assessment For Learning (AFL). Mordechai Miron (Tel Aviv University, Israel)</p> <p>The term "Assessment for Learning (AFL)" refers to all those activities undertaken, by teachers and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged (Black and Wiliam 1998). In classrooms where AFL is practiced, students are encouraged to be more active in their learning and associated assessment. This paper will present an example of AFL that was used in a freshmen course on Measurement and Evaluation.</p>
1500	Paper session 7 discussion (30 min)
1530	Break (20 min)



M209 Paper session 8	
1330	<p>Promoting Artificial Intelligence (AI) to Support Teaching and Learning in Higher Education. June Levitt (Texas Women's University, USA)</p> <p>Artificial Intelligence (AI) is increasingly pervasive, motivating discussions about its role in higher education. This presentation begins with an overview of AI development, including Machine Learning (ML), Deep Learning (DL), and Generative AI. It introduces commonly used AI tools that could function as readily available tutors, assistants, and partners for instructors and students. The presentation offers a practical walk-through with demonstrations on creating AI-assisted visual materials, lecture slides, quiz questions, and podcasts. Finally, it highlights strategies to guide students to use AI effectively to enhance learning while upholding academic integrity and fostering academic growth.</p>
1400	<p>The Importance of AI Literacy in Higher Education: Preparing the Next Generation of Graduates. Marloes Spreeuw (University of Westminster, UK)</p> <p>The paper discusses the importance of equipping students with Artificial Intelligence (AI) skills to remain current and relevant to both students and their future employers, while also providing students with the necessary skills to pursue their careers with confidence. It explores various aspects and tools for ethically incorporating AI into the curriculum to support student learning, and suggests that AI could positively address some of the challenges faced by higher education.</p>
1430	<p>Beyond the Login: Investigating the Relationship Between Online Learning Self-Online Learning. Fadia Nasser-Abu Alhija (Tel Aviv University, Israel) & Lina Bolos (Sakhnin Academic College, Israel)</p> <p>This study explores the relationship between student teachers' engagement in Massive Open Online Courses (MOOCs) and their online learning self-efficacy. Data from 45 MOOC teacher students were collected using questionnaires measuring engagement and self-efficacy. Initial findings reveal high self-reported levels of engagement and self-efficacy, with significant positive correlations between these constructs. Multiple regression analyses indicate that online learning self-efficacy dimensions account for 24-48% of the variance in student engagement dimensions. These findings hint that promoting online learning self-efficacy enhances student engagement in MOOCs and potentially improves their learning experience. The study's findings have implications for MOOC design and implementation and contribute to developing more effective online learning environments.</p>
1500	Paper session 8 discussion (30 min)
1530	Break (20 min)



M210 Paper session 9	
1330	<p>Creative Practice in the Form of Documentary Filmmaking: Affect & Impact. Julia Cain (University of Cape Town, South Africa)</p> <p>This presentation will analyze the power of creative practice, specifically documentary filmmaking, as a pedagogy through different lenses related to human connectedness. The paper argues that documentary filmmaking is a fundamentally dialogical activity that can put students in conversation with others, including nature. In this I draw on several African scholars' ideas related to Ubuntu, Afrokology and filmmaking as a decolonial pedagogy. I include reference to R. Hung's concept of eco-pedagogy, which fosters eco-phililia, connecting students to the environments they physically inhabit and research.</p>
1400	<p>Cultivating Researcher Identity and Importance of Positionality among Students in Quantitative Psychology Research Methods. Catherine Rawn (University of British Columbia, Canada)</p> <p>This paper describes how I transformed my large quantitative research methods course to help students appreciate impacts of positionality on knowledge-making, how diverse collaboration can strengthen research quality, and to engage in professional identity development. Drawing on the Researcher Development Framework, students completed guided reflections and an integrative final paper prompting awareness of their positionality, strengths, challenges in their group research projects, and growth as researchers. This course transformation is innovative in a discipline just beginning widespread conversations about positionality and its impacts on research. Discussion includes observations of student development, personal growth, and connections to scholarly literature.</p>
1430	<p>Cultivating an Entrepreneurial Spirit among Young Indian Students. Ranjit Das & Laxdip Pendharkar (University of Strathclyde, UK)</p> <p>The case study explores how an innovative solution was devised to foster entrepreneurial thinking among Indian students in secondary schools. Working with a local charity - Wadhwani foundation - the initiative provided transformative tools that inspired creativity, critical thinking, and entrepreneurial skills, empowering young minds to become future innovators and business leaders.</p>
1500	Paper session 9 discussion (30 min)
1530	Break (20 min)



M211 Paper session 10	
1330	<p>Crossing Borders: Teaching Cultural Identity Through Creative Self-Portraiture. Katherine Hampsten & Catherine Whitlow (St. Mary's University, UK)</p> <p>Arts-based pedagogies hold promise for transformative, high impact, and culturally responsive learning experiences for students. In this session, we reflect upon a joint creative course assignment we developed for university students from differing nationalities and cultures. Students created an original self-portrait to express their cultural self-identities. These students were enrolled in either an Intensive English language program or in an Intercultural Communication course. Together, they applied aspects of cultural theory through self-portraiture to reflect upon and express their unique identities. Students appraised the activity through both written and video-recorded reflections. This project opens possibilities for building transformative, nontraditional learning opportunities.</p>
1400	<p>AI-Powered “Living Curricula”: Embedding Real-Time Global Data into University-Industry Partnerships. Sharif Alsahbool (The American University in Cairo, Egypt)</p> <p>As an MSc Sustainable Development student at The American University in Cairo and Geneva Graduate Institute exchange alumna, I propose AI-driven “living curricula” that integrate real-time global crises (e.g., climate shocks, conflict analytics) into university-industry partnerships. This session will demonstrate how dynamic data streams from NGOs, UN agencies, and corporate ESG platforms can reshape curricula to mirror VUCA challenges. Participants will co-design a prototype using AI tools like predictive labor market analytics and refugee crisis simulations from my Geneva fieldwork. Outcomes include a blueprint for universities to automate curriculum adaptation, ensuring graduates master just-in-time skills while advancing equity in unstable regions.</p>
1430	<p>What Would You Change? Pedagogy and Practice in response to the Climate Crisis. Ro Spankie (University of Westminster, UK)</p> <p>The word university is derived from the Latin <i>universitas magistrorum et scholarium</i>, which roughly means “community of teachers and scholars.” This paper asks if the existing disciplinary division of schools, courses and modules has resulted in us forgetting we are also a “community of teachers and scholars.” Community rather than discipline allows for cross-disciplinarity, co-production and collective intelligence, offering knowledge, skills and values, key to navigating sustainability and innovation in a VUCA world. Drawing on experience gained from delivering cross-disciplinary co-production workshops, this paper will describe workshop where the opening question students were asked was “what would you change?”</p>
1500	Paper session 10 discussion (30 min)
1530	Break (20 min)



1550 Workshops 1-6 & Roundtable 0

M207	<p>Supporting Student Mental Health through Transitioning into Higher Education. Laura Boubert & Trudi Edginton (University of Westminster)</p> <p>Starting university is exciting but also brings with it many changes to the lives of students, that extend well beyond the increased academic demands of higher education as around 80% of full-time students leave home and must assume all the responsibilities of independent living and building a new support system. For some, this can be overwhelming to the point of affecting their studies and their mental health. In this workshop, you will explore ways to support students' mental health in your teaching and assessment practice.</p>
M208	<p>Responding to Student Substance Use in Higher Education: Adapting Research Findings into Practice. Sharon Greenwood, Lucy Pickering, & Joyce Nicholson (University of Glasgow, UK)</p> <p>Rates of university students affected by their own, or another person's, drug and/or alcohol use have increased over recent years. This can have a significant impact on their academic performance, their mental and physical health, and social relationships. Informed by data gathered through an institutional-wide research project, this workshop guides participants through different activities to explore the problems associated with student substance use in higher education, current practice in their own institutions, and possibilities for change. Participants will leave the session with practical tips and suggestions on supporting their students, within their institutional context.</p>
M209	<p>What Role Does Experiential Learning Play in Higher Education for Sustainable Development? Caren Weinberg (Ruppin Academic Center, Israel)</p> <p>Experiential learning plays a significant role in higher education for sustainable development by fostering practical engagement and enhancing students' understanding of sustainability issues. It facilitates the application of theoretical knowledge to real-world contexts, which is essential for developing the competencies required for addressing sustainability challenges. In the context of sustainability education, experiential learning methods, such as role-play, debate, and personal commitments have been shown to generate empathy and understanding of diverse sustainability perspectives among students from various backgrounds. This approach not only enriches the learning experience but also equips students with the analytical skills necessary for their future careers.</p>



1550 Workshops 1-6 & Roundtable 0 (cont'd)

M210	<p>Supporting Innovative Teaching for Wicked Problems: The Central Role of Faculty Development. Iain Cross & Alina Congreve (London School of Hygiene & Tropical Medicine)</p> <p>Academic faculty face unprecedented challenges preparing students to meet the UN Sustainable Development Goals. Students from all disciplines expect to learn how to tackle wicked problems such as racism, inequality, access to healthcare and climate change. Therefore, teaching faculty need to be better supported by their universities to change what and how they teach. This interactive workshop uses examples from the US and UK to critically explore teaching wicked problems and the professional development needs of faculty. Participants will gain insights into teaching wicked problems and their development needs, empowering them improve university teaching using a wicked problems approach.</p>
M211	<p>Bridging the Gap: Authentic Learning for Enduring Relevance in Higher Education. Yasmin Kulasi & Dain Robinson (University of Westminster, UK)</p> <p>This interactive workshop, titled “Bridging the Gap: Authentic Learning for Enduring Relevance in Higher Education,” equips participants with strategies to design modules grounded in authentic and experiential learning principles. Using the ‘Sustainability Consulting in Practice’ module as a case study, participants will explore stakeholder mapping, module design, and reflective practices to align teaching with real-world skills and SDG priorities. Drawing on Freire’s (1970) concept of praxis—action and reflection to transform the world—this workshop emphasizes the role of education as a source of hope, empowering educators to create impactful, student-centered learning experiences that inspire critical thinking, action, leadership and enduring relevance in a rapidly evolving world.</p>
M212	<p>Leveraging Digital Assessment Tools in STEM: Exploring Gradescope. Anita Campbell (University of Cape Town, South Africa)</p> <p>This interactive workshop explores how digital assessment tools, like Gradescope, can transform STEM assessments by enhancing feedback quality, promoting critical thinking, and fostering trust in grading processes. Participants will see a live demonstration of Gradescope’s features, such as AI-assisted grading and rubric-based feedback, and discuss its alignment with learning theories, including growth mindsets, constructivism and inclusive learning. Through guided activities, participants will share insights on the benefits and challenges of integrating such tools into their teaching. The session aims to inspire educators to leverage digital tools to improve assessment practices and student learning outcomes in STEM disciplines.</p>



1550 Workshops 1-6 & Roundtable 0

Orla Gough LT	<p>117. AI from the Classroom to the Workplace. Jim Grice, Gunther Saunders, Anne-Gaelle Colom (University of Westminster, UK) & Tara Thompson, Bauer Media Group</p> <p>As the use of AI technologies is becoming more widespread in the UK's digital and creative industries, how do universities prepare students for the modern workplace without compromising academic standards? Employers are now seeking graduates who are able to use generative AI tools in fields such as journalism, PR, advertising and social media content production. Is it possible to introduce using these tools into academic courses without undermining the integrity of teaching and learning, and if so, what will courses look like in the future?</p>
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END OF DAY 1



Day 2, Thursday, 17th July

0900 Roundtables 1-8

MG14	
<p>Deriving Maximum Benefit from Practitioner-Led Projects to Embed Education for Sustainability in Curricula. Mira Vogel (King's College London, UK)</p> <p>At its most potent, Education for Sustainability reorients curricula and practice towards empowering students to bring disciplinary learning into contact with other perspectives, and into action on interconnected problems. Recognizing the demanding nature of this work, King's College London offers a competitive annual fund supporting educators to change curricula and develop practices. This session will briefly share an evaluation of the fund's first year, stimulating wider discussion about different approaches to enabling and disseminating this kind of practitioner-led curriculum transformation. What is needed to maximize and share the benefits from this richly specific, valuable work?</p>	<p>Preparing for a VUCA world: Core Skills Development in the Curriculum. Helen Pittson & Alastair Boot (Harper Adams University, UK)</p> <p>Universities employ a variety of approaches to support employability of their graduates. With increasing volatility in workplaces, ensuring students develop resilience whilst being flexible and adaptable is highly important. During its recent curriculum review Harper Adams University chose to embed core skills development in the curricula for all courses. The presenters will share staff and student experiences of engaging with the new program. Attendees at the roundtable will explore how they might include core skills development in their curricula, discuss how they might overcome challenges of engagement with academics and students and consider how they might track engagement and progress.</p>
<p>Four Team-Based Learning Activities. Katy Shorey (Northeastern University, USA)</p> <p>Because we learn from what we do, active team-based learning is powerful. This roundtable will discuss four concrete team-based activities and how to deploy them in a variety of different contexts. You will take away from this discussion low-prep and high impact projects you can immediately add to your course. The four team-based activities are: (1) Scenario + Multiple-Choice Question; (2) Pinpointing; (3) Sorting; (4) Interview. Participants will receive a handout describing how to set them up, how to assess them, and how to debrief with students.</p>	<p>The Prosthetic Mind: Safeguarding Against the Dangers of AI through Embodied Assessment. Jeffrey Vernon (Imperial College London, UK)</p> <p>If we are teaching with AI, then as a matter of constructive alignment, we should assess with AI. Posed in this point-blank way, we see the limitations of the suggestion that we should deliberately integrate AI into our curriculum. Even if we think of AI as A Good Thing, what is the point of an assessment in which the human agency cannot be reliably identified? This session will recap the important differences between human and artificial intelligence – an under-explored topic in current discourse - and will explore how and why these differences can be exploited to design meaningful assessments.</p>
1000 Break (30 min)	



0900 Roundtables 1-8 (cont'd)

MG28	
<p>Gaining Sustainable, Scalable and Valid Student Evaluations of University Teaching to Inform and Transform Tertiary Experiences. Doune Macdonald (University of Queensland, Australia) & Joanne Wright, (University of Sydney)</p> <p>As an increasingly diverse student body approaches university with a transactional lens, they are seeking a channel through which to provide feedback on their satisfaction, or otherwise, with their experiences. At the systems' level in Australia and globally, competitive metrics are driving practices that seek to capture student perceptions of the quality of tertiary teaching. Large universities are particularly challenged with how to obtain scalable student feedback that is ethical, valid, representative, psychosocially "safe", and afford constructive responses. The roundtable will discuss "best practices" in the contested field of student evaluations of teaching and to how promote improved practices.</p>	<p>Metamodern Pedagogies of Adventure: Empowering Graduates to Battle Wicked Problems and Win. Sarah Bowman (Northumbria University, UK)</p> <p>The neoliberal HE system is constrained, risk-averse and failing. To overcome this, we introduce metamodernism to reconstruct the curriculum using pedagogies of adventure fueled by contradiction, choice, paradox and social justice. This approach is illustrated using a new 'transformational spine' in the BSc Sociology and new MA Transformative Social Change programs at Northumbria University. Metamodernism oscillates between order/certainty/modernism and chaos/instability/postmodernism to cope with new realities. It synthesizes knowledge-based learning with liquid methods and ethical reflection encouraging three graduate sensibilities: humility, growth and resourcefulness – including a recognition of ignorance and failure – a mindset necessary to overcome wickedness and win.</p>
	<p>Engaging Disengaged Students. Fay Akindes (The Universities of Wisconsin, USA)</p> <p>Disengaged students – especially since the online Covid pandemic – are challenging faculty and instructors in perplexing ways. Recently a seasoned teaching colleague confessed that on some days they walk out of class feeling like a failure. What teaching approaches might motivate students to engage in the learning process, and to demonstrate genuine sparks of interest? This roundtable will generate a discussion that considers "the power of moments" to engage disengaged students. I will focus on active learning assignments that require a full-bodied experience, social interaction, and personal connection, culminating in in-class presentations.</p>
1000 Break (30 min)	



1030 Paper sessions 11-15

M207 Paper session 11	
1330	<p>Climate Change Education in Times of VUCA: Multidisciplinary Teacher Training. Netta Baryosef-Paz (Beit Berl Academic College, Israel) & Dafna Gan (Open University of Israel)</p> <p>This study investigates an interdisciplinary online course, “Climate Change and Education Here and Now”, designed for 100 second-career K-12 teacher trainees. Grounded in holistic education and ecohumanism, the course explores climate change’s global impacts and psychological responses, integrating cooperative learning and interdisciplinary teaching. Using mixed methods, the study analyzes participants’ engagement, lesson plans, and reflections, alongside quantitative comparisons by gender, specialty, and student age group. Results reveal enhanced motivation and climate action orientation through elective learning units and collaborative pedagogy. However, elective choices limited knowledge breadth, particularly challenging kindergarten teachers. Overall, the course fostered multidimensional, climate-action-driven learning frameworks.</p>
1400	<p>Overcoming Educational Challenges: Helping Students Get Unstuck. Sarah Riforgiate (University of Wisconsin-Milwaukee, USA)</p> <p>College students face an array of challenges including decisions about majors/future professions, difficult assignments/classes, work and education time constraints, financial issues, roommate conflicts, addressing mental health concerns, and more. While some students easily overcome challenges, others struggle a great deal, take a gap year, or drop out of college completely. This qualitative study analyzes 203 open-ended survey responses from students across 36 majors at a mid-western U.S. to understand a time students felt stuck, who they communicated with, and helpful message features to resolve the challenge. Findings on supportive communication features can help students persist through challenges and build resilience.</p>
1430	<p>Cultivating Inclusive Peer Support for Postgraduate Taught (PGT) Dissertation Success. Jordan Canning (University of Glasgow, UK)</p> <p>Undertaking postgraduate study can be a daunting and stressful experience, but peer support can improve academic and mental health outcomes. The Masters in Public Health and Global Mental Health programs have diverse, mostly international cohorts of postgraduate taught (PGT) students who often seek extra dissertation support, while postgraduate research (PGR) students undertaking doctoral study, desire more personal development opportunities. This project builds on a peer support pilot to co-create four dissertation-focused sessions led by PGR students. Feedback will be gathered to evaluate effectiveness and create a guide for inclusive peer support aligned with good practice.</p>
1500	Paper session 11 discussion (30 min)



M208 Paper session 12	
1030	<p>Introduction of Industrial Individual Projects into UG Engineering Curriculum – Feedback Analysis. Oleksandr Menshykov (University of Aberdeen, UK)</p> <p>The study focuses on revising the UG Honours Individual Projects structure, offering students options to undertake either industrial project (new development), project abroad, or campus-based project. This change aims to improve the student experience, graduate outcomes, and address some concerns about degree outcomes. Industrial projects allow students to engage in real-world engineering at a professional level, enhancing critical thinking and communication skills. They also provide practical experience outside the university, broadening awareness of the engineering community and industrial practices. Initial feedback from students and staff is analyzed, with discussions on potential improvements.</p>
1100	<p>The McMillan Archives: A Basis for Early Years Education around the World. Betty Liebovich (Goldsmiths, University of London, UK) & Blythe Hinitz (The College of New Jersey, USA)</p> <p>The basic premise of Margaret McMillan was to support young children and their families living in deprivation, to rise above circumstances through education and a healthy lifestyle, by educating future teachers in her practices. The teacher training school she founded prepared nursery nurses (teachers) through hands-on work with children in the learning environment, followed, on a daily basis, by formation of the academic foundation for those theories and practices. This paper will explore how the United States has infused these ideals and examples into the early childhood environment and curriculum.</p>
1130	<p>Educational Practice for Developing the Social Problem Awareness of University Students: Design Serious Games. Aya Inaura (Osaka Electro-Communication University, Japan)</p> <p>One of the abilities required of students is to have the awareness of social problems. In recent years, the use of “serious games” aimed at solving various challenges in different fields of society has gained attention. To design games for the purpose of learning, it is necessary to discover social problems, identify what the problems are and discern their essence, and hypothesize a pathway to solutions. My research aims to enhance students' awareness of social problems through serious game development, and further, to enable them to perceive various societal problems as their own and consider ways to improve society.</p>
1200	Paper session 12 discussion (30 min)
1230	Lunch and Boat Trip to Greenwich Museums



M209 Paper session 13	
1030	<p>Fostering Student Engagement in Business Education: Insights from Questioning Strategies and Classroom Dynamics. Chahna Gonsalves (King's College London, UK)</p> <p>This study explores factors affecting student engagement in business education, focusing on how questioning strategies, psychological safety, and instructor support influence classroom participation. Through qualitative interviews with 22 students and ongoing discussions with teaching assistants and faculty, the research identifies barriers to engagement and strategies to create inclusive, dialogic classrooms. Findings reveal the importance of instructor tone, pacing, and feedback style in encouraging participation. Evidence-based recommendations aim to enhance classroom interaction and skill development, aligning with accreditation standards and institutional goals. This study contributes to pedagogical practices that foster inclusive and engaging learning environments.</p>
1100	<p>Blending Co-creation and Lived Experience for an Authentic Module Design. Laura Boubert (University of Westminster, UK)</p> <p>Patient and Public Engagement (PPI) has become an essential component and requirement for health research funding, but this paper will explore how it has been innovatively applied to designing a module. Following NICE guidelines, a unique collaboration partnered an academic team, students, a local charity and brain injury survivors to review and co-created new resources for a module on neuropsychology. We will present an overview of the methods used to include the different stake holders in the process and to design interactive sessions to bring the lived experience into the classroom and to create more authentic assessments.</p>
1130	<p>Exploring the Transformative Impact of LLMs on Higher Education. Marzieh Talebpour (University of Westminster, UK)</p> <p>Large Language Models (LLMs) are rapidly transforming higher education, introducing new opportunities and challenges for educators and learners alike. This paper examines the impact of LLMs across three key dimensions: educational content development, students learning experience, and teaching practices. Through critical analysis, the review explores how these technologies enhance educational accessibility and personalization while addressing concerns regarding academic integrity, environmental sustainability, and the quality of learning outcomes. The discussion emphasizes the importance of balanced integration of LLMs in higher education, considering both their transformative potential and inherent limitations in shaping the future of education.</p>
1200	Paper session 13 discussion (30 min)
1230	Lunch and Boat Trip to Greenwich Museums



M210 Paper session 14	
1030	<p>Assignments in Teacher Education as Promoters of Learning and Improvement of Core Competencies. Clodie Tal (Hemdat Academy and Levinsky-Wingate Academic Center, Israel)</p> <p>The goal of this presentation is to show the design and employment of dynamic assignments in Teacher Education targeting improvement in student teachers' and teachers' (in graduate studies) core competencies (such as relationships, mediation interactions and classroom management). These assignments are conducive to learning and adoption of a reflective approach necessary in Teacher Education and practice. The assignments are associated with undergraduate and graduate courses and seminars focused on Mediated Learning and Classroom Management in two Teaching Colleges in Israel. Assignments include sequences of social episodes, or repeated narrative writing focused on challenging situations or sequences of transcripts of interactions in heterogeneous small groups led by student teachers/teachers that are analyzed and lead to improved practice which is reported and analyzed.</p>
1100	<p>Bi-National ZOOM-Mediated “Global Solutions Conversations”: Undergraduate Approach to UNSDG Mini-Models for USA, Jordan, Iraq Campuses. Michael Lenaghan (Miami Dade College, USA)</p> <p>Confereres are invited to a briefing and delineation about the vigor and vitality of a State Department- Aspen Institute-Stevens Institute mediated approach to UNSDG promotion and implementation through engaging undergraduates in bi-national ZOOM-facilitated 90-minute working engagements. Faculty facilitators at each school apply, are prepared together, and facilitate each bi-national team through a series of 90-minute sessions informed by design thinking, Iceberg intercultural analogies, and cultivation of positive and candidate communication to advance an agreed upon UNDG feasible at each campus.</p>
1130	<p>Bringing Sustainability to Life through the Innovative Use of Advanced Technologies. David Scott (University of Westminster, UK)</p> <p>The paper presents a novel approach to teaching sustainable development using digital fabrication, augmented reality, and AI developed over a decade within the University of Westminster's Fabrication Lab. The 7-day workshop engages 180 first-year architecture students through making, projection-mapped imagery, and AI-enhanced learning. Student surveys and structured interviews revealed significantly higher self-reported learning outcomes and increased engagement compared to traditional methods. Beyond introducing practical knowledge and tools to address the climate emergency, the approach demonstrably enhanced student enthusiasm for architecture and sustainable design principles. The paper details the technologies used and their implementation within the curriculum.</p>
1200	Paper session 14 discussion (30 min)
1230	Lunch and Boat Trip to Greenwich Museums



M211 Paper session 15	
1030	<p>Enhance Career Prospects for Bioscience Students by Implementing Placement Practices Aimed at Equipping Them for the Workforce. Purvi Mali (Nottingham Trent University, UK)</p> <p>This paper aims to highlight the importance of experiential learning opportunities in preparing students for successful careers in the bioscience field. Through the examination of feedback and survey responses, it is possible to discern patterns or trends that reveal a significant correlation between the structure of bioscience placements and the potential career prospects of students. Teaching in higher education is intricately linked to placement opportunities. Academic placements have received considerable attention for their combination of teaching modules and placement designs. This study assesses the connection between teaching, internships, and job opportunities at two distinct academic institutions in the United Kingdom.</p>
1100	<p>Professional Communities, Professional Language. Greg Auhl, Jason Cummings, & Alan Bain (Charles Sturt University, Australia)</p> <p>Professional learning communities have evolved as a model on which professions are commonly constructed. Based in the practice of a particular field, practitioners share and maintain a core of knowledge/understandings, collectively understood as a schema for practice within the field. A common and consistent professional language is thus an essential part of facilitating communication about the practice of the profession. This paper explores the internationalization of schema development and the professional language required for accredited teacher preparation programs in Australia, New Zealand and Scotland, with a focus on the surprisingly low level of common professional language attained by participants.</p>
1130	<p>Innovating Pedagogies for Emerging Technologies and Advanced Technological Literacies in Creative Disciplines. Tadej Vindis & Elizabeth Allen (University of Westminster, UK)</p> <p>This paper explores pedagogical research and innovation developed through a Quintin Hogg Trust funded project in University of Westminster School of Arts. The project addresses challenges of integrating rapidly advancing technologies—such as virtual worlds, interactive media, and artificial intelligence—into creative education. It advocates for more agile, flexible teaching approaches that rethink traditional curriculum structures and disciplinary boundaries, aligning technical proficiency with critical and contextual engagement. By fostering both technical literacy and creative exploration, this paper presents insights into rethinking university curricula to encourage self-directed learning, address stratified learning levels, and future-proof higher education in arts, media and design.</p>
1200	Paper session 15 discussion (30 min)
1230	Lunch and Boat Trip to Greenwich Museums



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1230 For those of you who have booked the half-day boat trip to the Greenwich Museums, we will be leaving after lunch. If you are not going to Greenwich, please consider joining the online sessions, which will continue this afternoon.

End of Day 2



Day 3, Friday, 18th July

0900 Roundtables 9-15

MG14	
<p>Inclusive College Classrooms: Building Flexibility and Wellbeing in a VUCA World. Val Krage (University of Wisconsin-La Crosse)</p> <p>In a world increasingly shaped by volatility, uncertainty, complexity, and ambiguity (VUCA), the classroom becomes not only a site of learning but also a sanctuary for cultivating resilience, adaptability, and inclusivity. This round table discussion will explore actionable strategies for creating inclusive college classrooms that prioritize equity, sustainability, and student and faculty wellbeing. Participants will engage in a collaborative exchange of ideas, focusing on teaching practices that address the diverse needs of students and foster a sense of belonging in the face of the many global challenges our students face.</p>	<p>Academic Writing in an AI World: Why, What and How? Isabel Lausberg, Ruhr-West University of Applied Sciences</p>
<p>Strategic Educational Leadership in Higher Education: Exploring Our Impact. Andrea Webb (University of British Columbia, Canada)</p> <p>Too often educational leadership is seen as administrative work; the purview of leaders hired into title positions. However, educational leadership is increasingly part of the work of faculty and staff tasked with understanding, designing and implementing programmatic and instructional changes. The session will highlight the belief that anyone can be an educational leader, where formal and informal leaders act as connectors and agents of pedagogical and curricular change. Participants will delve into the definitions, approaches, and skills necessary for effective educational leadership. Attendees will discuss their communities, strategies for influencing people, processes, and products to enhance educational leadership.</p>	<p>Integrating AI and Digital Technologies in Higher Education: Opportunities and Challenges. Olga Hilar & Tina Caliendo (St. John's University, USA)</p> <p>As digital technologies, particularly Artificial Intelligence (AI), continue to shape the global landscape, their impact on higher education presents both significant opportunities and critical challenges. This roundtable will explore the potential of AI and other emerging technologies as “tools for knowledge” that can be leveraged to enhance learning experiences, support research, and prepare students for the evolving demands of the workforce. Two primary questions will be examined: (1) What do AI and digital technologies offer educators and learners across disciplines in higher education? and (2) How can these technologies be integrated effectively into existing curricula and assessment strategies?</p>



0900 Roundtables 9-15 (cont'd)

MG28	
<p>Creating Round Classrooms: Circle Talks. Fay Akindes (The Universities of Wisconsin, USA)</p> <p>Circle Talks is a practice among First Nations in North America. It has various purposes, such as restorative justice or healing. During my 20-year teaching career, I adopted and adapted Circle Talks as a pedagogical tool and learned to value it as a medium for inclusivity, addressing difficult topics, minimizing conflict, engaging disengaged students, and honing listening skills. In this workshop, I will cover basic guidelines, engage participants in Circle Talks with different themes, and share reflective comments from former students.</p>	<p>Transforming Students' Learning Assessment in Higher Education: Diversity and Inclusivity Case for the BAME Group. Uzo Ejekwumadu (University of Westminster, UK)</p> <p>The need to assess students' work has often been considered an 'objective' academic exercise and, as such, does not become an issue to be problematized. It is the assumption that the assessment of learning is value-free, color-blind, gender-neutral and indeed independent of the context. Learners are also implicitly considered to be passive. The paper aims to review how students in higher education from Black, Asian and Minority Ethnic backgrounds could be affected by assessment of learning that often does not factor in their cultural diversity, making it challenging. Transforming assessment methods in the UK HE context for inclusivity becomes imperative.</p>
<p>Sustaining Academic Integrity in a Digital Age: Holistic Approaches for Ethical and Engaged Learning Nawroz Kareem, Keele University</p> <p>Academic integrity is crucial for a fair and ethical educational environment. However, the COVID-19 pandemic has led to a increase in academic misconduct, particularly with the shift to online assessments. This project addresses this challenge by implementing a comprehensive approach to educate and support students at Keele University's School of Life Sciences. By providing asynchronous resources, practice opportunities, and interactive workshops, this initiative aims to enhance students' understanding of academic integrity and improve their ability to interpret feedback effectively. The project emphasises collaboration between faculty, staff, and students to create a supportive learning environment that fosters ethical behaviour and academic excellence</p>	
1000 Comfort Break (10 min)	



1010 Workshops 7-13

M207	<p>Disrupting Teaching for Transformative Learning. Janina Tasic (Ruhr West University of Applied Sciences, Germany)</p> <p>Our societies are facing poly-crises that include wars, pandemics, attacks on democracy, and climate crisis, among others. In addition to teaching disciplinary knowledge, higher education institutions need to empower students to live, work and prosper in this VUCA world. In this workshop you will develop ideas for your current strategic educational challenges: How can we allow for deep learning that truly transforms and empowers our students? What could study programs look like, if we discard “how we always did it”? What is really important to teach and learn in an exponentially changing world?</p>
M208	<p>Community Engaged Learning in Higher Education: Critical Perspectives for Recognizing and Realizing its Transformative Potential Abbe Brady, St. Mary's University, Sandra Smeltzer, Western University & Frederique Demeijer, Vrije Universiteit Amsterdam</p> <p>Community-engaged learning (CEL) is a unique, praxis-oriented pedagogy that challenges students to apply academic knowledge to real-world issues. Through this form of hands-on learning, students can develop myriad essential life skills necessary for navigating a volatile, uncertain, complex and ambiguous world. CEL is promoted by HEIs as transformative, friction-free, and wholly positive experiences. However, participating in CEL can be emotionally challenging and practically problematic for students, teaching staff, and community partners before, during, and after an in-situ experience. This workshop examines critical issues to support the realization of CEL as authentic, ethical, and sustainable.</p>
M209	<p>Innovative Frameworks: Embedding ESD in Module Design with AI Tools. Amanda Capucci Polzin & Gustavo Espinosa-Ramos (University of Westminster, UK)</p> <p>The purpose of this workshop is to demonstrate the application of a framework when embedding Education for Sustainable Development (ESD) in their curricula. The development of this framework has different stages, including the application of UNESCO's key competencies for sustainability, identification of the SDGs, the selection of the pedagogy, and the development of learning activities and assessments. By applying the framework and using AI tools to develop learning activities and assessments that directly foster skills for development, educators will leave with practical insights that can be applied to their modules and courses.</p>
1110 Break	(20 min)



1010 Workshops 7-13 (cont'd)

M210	<p>Building Connections and Cultivating Growth: Transformative Learning through Relational-Cultural Theory Approaches in Higher Education. Audrey Bailey (University of North Alabama, USA)</p> <p>The eradication of racism warrants educators to focus on the larger historical context, including that within higher education. Intentional, immersive, authentic learning experiences that allow mutual engagement and mutual empathy opportunities in learning environments to be transformed by a framework using relational cultural theory, a theory used in counseling that recognizes the complexities of human, growth-fostering relationships that supports transformative learning can provide a better opportunity for students to authentically transform their unhealthy biases and attitudes instead of simply learning to adjust their assessment responses to what is socially acceptable without changing or challenging their personal biases and viewpoints.</p>
M211	<p>Inclusive Ideation Practices: Fostering Creativity, Diversity, and Equity in Higher Education. Lucy Brown (University of Westminster, UK)</p> <p>This workshop will explore the ideation process and the development of an inclusive toolkit to promote social mobility through film and media education. The inclusive toolkit provides practical guidance on how to foster EDI in the classroom and includes strategies for creating an inclusive culture, designing curricula that caters to the needs of all learners while promoting diverse perspectives and creative thinking. The aim of the workshop is to promote new ways of thinking about EDI and social mobility in the academy and beyond, by providing hands-on support for educators to listen to and amplify the voices of all students.</p>
M212	<p>Teaching for Impact: Co-Creating Meaningful Learning Experiences for Teachers and Learners. Tiera Trammell (University of Wisconsin-Milwaukee, USA)</p> <p>During this workshop, each participant will get the opportunity to explore methods on how teachers and students effectively co-create meaningful learning experiences. This engaging toolkit offers the opportunity to experiment with engaging teaching methods that allow educators to better understand the needs of students and align course material to enhance relevance and impact. This session emphasizes collaboration, empowering both learner and educator to take ownership over the learning process, ensuring a dynamic learning environment where both voices are represented.</p>
1110 Break	(20 min)



1010 Workshops 7-13 (cont'd)

MG14	<p>ESD Meets University Didactics: An Encounter between Two Perspectives in a Dialogue Format. Teresa Ruckelshauß (Heidelberg University of Education) & Silke Bock (Mittelhessen University of Applied Sciences, Germany)</p> <p>As universities increasingly offer continuing education programs on how to integrate education for sustainable development (ESD) into teaching, there are often content and methodological overlaps with concepts addressed in university didactics training. However, there remains limited systematic exchange between these two fields. This workshop aims to address this issue. The goal is to promote a constructive and science-led exchange at the level of specialist expertise. By bringing together these different perspectives, the workshop aims to set an example and actively contribute to the discussion on connecting teaching with the broader societal context.</p>
1110 Break	(20 min)



1130 Paper sessions 16-18

M207 Paper session 16	
1130	<p>From Maps to Minds: Interdisciplinary Learning through Critical GIS and Data Visualization. Doug Specht (University of Westminster, UK)</p> <p>This paper introduces a novel framework for incorporating spatial thinking and data analysis into diverse academic disciplines, fostering a more holistic and interdisciplinary approach to learning. The research investigates the potential of participatory mapping techniques and collaborative data projects as tools for promoting student engagement and fostering a sense of global citizenship. This innovative approach aims to equip students with the necessary skills to navigate and critically analyze the data-driven world, while simultaneously enhancing their subject-specific knowledge. The findings of this study have significant implications for curriculum development, teaching methodologies, and the preparation of students for the challenges of the 21st-century workforce.</p>
1200	<p>Beyond Compliance: A Faculty-Focused Transformative Approach to Proactive, Equitable, and Sustainable Accessibility in Higher Education. Trischa Duke & Becky Bonarek (University of Illinois Chicago, USA)</p> <p>This paper investigates faculty attitudes towards accessibility at a large, diverse midwestern U.S. public university, highlighting the challenges of transitioning to ADA compliance due to time constraints, lack of training, and faculty resistance to change. It proposes a faculty-focused transformative learning framework based on Universal Design for Learning principles to encourage a proactive approach to accessibility, emphasizing faculty engagement in reflective practices to create inclusive learning environments for all students. The authors outline strategies for overcoming barriers to fully accessible learning environments: scaffolding the process, providing faculty support and training, developing professional learning communities, and championing exemplary accessibility practices.</p>
1230	Paper session 16 discussion (30 min)
1300	Lunch (60 min)



M208 Paper session 17	
1130	<p>Work-Integrated Learning, Employability, and Social Mobility. Julie Ayton (University of Westminster, UK)</p> <p>In this project, we are investigating student perceptions of work-integrated learning (e.g. live brief) and its impact on employability and graduate outcomes, looking at any differences across student characteristics (e.g. socioeconomic background). The aim is to assess the effectiveness of such work-integrated learning techniques (relative to other employability opportunities) in closing the social gap in graduate outcomes and access to elite professions.</p>
1200	<p>LADDER: Leadership Alphabet of Disposition Development Engagement and Reflection- Research into Practice. Leslie Blanchard (Louisiana State University, USA)</p> <p>The Leadership Alphabet of Disposition Development Engagement and Reflection is a model designed to improve teaching quality. LADDER provides an innovative approach to identifying the dispositions that are necessary for teaching success and assessing the candidates' skill level in each. This data is used to inform the creation of an individual disposition development plan for each candidate using the principles of reflective practice and coaching. This novel approach to the development of leadership dispositions is appropriate to increasing workforce and career readiness in teachers and to improve the efficacy and job satisfaction of in-service educators.</p>
1230	Paper session 17 discussion (30 min)
1300	Lunch (60 min)



M209 Paper session 18	
1130	<p>Reimagining Higher Education for an unscripted future - DCU Futures. Susan Hegarty & Ciaran Dunne (Dublin City University, Ireland)</p> <p>High quality education has been correctly identified as key to ensuring a flow of highly skilled and talented individuals that can contribute to achieving wider policy priorities.. However, in a world where the digital transformation has catalyzed access to information, such that knowledge can no longer be considered as a tradable capital, is the higher education model that pervades Europe the optimal structure within which to nurture and develop deep talents? In Dublin City University, we have implemented a blueprint for higher education that answers these challenges, in a €19.9 million project called DCU Futures.</p>
1200	<p>Education for Sustainable Development: Learning to See the Bigger Picture. Elizabeth Black & Marie McQuade (University of Glasgow, UK)</p> <p>Educating students for the VUCA world means teaching sustainable study and work practices. Students need to learn to see the bigger picture of their own and others' needs, making connections between different fields of knowledge to develop problem-solving skills. The Scottish education system increasingly promotes trauma-informed practice as valuable for acknowledging the wider context of the learner beyond the education setting, particularly taking account of challenges. This presentation will outline key ideas from trauma informed practice, identifying principles of community, context and care that have relevance to university teaching and offer spaces for resisting entrenched neoliberal attitudes.</p>
1230	Paper session 18 discussion (30 min)
1300	Lunch (60 min)



1130 Workshops 15-16 & Digital Showcase 1

M210	<p>Towards Solving Complex Problems in the Classroom Using the Rich Picture. Jennifer Coady (Heriot-Watt University, UK)</p> <p>Educators seek to understand how we can better prepare students for a “VUCA world” in which multiple complex problems may exist. Whilst faced with these challenges alternative forms of the “classroom” have been proposed by numerous authors to facilitate higher level learning for students (Staehr & Byrne, 2011). Rich Pictures (RP) originally a systems thinking tool (Checkland, 1981) has more recently been seen as an invaluable resource for developing learning and meaning and allow insight into complex situations and bonding over similarities through collaborative drawing. This workshop introduces participants to the RP and encourages reflection on their practical applications.</p>
M211	<p>Assignment Design Using the Transparency in Learning and Teaching (TILT) Framework. Marjorie Bazluki & Megan Litser (University of Wisconsin-La Crosse)</p> <p>In today's higher education landscape, our student populations are more diverse than ever before - spanning different generations, cultural backgrounds, educational experiences, and life circumstances. While this diversity enriches our academic communities, it also presents unique challenges in ensuring equitable learning outcomes. The Transparency in Learning and Teaching (TILT) framework, developed by Dr. Mary-Ann Winkelmes, offers a powerful yet accessible approach to addressing these challenges through intentional assignment design. In this workshop we will engage you in the thought process behind design choices that are more intentional to create more equitable course assignments using the TILT framework.</p>
M212	<p>Leveraging Custom-built AI Personas to Advance Nursing and Business Education. Erika Janssen (University of Wisconsin-Oshkosh, USA)</p> <p>This interdisciplinary initiative harnesses generative pre-trained transformers (GPTs) to revolutionize nursing and business education by fostering advanced learning and collaboration. By simulating realistic, context-specific scenarios, custom GPTs cultivate essential competencies such as communication, critical thinking, and decision-making. Nursing-focused simulations prioritize patient care, cultural competence, and ethical reasoning, while business applications emphasize client management and decision-making strategies. Joint AI-driven interdisciplinary scenarios enhance teamwork, addressing complex real-world challenges. Evaluation employs a rigorous mixed-methods approach, integrating quantitative assessments, qualitative feedback, and ethical AI metrics to ensure efficacy. This scalable model promises to transform professional education and advance AI-driven pedagogical innovation.</p>
1300 Lunch	(60 min)



1400 Workshops 16-21

M207	<p>Workshop to Contemplate a World Beyond VUCA. Yusuf Kaplan (University of Westminster, UK)</p> <p>This workshop seeks to explore strategies and frameworks for envisioning a world beyond the VUCA (Volatile, Uncertain, Complex, and Ambiguous) paradigm. Through this interactive session with collaborative discussions, participants will delve into innovative approaches to navigate and thrive in an ever-changing global landscape. The goal is to equip attendees with the skills and insights needed to foster resilience, adaptability, and sustainable growth in their organizations and communities. Join us in this transformative journey towards building a more stable and predictable future.</p>
M208	<p>Assessment Amplified: Enhancing Student Engagement and Performance through the Design of AI-Driven Agile Authentic Assessment Using Learning Analytics. Chathura Sooriya-Arachchi & François Roubert (University of Westminster, UK)</p> <p>Discover how to transform assessment in technical subjects through the innovative integration of learning analytics and AI technology. This session presents "Assessment Amplified," an innovative approach implemented across a 500+ student cohort, which combines authentic assessment methods with Generative AI and agile principles. Learn how to design assessments that embrace GenAI while maintaining academic integrity, implement sprint-based feedback systems, and use learning analytics to track student success. Perfect for educators seeking to transform their assessment practices for the AI era while improving student engagement and performance. Join us to explore practical tools and frameworks you can implement in your institution.</p>
M209	<p>The Genius Hour: Applicability to Higher Education. Brad Garner (Indiana Wesleyan University, USA)</p> <p>The Genius Hour comes from a policy implemented by Google Corporation, in which employees were encouraged to spend 20% of their time pursuing personal passions and innovations that would benefit the company. This presentation explores the implementation of The Genius Hour as a transformative pedagogical strategy in higher education coursework. Participants will gain insights into practical strategies for structuring the Genius Hour within diverse disciplines, including assessment methods and alignment with learning outcomes. Real-world examples and student feedback will highlight the potential for this innovative practice to enhance academic experiences and inspire students to follow and pursue their passions.</p>
1500 Break	(20 min)



1400 Workshops 16-21(cont'd)

M210	<p>Empowering Climate Justice: Integrating EDI and Climate Pedagogy in Higher Education for Sustainable Futures. Tania Dias Fonseca (Kingston University, UK)</p> <p>The impacts of climate change are evident globally; however, the negative consequences are not equally experienced. The global south and BIPOC communities are disproportionately affected. Higher Education institutions share the responsibility to find solutions while preparing graduates as sustainable leaders. Participants will map historical and current factors contributing to climate change and the interconnectedness of social class, gender, race, ethnicity, and geographic location. Through the concepts of 'free riders' and 'forced riders,' we will explore strategies to involve students, ensuring a transformative learning experience that promotes social justice, fostering engagement, civic agency, and green skills for a just transition.</p>
M211	<p>AIM: A Teaching Tool to Educate Learners and Improve Their Use of AI. Adam Blackwood (Milton Keynes College, UK)</p> <p>Students' AI literacy needs to be improved and there is a need for educators to have a framework for helping support and achieve this aim. This workshop presents a showcase of the AIM teaching tool used to help achieve this. Participants will learn by using a tangible (as opposed to a digital or conceptual) learning tool. It demonstrates how AIM provides a self-reflective space for learners to consider their own use of AI and it's value for their studies and their professional life. Insights on the use of the tool with students will be provided</p>
M212	<p>Course Refresh: Leveraging AI as an Idea Generator for Active Learning. Sarah Riforgiate & Lane Sunwall (University of Wisconsin-Milwaukee, USA)</p> <p>Active learning opportunities allow students to discover and learn through "doing." If intentionally designed and aligned with learning outcomes, active learning experiences "stick" with students and lead to long term memory. Further, active learning allows instructors to "see" what students know and where students need greater clarification. Yet, educators are being asked to do "more with less" and developing new creative active learning class activities and assignments can be difficult with limited time. We will demonstrate how three different AI tools can be used to generate active learning ideas that can be refined/implemented to enhance instruction and deepen student learning.</p>
1500 Break	(20 min)



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1520 Conference Reflections

Overview of collected delegate reflections **Caley LT and online**

1600 Closing Keynote: Bridging Traditions: The Role of ‘authentic pedagogies’ in moments of increasing complexity and chaos, Gurnam Singh, University of Warwick

In an era defined by volatility, uncertainty, complexity, and ambiguity (VUCA), the need for authentic pedagogies in education has never been more urgent. Whether in traditional classrooms, technology-mediated spaces, or hybrid learning environments, fostering critical engagement with knowledge, intelligence, and ethics is has never been more crucial. This is particularly so in the age of Artificial Intelligence, where the distinction between the authentic and the artificial is increasingly blurred. This closing keynote explores the creative possibilities combining tradition with change. That is learning that draw inspiration from long-established indigenous pedagogies that emphasise holistic approaches, and contemporary, collaborative, and problem-based learning models. By bridging traditions, this presentation will highlight the transformative potential of authentic pedagogies in preparing students for an unpredictable future.

End of Conference

Closing reception: The Volunteer, Baker Street



Posters

Posters will be displayed online in our poster gallery at <https://iutconference.com>

They will also be available at the venue.

Micro-credentials: Advancing Sustainable Business Practices Through Targeted Workforce Upskilling

Joy Perkins, Heriot-Watt University, Mary Pryor, University of Aberdeen, Anne Tierney, Heriot-Watt University & Sam Thornton, JISC, Bristol, England

Employer perspectives of micro-credential short course learning were studied through a Quality Assurance Agency (QAA) Scotland-commissioned collaborative project. Despite the recognized educational benefits of micro-credentials, limited research has been conducted regarding employer views of this type of short-term learning. This poster will provide an overview of the key survey findings from the employer survey respondents who are from a wide range of employment sectors and organizational sizes. It also explores how micro-credentials have the potential to be a powerful enabler of sustainability through equipping businesses with the knowledge and skills, to embed sustainable practices and address the UN sustainability goals.

Building Flourishing Communities: Empowering Students for a Sustainable Future through University-Led Initiatives

Renuga Tharuma Retinam & J. Peter Lee, Global College, Heriot-Watt Malaysia

This study examines the EmPOWER Program at Heriot-Watt University Malaysia, which adopts the theme Building Flourishing Communities for IMPACT Projects 2024. This initiative aligns with global priorities set by the United Nations and the World Economic Forum (WEF), highlighting the crucial role of higher education in preparing students with the skills needed to navigate the "VUCA world" while contributing to the achievement of the Sustainable Development Goals (SDGs). Through academic partnerships with industry, NGOs, and the Third Sector, students gain hands-on experience in leadership and community engagement. Fundraising efforts support the projects, promoting sustainability, inclusivity, and resilience, ensuring higher education's relevance in a changing world.



Enhancing Language Learning through Gamification: The Role of Quizizz

Rohaya Daud, Global College, Heriot-Watt Malaysia

This study explores how Quizizz helps improve language learning through gamification. Learning a new language can be challenging, but Quizizz keeps students motivated by turning lessons into fun, interactive quizzes. The study examines how Quizizz encourages students to participate more in language lessons. A survey was conducted with students from Heriot-Watt University Malaysia to understand their thoughts on using Quizizz. The results show that Quizizz makes learning more engaging, boosts motivation, and helps improve language skills. This study highlights how Quizizz can be an effective, fun, and motivating tool for enhancing engagement and improving language learning outcomes.

Developing and listening to student's voice through (re)building a student-staff liaison committee (SSLC) framework

Wei Lin Poh & Arslan Hojanazarov, School of Social Sciences, Heriot-Watt Malaysia

The purpose of SSLC is for students and staff representatives to discuss matters pertaining to learning and teaching in an open and respectful manner. Although there are key principles to govern this process, there are challenges that diverts representatives from achieving the goal of SSLC. Graham (2010) pointed out that staff plays a crucial role in facilitating student voice, so that they learn to communicate in appropriate ways that they would be listened to. This project reflects on a collaborative effort in shifting the SSLC from a staff-led to a student-led forum, identifies contextual nuances and areas for improvement.

Promoting Transformative Learning among Pre-University Students in Higher Education: A Case Study Approach

Erin Lim & Diana Nyarko, Global College, Heriot-Watt Malaysia and Edinburgh

Formative assessment and transformative learning hold a great deal of promise as inclusive approaches to higher education. We plan to examine the effectiveness of formative assessment in promoting transformative learning among pre-University foundation business students at the global college at Heriot-Watt University, Malaysia (HWUM). Through the use of focus groups, we will explore the benefits of formative assessment for our students and attempt to gauge its impact on promoting transformative learning. We expect that the insights gathered to be valuable for enhancing the educational experience of students in higher education through self-regulated learning.



Embracing AI in Education: Foundation Students' Utilization of ChatGPT for Accounting Ratio Analysis

Natasya Saat, Global College, Heriot-Watt Malaysia

This study explored Foundation in Business students' perspectives on using ChatGPT as an AI-driven tool for preparing an accounting assignment on ratio analysis. Conducted at Heriot-Watt University Malaysia via an online survey, the study combined open- and closed-ended questions. Findings revealed that students viewed ChatGPT as a valuable supplement, not a substitute, for traditional resources. Descriptive analysis showed ChatGPT significantly enhanced their understanding of ratio analysis through personalized guidance, improving their overall learning experience. The study highlights the potential of integrating AI tools like ChatGPT into accounting education to complement traditional teaching methods and enrich learning outcomes.

Personal Tutoring: Nurturing Learning, Empowering Growth

Gule Saman, Hebatallah Shoukry, Keith MacAskill, Anne Margaret Tierney, Engineering and Physical Sciences, Registry and Academic Support and Learning and Teaching Academy, Edinburgh

This poster defines personal tutoring training, highlighting its effectiveness for graduate apprentices balancing work and study. Three case studies explore common challenges: work emergencies, transition to university (work-life balance and time management), and reserving university study time. For each of these scenarios, tutor support and preventative strategies discussed. Insights from newly appointed academics and programme directors recommend regular meetings, mentor guidance on time dedication, encouraging use of university resources and proactive tutee communication with personal tutor and mentor. In summary, personal tutoring nurtures the learners' skills and experience for empowering their growth and contributing to a more sustainable educational future.



Faculty Anchored, Faculty Empowered: Building Resilient Reaching Communities through the UPLIFT Model

Marlene Muller, School of Social Sciences, Edinburgh

Student, teachers and staff need to ensure their wellbeing in the present while at the same time preparing to play a leadership role in confronting the VUCA challenges in the future. This balance is all the more difficult to attain in conflict zones, where even a bare minimum of support and educational continuity are hard to achieve. How can we best prevent student and staff burnout? What specific knowledge, skills and values should we be fostering among students faced with climate change and ongoing military conflict?

In a world increasingly shaped by VUCA forces, education for sustainable development must begin by equipping not only students, but also faculty and staff, with the tools to sustain their own well-being while preparing to lead through disruption. Amid rising challenges such as climate change, geopolitical instability, and systemic inequality, higher education institutions must foster environments where communities of learning and support can thrive, even in resource-constrained or high-pressure contexts.

The **UPLIFT model** offers a structured yet adaptive framework that enables faculty to co-create supportive, resilient, and inclusive academic cultures. It centres on six interconnected steps:

- **Understand:** Surfaces shared challenges and resilience needs through bottom-up dialogue, enabling empathy and collective awareness.
- **Plan:** Co-designs responsive activities aligned with real-time wellbeing and pedagogical needs.
- **Link:** Builds networks of support within and beyond the institution, promoting peer learning and solidarity.
- **Integrate:** Embeds community-building into everyday academic practice, promoting continuity in uncertain times.
- **Flourish:** Celebrates small wins and shared achievements, reinforcing hope and collective identity.
- **Together:** Empowers co-leadership and participatory engagement, creating agency and a shared sense of purpose.

By foregrounding wellbeing, adaptability, and shared leadership, UPLIFT contributes to sustainable academic communities—where staff are not only supported in the present but are also empowered to mentor and model resilience for students navigating futures shaped by crisis. Through micro-initiatives, peer-led storytelling, and a strong culture of belonging, the model helps prevent burnout, encourage critical reflection, and foster the values, skills, and collaboration needed to prepare the next generation of change-makers.



Making Assessment Meaningful: Feedback, Relevance and Real-world impact

Gule Saman, Mohammad Adnan Ilyas, Hebatallah Shoukry, Juan Casanova, Hanaa Gatta and Joy Perkins, Heriot-Watt University, Scotland

Graduate Apprenticeships (GAs) offer an innovative model of work-integrated learning, where apprentices are employed full-time throughout their degree. As approximately 80% of their academic assessment is based on work-based activities, identifying suitable assessment topics can be a significant challenge. Many GAs experience uncertainty when trying to align workplace projects with academic requirements. This study presents findings from a survey of current students and alumni, focusing on ways to improve the assessment process and support GAs in identifying appropriate assessment topics. The aim is to enhance alignment with Heriot-Watt University's teaching and learning strategy, foster inclusive and personalised assessment practices, and reflect the principles of the Global Changemaker Curriculum Framework. The approach seeks to address recurring challenges such as student engagement, academic performance, time management, and retention.

Analysis of Instructor's Reflective Talk and Students' Reflections of Online-Based Video Production Class with Collaborative Work Embedded

Asami Tominaga (Aoyama Gakuin University, Japan) & Norio Hozaki (Waseda University, Japan)

This study intends to clarify how online-embedded video production class was taught by investigating both instructor's reflection-in-action and course evaluations on their learning experiences. The instructor democratically participated in elaborating teaching and learning methods and exchanging and discussing ideas in production work with students. Both the instructor and the students participated in evaluating products and negotiating grading in the quizzes. Through the active class discussions and adjusting various conflicts and negotiations in collaborative video production, the students were also satisfied with instructor's flexible class management and were well motivated by the collaborative activities.