



Online Programme (Times in UK (BST)) Please refer to online schedule for times in your timezone

Day 1 Wednesday 16th July, 2025

0900 Conference Welcome, Anne Tierney, IUT President

0905 University of Westminster Welcome

0920 Opening Keynote, Alex Ryan, Lancaster University

Moving Targets, Changing Mindsets: Focusing the lens of Sustainability

1020 Break

Paper session OL1

1040 How Does Self-Efficacy Shape Professional Identity Among Novice Arab Teachers?

Waleed Dallasheh, Sakhnin College for Teacher Education

Professional identity is a dynamic concept influenced by various factors, including teachers' self-efficacy. This study examined 279 novice Arab teachers in Israel, exploring (a) the relationship between self-efficacy components and professional identity factors, and (b) the predictive role of self-efficacy in shaping professional identity. Using three self-report questionnaires, results showed significant positive correlations: higher self-efficacy in teaching, relationships, and organization strengthened professional identity. Regression analysis identified general self-efficacy as a key predictor. These findings highlight the importance of fostering self-efficacy to support novice teachers in developing a robust professional identity, especially within the unique Arab cultural context in Israel.

1110 Introduction of Industrial Individual Projects into UG Engineering Curriculum – Feedback Analysis

Oleksandr Menshykov & Marina Menshykova, University of Aberdeen

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.

**1140 Psychosocial Educational Approaches for Sustainable Development in Conflict-Affected Arab Schools in Israel**

Maysoun Shehadeh & Islam Abu Asad, Sakhnin College for Teacher Education

This presentation examines the Arab education system in Israel, focusing on its challenges in socially and economically marginalized regions. The system faces increasing crime rates and severe socio-economic disparities, with over 50% of the Arab minority population living below the poverty line. The "Amal" program, implemented in four municipalities, applies the Psychosocial Educational Approach (PSEA). Through building supportive teacher-student relationships and fostering a comprehensive support network, the program enhances emotional resilience and academic progress. Using a mixed-method research design, including interviews, observations, and document analysis, this study demonstrates how culturally responsive strategies reduce burnout and promote sustainable development in education.

1210 Paper session OL1 discussion**1240 Break****Paper session OL2****1300 Predicting teaching motivation by social-emotional and educational factors among special and regular education Arab teachers**

Ihab Zubeidat, Sehrab Masri & Waleed Dallasheh, , Sakhnin College for Teacher Education

This study aims to predict the teaching motivation by socio-emotional and educational factors among Arab teachers from special and regular education. To achieve these objectives, all teachers were asked to provide demographic information and complete self-report measures targeting the specified factors. The results revealed significant negative relationship between teaching motivation and situational anxiety, while positive relationships were found between teaching motivation and perceived social and family support, mental well-being, socio-emotional learning, and resilience resources. Moreover, multiple linear regression analysis identified socio-emotional learning, mental well-being, and resilience resources as significant predictors of teaching motivation, accounting for approximately 35.3% of the variance.

1330 Transformative Learning for a Post-#metoo Screen Industry

Laura Stephenson, University of Westminster

The 2017 Harvey Weinstein investigation launched a global movement based on disclosing sexual harassment in the screen industries. The #metoo movement revealed historic and systemic abuses of power, predominantly against female actors and filmmakers. In this moment of cultural volatility and uncertainty, higher education institutions which teach media production have an opportunity to approach the issue from grass-roots level: students and trainees. Media production degrees need to redefine 'best filmmaking practice' by incorporating ethics and well-being content into core curriculum modules, alongside traditional craft skills, such as a student-generated Code of Conduct which challenges the ambiguity around acceptable behavior.



1400 Lessons learnt around the delivery of real-world interdisciplinary sustainability module

Sarah Gretton, University of Leicester

The Sustainability Enterprise Partnership Project is a 15-credit work-related learning module for undergraduate students at the University of Leicester. Drawing on Education for Sustainable Development principles, it empowers students to address complex sustainability issues through action-oriented learning (Sinakou et al., 2019). The module evolved from an institutional project providing sustainability audits for local businesses. Students collaborate with businesses, working in groups and individually, to analyze raw data and produce reports assessing sustainability performance and outlining actionable initiatives. This presentation will review delivery of the module, and discuss lessons learnt around the delivery of real-world interdisciplinary sustainability module.

1430 Finding your sustainable practice: Incorporating KEEN's entrepreneurial minded learning (EML) framework into your curriculum

Noela Haughton, Carmen Cioc & Sorin Ciok, University of Toledo

This paper will introduce the Kern Entrepreneurial Engineering Network (KEEN) Entrepreneurial Mindset Learning (EML) framework and its embedded 3Cs: curiosity, connections, and creating value. Together, these principles are a natural fit with innovative and sustainable educational practices. The presenters will introduce the frameworks including the KEEN card repository of documented and peer-reviewed best practices of pedagogical implementations. Attendees will locate cards of interest in the repository and develop overviews of their own potential KEEN cards. The final discussion will focus on how lessons learned from this workshop can support sustainable curriculum development and their own ongoing professional development.

1500 Paper session OL2 discussion

1530 Break

Paper session OL3

1550 Reflections on Pedagogical Cross-Pollination: Dual Enrollment's Impact on Teaching and Learning in Mathematics

Suzanne Boyd & Kevin McLeod, University of Wisconsin-Milwaukee

We present dual enrollment teaching of college mathematics courses to high school students as a vehicle for improving outcomes and continuity for high school and college students and teachers, based on intriguing reflections from 18 Milwaukee-area Mathematics high school and college teachers on how teaching high school students who are dually enrolled in a college mathematics course, and the related professional development and collaboration between high school and college teachers, has improved their teaching of all of their courses – their pedagogical techniques, their understanding of how students learn, and their perception of what “college teaching” is or should be.



1620 Nursing Students Experiences of Utilizing Standardized Patients for Simulation Based Education

Francine Laterza & Samantha Jellinek Cohen, St John's University

Nursing students' exposure to real-life patients is limited. With the rise of competitive nursing programs and the demand for meeting clinical required hours, nursing education has turned to simulation-based education (SBE). SBE is learning in specific settings using simulators, standardized patients, or multimedia programs. Standardized patients (SPs)- trained actors simulating real patients – enhance realism and human interaction. SBE using SPs is recognized as an effective method which students learn in a safe and controlled environment. It facilitates hands-on application and students gain confidence, practice skills and develop critical thinking.

1650 Barriers to Service and Community-based Learning in Online, Asynchronous Classes

Mahima Saxena, University of Nebraska at Omaha

This presentation explores the intersection of community-based experiential service-learning in online, asynchronous, technology-mediated classes that have gained tremendous popularity since the COVID-19 pandemic. While online, asynchronous classes expand access to higher education for many who may not otherwise be able to pursue college-level degrees, they also present unique challenges in implementing community-based experiential service-learning projects. Based on a case study of service-learning in an online, asynchronous class, and a review of the extant literature, this presentation discusses barriers in attempts to spur increased research and practice efforts dedicated to expanding service-learning for technology-mediated asynchronous classes.

1720 An East, West, North, South Framework for Understanding Means and Ends in Higher Education

Heather Kanuka, University of Alberta

Moving beyond Socrates, Plato, Aristotle, Kant, Marx, Locke, Descartes, Pascal, Dewey, Sartre, Heidegger, Mill and colleagues (who have dominated western ways of knowing in the UK, EU and North America), this presentation is based on data from a study which interviewed 125 faculty with varied perspectives from Canada (including the purposive selection of first nations), India, Africa, Caribbean, Scandinavia, Australia (including Indigenous faculty from New South Wales), UK, US, Dubai and China. A framework was developed from the data illustrating four prevailing belief orientations with respect to means and ends (philosophical orientations) in Higher Education.

1750 Paper session OL3 discussion

1820 End of Day 1



Day 2, Thursday 17th July, 2025

0815 Verbal update, Anne Tierney

Paper session OL4

0830 Conversational English Workshops Support Chinese Mainland Students Integrate Academically and Culturally

Stella Galimpin, Heriot-Watt Malaysia

Over the past three years, an increasing number of students from Mainland China with limited English proficiency have sought conversational English support from the Effective Learning Service (ELS) of Heriot-Watt University Malaysia. To facilitate their transition from Mandarin to English, Peer Assisted Learning Support (PALS) tutors were assigned to assist these students in improving their conversational skills. The program strategically involved Mandarin-speaking Malaysian students as PALS tutors which improved the program's effectiveness and at the same time promoted stronger cultural connections.

0900 Importance of Conversational Feedback for Beginning University Students

Andrew Hock Cheong Lee, Heriot-Watt Malaysia

This research examines the importance of conversational feedback on beginning university Business Management students' learning experience. Conversational feedback enables students to engage meaningfully with their lecturers regarding a particular assessment. This approach not only allows them take ownership of their learning but most importantly expands their ability to engage with other points of view. Undoubtedly conversational feedback can minimize misunderstandings prior to, while working on a piece of assignment and after a marked work. Students' views regarding this feedback approach are sought through a qualitative study.

0930 Longitudinal Induction to support transformative learning for international students undertaking a two-year MSc

Samantha Campbell Casey & Janis MacCallum, Edinburgh Napier University

We have adapted an MSc program for international students, to create a two-stage course, allowing for extended induction to key skills for success at level 11. The first year is at undergraduate level and is supported by academic support services and contextualized to topic but has potential to be adapted to other programs. Students show improved understanding, academic integrity, progression and achievement compared to the previous program iteration. They are more cohesive, more confident and influence other students positively. We would like to share our LTA strategy, findings and ask others to consider similar changes to their own provision.



1000 Critical Reflection for Transformative Learning: The Practical Experience of Georgia

Sofiko Lobzhanidze, Eka Tkavashvili & Marika Kirvalidze, Ilia State University

The constantly changing environment of the 21st century presents individuals with many challenges, the solution of which requires reflecting on past experiences, analysis, understanding what and why something happened, and setting an action plan for the future. The purpose of the presented study is to study the effectiveness of integrating approaches focused on developing reflective skills into university teacher training curricula. The process of integrating approaches focused on the development of reflection skills in the curriculum was based on the main principle of Gibbs's reflection model - cyclicity. The study was conducted with students of Ilia State University's academic and certificate teacher training programs and analyzed approaches that promote the development of reflective skills - reflective partner, personal and dialogic reflective journal, program portfolio, strengths and challenges identified during implementation, ways to overcome them, and recommendations for transformative learning.

1030 Paper session OL4 discussion

1100 Break

Paper session OL5

1130 Creating a Culture of Inclusion: Strategies for Enhancing Community in Chemical Engineering

Farnaz Mohsenpour & Gill Thomson, Heriot-Watt University

This paper highlights the importance of building an inclusive community in higher education to enhance the well-being of staff and students. It presents examples of community-led initiatives within the Chemical Engineering discipline that have significantly improved student experience and satisfaction. The paper emphasizes the need for engineering students to develop soft skills and collaborative work, which are essential for addressing the current challenges in industry. Through academic partnerships with industry and strong alumni networks, we provide valuable platforms for learning and professional development, ensuring students are well-prepared for success in their careers after graduation.

1200 Critical Trust in Generative AI: Suspending Student Disbelief and Developing Critical Friend Groups

Timothy Mattison, Julie Conrad & Elizabeth Wilkins, University of Southern Indiana

We will introduce to this roundtable discussion a framework called "critical trust." This concept originated from our experimental study revealing that college student participants trusted information more when it came from human beings. Therefore, critical trust suspends disbelief temporarily and treats generative AI (GenAI) as a hypothetical hybrid of machine and human. This better facilitates the iterative process of creative work using GenAI. However, critical trust also involves the creation of critical friend groups with a marketplace of ideas to critique GenAI outputs. Our discussion will provide participants with protocols for suspending disbelief and conducting critical friend Groups.



1230 The benefits for students, charities and communities in working with Not-for-Profit organisations in real consultancy projects in an MBA Programme

Patricia Perlman-Dee, University of Manchester

This presentation will inspire you and make you realize that we can all give back through our teaching in Higher Education. The presentation will share the details of the Not-for-profit consultancy projects conducted in the Fulltime MBA program at University of Manchester. It will also share the results of a survey of key skills learnt by students. Working with charities is easy to implement, particularly considering how much can be gained by all parties. The presentation will assist you in teaching your students beyond the classroom and make a real difference to people's life.

1300 Paper session OL5 discussion

1330 Break

Paper session OL6

1400 Public Outreach and Education: Higher Education's Partnership with Kindergartners and its City in Design Thinking

Kevin Dietsche, University of Wisconsin-Stout, USA

Successful strategies for student engagement in community urban forestry projects will be discussed. The Universities of Wisconsin-Stout has partnered with the Menomonie Wisconsin's Urban Forestry board, and a Lutheran K12 school to take make use of dead/dying ash trees within the school of Engineering and Technology. The strategies discussed have evolved over time to implement high impact practices, the use of artificial intelligence, and project-based learning through the lens of a polytechnic university.

1430 Considering Different Perspectives: Utilizing AI Personas for Inclusive and Sustainable Assessment

Jolanda Morkel, Qwanita Burger, & Warwick Von Hagen, STADIO Higher Education, South Africa

In a volatile, uncertain, complex, and ambiguous (VUCA) world, Higher Education must adapt assessment design and feedback to diverse student needs while fostering sustainability and innovation. This study explores how Large Language Models (LLMs) can simulate varied student personas, such as non-native English speakers and first-generation students, to refine assessments and feedback. Grounded in Universal Design for Learning, the research demonstrates how AI identifies ambiguities, enhances accessibility, and ensures empathetic, tailored feedback. The findings highlight AI's transformative role in humanizing assessment practices, fostering equity, and preparing students for future uncertainties, aligning with global calls for sustainable educational innovation.



1500 Doctoral Student Transformation: The Ireland Residency

Peggy Kerr, Gwynedd Mercy University, USA

This session will examine the experience of education doctoral students completing a week-long residency in Limerick, Ireland. These students, majoring in teaching and learning in higher education, have both academic and cultural/social experiences that shape their self-perceptions and views of their work and the broader world. I will utilize Mezirow's (2000) and Dirkx's (2012) theories of transformative learning to analyze the experiences and reflections the students expressed in their final projects. Through Mezirow's (2000) theory, I will focus on the rational, critical, cognitive process, and through Dirkx's (2012) theory, I will examine the emotional side of their learning.

1530 Teaching and Learning Together: An Implementation Science Approach

Jeffrey Bernstein & Sarah Ginsberg, Eastern Michigan University, USA

Recently, our Faculty Development Center has instituted an initiative, Teaching and Learning Together (TaLT), which aims to foster partnerships (or collaborations) between students and faculty. As we have instituted a variety of mechanisms on campus in support of our aim, we focus on implementation science - specifically, the study of what needs to happen within an organization to enable a proven intervention - in our case, student-faculty collaborative approaches to teaching and learning - to take hold. Participants will emerge understanding the principles of implementation science and able to thoughtfully consider the factors that influence whether or not change can successfully occur at their institution.

1600 Paper session OL6 discussion

1630 End of Day 2



Day 3, Friday 18th July, 2025

0815 Verbal update, Anne Tierney

Paper session OL7

0830 Facilitating Student Success and Support: Protected Preparation Time

Lisa Speedie, Pauletta Irwin, Sharyn Jenkins, & Nicole Mahara, Charles Sturt University, Australia

A study undertaken to investigate the impact of protected writing sessions with 3rd Year Bachelor of Nursing students to assist with academic performance and well-being. High university attrition rates, up to 50%, highlight the need for effective student support, particularly in developing writing competency, which is crucial for academic success and well-being (Gopee & Deane, 2013). This study aimed to explore how protected writing sessions influence students' academic output, time management, and overall well-being. Results reveal improvement in writing skills, academic productivity, and well-being, with increased attendance linked to higher self-reported grades and better time management.

0900 The Impact of Social-Emotional Learning and Emotional Intelligence on Teacher Burnout: Attitudes and Perceptions of Regular and Special Education Teachers

Sehrab Masri, Ihab Zubeidat, Waleed Dallasheh, & Naif Awad, Sakhnin Academic College, Israel

This study examined the relationship between Social-Emotional Learning (SEL), Emotional Intelligence (EI), and teacher burnout among 110 teachers from regular and special education in Israel. The findings revealed a positive correlation between EI and teachers' attitudes and perceptions and a negative correlation with burnout. Female teachers and those in special education exhibited higher EI and lower burnout compared to their counterparts in regular education. Teachers with over 10 years of experience or teaching heterogeneous classrooms reported more positive attitudes toward SEL. The results highlight the importance of fostering SEL and EI skills to reduce burnout and improve teaching outcomes.

0930 Janusz Korczak's Educational Legacy: Bridging Humanistic Values and AI Era Challenges in Education

Ruth Dorot & Nitza Davidovich, Ariel University, Israel

The educational landscape is experiencing unprecedented transformation in the era of Artificial Intelligence. While AI tools have revolutionized access to information and learning methodologies, they have also intensified discussions about the fundamental role of educators. This contemporary challenge echoes the educational questions of one of the mythology educators, Janusz Korczak, that his pedagogical insights particularly relevant today. This study explores the parallels between Korczak's vision of the educator and contemporary teaching paradigms. The research combines quantitative analysis of questionnaires administered to 94 educators regarding their professional status and teaching autonomy, with a qualitative analysis of artistic representations of Korczak in paintings and sculptures.



1000 Paper session OL7 discussion

1030 Break

Paper session OL8

1100 How Participating in Competitions Enhances the Student Experience

Jayamalar Francis & Andrew Lee, Heriot-Watt University Malaysia

Is higher education still relevant in this age. Are universities doing enough to create value in pursuing higher education. Will organizing competitions enhance student experience? Competitions are recognized as a key element in higher education, offering opportunities to improve knowledge, enhance practical skills and soft skills (Watson & McGowan, 2020). As such, a study will be conducted using a qualitative approach to understand how competitions enhance university student experience. This study will use purposive sampling. Data collection will be semi-structured interviews, with a sample size of 10 interviews of participants in a competition. Data will be analyzed using the thematic analysis (Braun & Clarke, 2006).

1130 Teaching in Higher Education: A Career Path for Teachers in Norwegian Higher Education

Yngve Nordkvelle, University of Inland Norway

Max Weber highlighted the separate skills required for research and teaching. While research competence was formalized via doctoral degrees, teaching excellence in higher education was overlooked. In Norway, the positions of associate professor and senior lecturer evolved into two distinct career paths. This paper examines the dynamics between these paths and the role of measures for pedagogical competency development. In a recent revision, the link to the PhD degree as a norm for merits in teaching was eliminated, which will have implications for how career development for senior lecturers will be interpreted.

1200 Leveraging OpenAI's Custom GPTs: Enhancing Student Learning and Faculty Efficiency

Chula King (University of West Florida, USA)

Since ChatGPT was introduced in November 2022, there have been numerous articles written about ChatGPT's impact on higher education. Articles at one end of the spectrum focus on the erosion of academic integrity. At the other end of the spectrum, articles tout ChatGPT's use in enhancing student engagement and success as well as streamlining repetitive tasks. The articles, however, rarely provide guidance to faculty on using ChatGPT for either AI-enhanced learning or streamlining repetitive tasks. This article highlights the use of OpenAI's custom GPTs to accomplish both objectives.

1230 Paper session OL8 discussion

1300 Break



Paper session OL9

1330 Trust, Resilience and Growth Mindsets: Transformative Teaching in an Extended Degree Program

Anita Campbell & Moses Basitere, University of Cape Town, South Africa

This study explores the role of trust in helping first-year engineering students rebuild self-esteem and develop resilience in mathematics and physics. Survey data, collected after students' first year in the Academic Support Programme for Engineering (ASPECT), show improved confidence, engagement, and comfort. By integrating ethics of care and growth mindset principles, ASPECT nurtures psychological safety through clear communication, personalized feedback, and inclusive group work. While many students reported increased trust and academic success, lingering challenges highlight the need for enhanced mental health support and recognition of progress. Strengthening trust can empower students to overcome setbacks and achieve long-term success.

1400 Choose Your Own Adventure: Offering Variety in Digital Media Master's Degree for an Uncertain World

Lorena Escandon Quintanilla, Toronto Metropolitan University, Canada

With new technologies entering the digital media landscape at never-before-seen speeds, graduate programs need to build flexibility into the curriculum in order to ensure students have the most up-to-date knowledge and skills to enter the workforce. The Master of Digital Media at Toronto Metropolitan University is undergoing a renovation to break down some of the challenges of the past: low transdisciplinary collaboration, delay in courses that respond to new technologies, and limited contact with industry projects. The new curriculum is designed to connect students with real-world technology applications and a more collaborative environment.

1430 The Impact of Artificial Intelligence on Higher Education in Spain

Julio César Muñoz Pérez, National University of Distance Education, Spain

The emergence of AI poses multiple challenges at an ethical level, in terms of regulations against academic fraud, university promotion, and pedagogical approaches. It has a particularly strong impact on the area of competencies, as it demands additional digital skills, particularly regarding the professional use of AI, and the need for a critical use of AI that takes into account the multiple risks it presents. Teacher training, the inclusion of AI in curricula, and the substantial modification of some subjects (such as the final degree project) or, in some cases, their elimination, are also necessary.



1500 How Holistic Teaching Practices and a Focus on Student Wellbeing Can Foster Transformative Learning

Mindy McWilliams, Doireann Renzi, & Liza Moore (Georgetown University, USA)

This roundtable discussion will explore concepts and practices of holistic and student wellbeing-centered teaching in higher education classrooms with the aim of fostering transformative learning. We will bring research and examples from 20 years running a teaching and learning project on student wellbeing in the classroom using holistic and integrative teaching practices and student self-reflection. We are interested in discussing and comparing our holistic teaching practices with colleagues from other institutions who might be using other methods for bringing about transformative learning, and to share and explore what outcomes and measures can indicate success.

1530 Paper session OL9 discussion

1600 Closing Keynote, Gurnam Singh, University of Warwick

Bridging Traditions: The Role of ‘authentic pedagogies’ in moments of increasing complexity and chaos

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



Posters

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

They will also be available at the venue.

1 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.

2 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.

3 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.



4 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.

5 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.

6 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.



7 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.

8 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.

9 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.

10 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.