



IMPROVING UNIVERSITY TEACHING

JULY 15-17, 2026 — UNIVERSITY OF GLASGOW, SCOTLAND UK



Connecting Across Cultures

Collaboration, Compassion and Creativity

Conference Programme

• **IN-PERSON PROGRAM IN DETAIL** •

**52nd International Conference on Improving
University Teaching,
JULY 15—17, 2026**

**In Collaboration with
THE UNIVERSITY OF GLASGOW**

**CONFERENCE THEME: CONNECTING ACROSS CULTURES:
*COLLABORATION, COMPASSION, AND CREATIVITY***

Conference Director
Anne Tierney, Heriot-Watt University, UK

Local Coordinator
Elizabeth Black, University of Glasgow

Organising a conference is very much a team effort. Elizabeth and I would like to thank the following individuals for their hard work and patience this year.

Local Organizing Team

Frances Docherty,
Laura Sharp
Mia Wilson

Local Support Team

Amy Sutherland
Susan White
Marie McQuade

Academic Registration Desk Representative

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IUT Advisory Board

Jim Wilkinson
Janina Tasic
Greg Auhl
Fadia Nasser

We would also like to thank the following organisations:

School of Education, University of Glasgow
School of Health & Wellbeing, University of Glasgow
Glasgow City Council
Glasgow Convention Bureau
The Burrell Collection
Culzean Castle (National Trust for Scotland)
Burns' Cottage, Alloway
Citation
Glasgow University Union

Welcome to the 52nd Improving University Teaching Conference

We hope that you have an inspiring time at the conference, whether you are here in-person or online, taking part for the first time, or coming back for more.

The conference sessions are scheduled in subthemes, which are named on the programme. This gives you 2-3 related talks which should stimulate in depth discussion around the topics. Please stay in a session until the end, support your colleagues and take part in the discussions.

We hope we have given you enough time to take breaks, have a coffee and catch up with colleagues, new and old. If you are in-person, you can also join in the online sessions if you have a laptop.

Wifi: The University of Glasgow works on EDUROAM – you should be able to join with your institutional login. Alternatively you can use UofGvisitor.

Anne and Elizabeth

DAY ONE: WEDNESDAY, JULY 15

CONFERENCE OPENING: 8:30-10:20

8:30: Conference Registration, University of Glasgow, School of Education

9:00: Conference Welcome: Anne Tierney, President, IUT (Heriot-Watt University, UK)

9:05: Welcome, University of Glasgow: Moira Fischbacher-Smith, (Vice Principal, Learning & Teaching)

9:20: Keynote: Embedding Emotion in Research Education: Time for a Culture Shift. Jo Ferrie & Julie Riddell (University of Glasgow)



Emotion is an essential part of researcher practice. There is an emotional quality to being a researcher, and acknowledging this, and understanding how this impacts our 'standpoint' can usefully inform our work. Indeed, this is necessary work if we are researching in areas that align with our lived experience. We will take a closer look at the impact of doing work in an emotional context. Whether we recognise this as leading to vicarious trauma, or recognise 'lower-level symptoms' such as imposter syndrome, burnout, guilt and unproductive procrastination: this keynote will attempt to normalise emotional engagement with our research practice. We will consider the role of allies, of tenured and senior colleagues, and of peers in providing safe and nurturing conditions in which we produce our research and scholarship.

10:20: BREAK (20 minutes)

CONCURRENT PAPER SESSIONS 1—5

PAPER SESSION 1: ACTIVE & EXPERIENTIAL LEARNING (90 Minutes)

10:40: The Peer Support Project: Using Active Learning to Build Community in Postgraduate Education. Julie Langan Martin & Catriona Ewart (University of Glasgow, UK)



Transitioning from undergraduate to postgraduate studies can be challenging, requiring increased autonomy and unfamiliar academic skills. Many students experience isolation and imposter syndrome as they adapt to new expectations. The Peer Support Project was designed to foster a sense of community among master's students through active and experiential learning. Structured peer-led sessions encouraged students to share knowledge, discuss academic challenges, and reflect collaboratively on their learning experiences. Facilitated by postgraduate research students, the project created a supportive environment where students articulated concerns, exchanged strategies, and developed confidence. Hence, this strengthened peer connections and mitigated barriers to postgraduate engagement.

11:10: Educational Practice for Step-by-Step Learning in Game Design: An Analog Game Jam for Undergraduate Students. Aya Inaura (Osaka Electro-Communication University, Japan)



This paper presents an educational practice that uses an analog game jam to support step-by-step learning in game design for undergraduate students. Conducted in a digital game–focused department, the practice provides an accessible entry point for novice learners by lowering technical barriers and emphasizing iterative playtesting and peer interaction. Students begin with entertainment-oriented game design and gradually explore game structure, design decisions, and meaning-making through repeated reflection and revision. The session reports on the instructional design of the analog game jam and discusses its potential for inclusive, active, and experiential learning in first-year game design education.

10:40: World Englishes Belong in the Academy: Translanguaging as Antiracist Pedagogical Practice. Becky Bonarek (University of Illinois, Chicago)



Even as higher education becomes increasingly diverse, academia continues to privilege White Mainstream English, reinforcing racist systems that position English as an Additional Language (EAL) speakers as deficient. Monolingual norms disenfranchise students personally and systemically, denying their lived linguistic realities and constraining learning. This paper argues for translanguaging as an antiracist pedagogical practice across disciplines, encouraging students to draw on their full linguistic repertoires to support deeper engagement, stronger higher-order thinking, and more meaningful collaboration. Grounded in critical self-reflection, the presenter explores five themes related to language identity in academia and offers practical strategies for fostering more equitable, inclusive classroom.

12:10: Paper Session 1 Discussion (20 minutes)

10:40: PAPER SESSION 2: COLLABORATION & CULTURE BUILDING (90 min.)

10:40: Shaping Design Practice: Indigenous-Led Curriculum Design—A collaborative Cultural, Pedagogical, and Disciplinary Approach. Sally McCarthy, Danielle Manton, Anthony Nasser & Kath Attree (University of Technology, Sydney, Australia)



Graduate attributes, also called graduate outcomes, now a defining feature of higher education are increasingly shaping curriculum, positioning values, dispositions, and ethical practice alongside disciplinary expertise. In Australia, many universities embed an Indigenous graduate attribute in curricula, particularly critical for health professions where graduates work collaboratively with Indigenous colleagues and clients. This paper examines Indigenous led curriculum design as a cultural, pedagogical, and disciplinary collaboration in a postgraduate physiotherapy program.

Co designed by Indigenous and non-Indigenous educators, the curriculum foregrounds cultural safety as a relational practice, illustrating how collaborative design can strengthen culturally responsive professional capability while building a shared educational culture.

11:10: Artificial Intelligence in Crafting Narratives and Images to Advance Cultural Diplomacy and Multicultural Relations. Fadia Nasser Abu-Alhija, (Sakhnin Academic College for Teacher Education, Israel)



This study examines how artificial intelligence can be leveraged to craft narratives and images that advance cultural diplomacy and foster multicultural relations. Grounded in cultural diplomacy and empathy research, it focuses on AI-supported intercultural storytelling, critical media analysis, and dialogue across geopolitical divides. A tri-national program of symposia in Israel, Uzbekistan, and Turkey engaged faculty and professionals from five countries in seminars, workshops, and experiential AI-based narrative work. Findings indicate gains in intercultural competence, empathetic listening, stereotype recognition, and collaborative dialogue, alongside a practical handbook, and sustainable academic networks that position AI as a bridge for peace-building.

11:40: Bottom-Up Belonging: The Role of Student-Led Activity in Shaping International Students' Experiences in Higher Education. Marco Mantega (University of Westminster, UK)



Developing a sense of belonging is critical to international students' engagement and academic success in British higher education. While existing research largely focuses on top-down initiatives, less attention is given to student agency and bottom-up approaches. This paper examines student-led activities at the University of Westminster's DCDI college, and their impact on students' lived experiences. Drawing on surveys and semi-structured interviews analysed through Ahn's Four Spheres of Belonging, preliminary findings indicate that these initiatives strengthen peer connections, reduce isolation, and support students in navigating British academic life.

12:10: Paper Session 2 Discussion (20 minutes)

10:40: PAPER SESSION 3: INTERDISCIPLINARY PARTNERSHIPS (90 min.)

10:40: "Hands-on Science Days": Supporting the Transition of Secondary School Students with Intellectual Disabilities to Third-Level Education. Denise Rooney & Frances Heaney (Maynooth University, Ireland)



'Hands-On Science Days' is an experiential learning initiative focused on practical science skills for second-level students with intellectual disabilities with

an emphasis on chemistry. We have recently run a pilot programme for students with intellectual disabilities in parallel with our outreach programme for second-level students who are taking chemistry as part of their senior cycle. The students carry out separate tailor-made experiments, designed using universal design for learning informed approaches. Additionally, the initiative supports students with intellectual disabilities transition from secondary to tertiary education and signposts that STEM is an option for them.

11:10: Rading Student Voices: What Creative Writing Reveals about Learning Physiology. Katherine Price & Shona McQuilkin (University of Glasgow, UK)



Exploring an interdisciplinary collaboration between physiology and creative writing, we reflect on what student writing reveals about learning scientific concepts. Final year students used narrative, poetry, and hybrid forms to interpret physiological ideas, and this work later inspired the creation of PhysiOdyssey, an open access journal welcoming diverse contributors. Through selected examples, we examine how students negotiate narrative, form, and first-person expression, and how these choices demonstrate both conceptual insight and affective engagement. We show how reciprocal, creative approaches can deepen understanding and broaden engagement with physiology. Our presentation contributes to wider conversations on interdisciplinary partnerships and creative pedagogy in higher education.

11:40: Moving from Planned Outcomes into Lived Learning: Evocations of Dialogic Partnership with Environmental Learners. Laura Swartley (University of Washington, USA)



One learner said: “I tend to push myself to a standard of perfection. But nature tells me, ‘No, I don’t need to be that way. The world is big. I should set my understanding to the outside world.” This paper explores how ‘lived learning’ outcomes may far exceed our plans. It examines a case of interdisciplinary research partnership between human centered design and engineering, with undergraduates from an environmental studies foundational course. It tells how this partnership evolved to invite learner standpoint and generate translative means to know more about what students undergo in difficult learning.

12:10: Paper Session 3 Discussion (20 minutes)

10:40: PAPER SESSION 4: STUDENT-STAFF PARTNERSHIPS (90 min.)

Session cancelled

10:40: PAPER SESSION 5: STUDENT-STAFF PARTNERSHIPS (90 min.)

10:40: News Day: Delivering Experiential Learning in a Culturally Sensitive Environment. Catriona Forrest (University of Glasgow, UK)



This presentation examines how experiential, active and relationship-rich pedagogies, embedded within an interdisciplinary and culturally situated learning environment, can enhance professional confidence, ethical awareness and cross-cultural understanding among postgraduate journalism students. Focusing on a single case study, it will outline the motivation, design, delivery and evaluation of *News Day at The Hunterian*, an experiential learning event embedded within a Masters curriculum at the University of Glasgow. Bound by media industry guidelines, students work in simulated 'news crews' to conduct research, negotiate interviews and practice reporting on sensitive social issues. Industry partners and researchers act as contributors, working to a brief and delivering scaffolded feedback. This relationship-rich and experiential learning experience delivers reciprocal learning among all participants.

11:10: Evaluating the New Youth Poll Project Course. Joe Greenwood-Hau (University of Glasgow, UK)



This paper presents the initial findings of a collaborative student-staff evaluation of a unique polling course delivered at the University of Glasgow. The Youth Poll Project is an honours course run by the John Smith Centre, on which students choose the themes and design questions for the annual UK Youth Poll. This paper presents the initial evaluations of the course via an original survey of the students as well as in-depth discussions between students and the course organiser. As such, it offers insights into the mechanics of running such courses, as well as ways to make them as rewarding as possible to students.

11:40: Seizing the Day: Developing an Unexpected Appreciation for E-Portfolios. Elizabeth Black (University of Glasgow, UK). Digital Showcase



In this digital showcase, I will present a Mahara e-portfolio, developed as a record and reflection on the process of building a new course for final year, work-based students on the BA Childhood Practice. While existing e-portfolio scholarship mainly focuses on evaluation of effectiveness and engagement alongside employability benefits, this course has used the online space for collaborative reflection on professional development. Initially a sceptic, I will share both my newfound enthusiasm for this approach and the potential offered for capturing non-linear reflection and collegiate engagement as students represent themselves and their learning using creative and curated artefacts.

12:10: Paper Session 5 Discussion (20 minutes)

12:30: LUNCH BREAK (60 minutes)

CONCURRENT PAPER SESSIONS 6—9

1:30: PAPER SESSION 6: STUDENT-STAFF PARTNERSHIPS (90 min.)

13:30: The Power of Gratitude: A Collaborative Campus Initiative to Elevate Effective Teaching. Sara Marcketti & Anne Marie VanDerZanden (Iowa State University, USA)



Effective teaching relies on intentional design, student centered practices, and reflective improvement grounded in peer and student feedback. Positive relationships also contribute to meaningful teaching environments. For eight years, our teaching and learning center at a Midwestern U.S. land grant institution has collaborated with campus partners on an annual gratitude campaign recognizing individuals who “made a positive difference.” This session will outline the campaign’s logistics, present a thematic analysis of the ~2,000 student comments which highlight impactful instructor qualities and learning environments praised. We will also discuss the broader campus wide effects on morale, community building, and recognition of teaching effectiveness.

14:00: Life on earth: Designing Everything All at Once through Connection, Compassion, and Creativity. Richard Waites (University of York, UK)



Life on Earth is a radically designed first-year first-semester module at the University of York that covers all the most exciting and fundamental aspects in Biology. Formal lectures are replaced with active and experiential workshops and labs. Here, our students experience how much we care about them and the education we provide. The module culminates with students writing their own case studies from the research literature inspired by their own interests. Each week students are supported to reflect on their learning and write their own reflective commentary. Life on Earth has a community where relationships thrive beyond the module.

14:30: Against Shame and Honour in Education. Luke Armstrong (University of Glasgow, UK)



Princeton University recently abandoned its Honour Code that had been in place since 1893. Since the advent of artificial intelligence (AI), academic misconduct has become widespread; students no longer have the same sense of “honour” vis-à-vis academic integrity, which led to Princeton’s rejection of the Honour Code. In this article, we suggest the abandoning of Honour Codes is not to be regretted. Notions of shame and honour are misplaced in education. We argue against fostering shame and honour cultures in an attempt to thwart misuse of AI. Instead, we must look to the reasons why

students resort to AI misuse. If students are motivated and find value in their assessments, they will be less likely to misuse AI.

15:00: Paper Session 6 Discussion (30 minutes)

1:30: PAPER SESSION 7: ACTIVE & EXPERIENTIAL LEARNING (90 min.)

13:30: Outside the Upload: Embodied Learning and Authentic Assessment in Online Learning. Sharon Woodill (University of Central Florida, USA)



Online education is in crisis: AI completes traditional assignments in seconds while students consume content in isolation. Current solutions—detection tools, proctoring, honor codes—simply engage in an unwinnable arms race. Our approach sends students outside the upload to embrace community as curriculum. The world becomes their learning laboratory where they engage with places, people, and their own lived experiences—gathering multimedia documentation, adding reflections, and bundling these to share with fellow learners in the online course environment. The result, not without challenges, is genuine discovery replacing surface compliance. We preserve what AI cannot replicate: presence, encounter, and embodied observation.

14:00: Engaging Higher Education Students in Collaborative, Active, and Experiential Learning to Nurture Professional Growth. Dian McCallum (University of the West Indies, Jamaica)



Within the context of higher education active and experiential learning are critical to teacher learning and development. This is especially so in programmes where participants are part-time students, working full-time in high stress and demanding contexts such as schools. These higher education students crave learning experiences which can be of immediate and practical use in their work settings. They also have high expectations of themselves and are anxious to do well in their programme.

14:30: Transitioning to Active Learning: Confidence Building and Support at Pre-Entry and into First Year. Felicity Cawley (University of Glasgow, UK)



Active learning is a central pillar of many universities' learning and teaching strategies. However, this approach to learning and teaching can be new for many students. Adapting to, and engaging with, active learning can be an additional barrier for widening participation students who have more complex and challenging transitional experiences, often impacted by low confidence and difficulties constructing learner identities. This session will discuss the strategies used to introduce students to active learning activities and approaches in higher education, focusing on adaptations to established techniques that are designed to improve accessibility for widening participation students at pre-entry and first year.

15:00: Paper Session 7 Discussion (30 minutes)

13:30: PAPER SESSION 8: COLLABORATION & CULTURE BUILDING (90 min.)

13:30: Engaging Diversity: How Cultural Backgrounds Shape Group Engagement in Collaborative Learning (Zubeida Lowton, University of Glasgow, UK)



Postgraduate study increasingly involves mobility across countries, creating culturally diverse cohorts. Yet home students may hold negative perceptions of international peers, contributing to exclusion and reduced engagement (Poort et al., 2022; Spiro, 2014). A “global learning” approach is therefore essential (Green, 2019). At the University of Glasgow, international students form a substantial proportion of the cohort. This paper presentation reports findings from a qualitative study on multicultural engagement among master’s-level students, examining collaborative group learning as a student-centred strategy. It also explores how cultural backgrounds shape engagement and identifies factors that support inclusive and effective collaboration.

14:00: Being Human in an AI World: Cultivating Compassion, Creativity, and Connection in the Age of Automation. Doug Specht (University of Westminster, UK)



As artificial intelligence reshapes higher education's landscape, the distinctly human capacities of collaboration, compassion, and creativity become not merely desirable attributes but essential foundations for meaningful learning. The proliferation of generative AI presents a paradox: while these technologies promise to enhance collaboration and accelerate creative output, they simultaneously risk homogenizing student voice, mechanizing intellectual work, and disrupting the cultural connections that enable genuine learning communities to flourish. Drawing on research from the "Making Sense of Generative AI" project and international work with UN HESI, this session examines how educators can navigate this tension by centering human-centred principles in AI integration.

14:30: Paper Session 8 Discussion (30 minutes)

13:30: PAPER SESSION 9: PARTNERSHIPS (90 min.)

13:30: Partnering with MSD, UK, a leading drugs company, to facilitate experiential learning and assessment: A Work Integrated Learning Case Study. Irene Brew-Riverson & Pythagoras Petratos (University of Westminster, UK)



This paper presents how staff from the School of Finance and Accounting at the University of Westminster and students on the BSc Finance programme partnered with the pharmaceutical company MSD to work on a project. It outlines how MSD provided a live brief to the students and explores how over the course of six weeks, students worked in teams to prepare an expo in which they pitched their response to the financial problem statement presented to them. The presentation explores the benefits and challenges experienced by all stakeholders and provides a candid reflection that highlights lessons learnt from the experience.

14:00: Promoting Co-Creation: Reimagining Strategy, Support Mechanisms, and Recognition. Maxwell Addo & Ana Cabral (Queen Mary University of London, UK)



This presentation aims to showcase how co-creation has been systematically embedded within teaching and learning at Queen Mary University of London as part of our Strategy 2030. We share how co-creation has been used as both a pedagogical approach and a cultural practice, enabling learners and educators to work collaboratively in shaping curricula, learning activities, and assessment. Through illustrative case examples of our educational development support mechanisms and recognition programmes, we demonstrate how we have been supporting the development of student-staff co-creative practice. The session offers transferable insights for educators/ institutions seeking to embed co-creation as a sustainable, values-led practice.

14:30: Paper Session 9 Discussion (30 minutes)

13:30: WORKSHOP SESSIONS 1 & 2

13:30: Workshop 1: Collaborative Dialogues for Decolonizing the Curriculum: From Shared Reflection to Collective Action. Dustin Hosseini & Laavanya Varadarajan Shanmugapriya (University of Glasgow, UK)



This session combines dialogic roundtable discussion with participatory workshop activities to explore collaborative approaches to decolonising the curriculum in higher education. Drawing on a recent co-authored book chapter and institutionally recognised practice, it foregrounds compassion, reflexivity, and epistemic plurality as foundations for sustainable curricular change. Through structured dialogue and collaborative mapping, participants examine how interdisciplinary communities of practice and student-staff partnerships can challenge colonial assumptions embedded in teaching and assessment. The session emphasises creativity and relationality, supporting participants to translate critical reflection into context-sensitive, collective strategies for inclusive and culturally responsive curriculum transformation.

14:30: Workshop 2: Podcasting as Creative Process in Higher Education and Professional Development. Marie McQuade, Eilidh Soussi & Alison McCandish (University of Glasgow, UK)



This interactive 60-minute workshop introduces podcasting as a creative and expressive practice for scholarship, teaching, and professional development. Grounded in research on audio pedagogy, reflective practice, and dialogic learning, participants will examine how podcasts support voice, identity, and knowledge sharing. Through mapping activities, collaborative idea generation, and hands-on planning, participants will design a podcast episode relevant to their own context. Participants will

leave with a podcast concept, a draft script or storyboard, and practical strategies for integrating podcasting into educational and professional settings.

15:30 BREAK (30 minutes)

16:00 CONCURRENT WORKSHOPS 3-7 (60 minutes)

16:00: Workshop 3: Connecting Across Cultures: A World Café on International Teaching and Learning Trends, Challenges, and Opportunities. Sarah Riforgiate (University of Wisconsin-Milwaukee, USA), Jenny Coady (Heriot-Watt University, UK), Fadia Nasser (Sakhnin Academic College, Israel), & Greg Auhl (Charles Sturt University, Australia)



Educators benefit from experiencing activities to make informed teaching decisions (Brookfield, 2017). Workshop participants will engage in a World Café discussion on International Teaching and Learning Trends, Challenges, and Opportunities. The World Café format facilitates engaged communication that motivates exploration and learning (Pinto-Pinho et al., 2023), lends itself to problem-based learning (Nunez et al., 2020), provides deliberation and perspective taking opportunities (Alunni-Menichini et al., 2023), and enhances communication skills (Rahmawati et al., 2021). Further, this session allows educators to gain perspective on other higher educational institutions globally while sharing experiences and generating creative solutions as we navigate challenges and opportunities.

16:00: Workshop 4: If Words Alone Fail, Try Adding Word Clouds, Vivid Grammar, and Hint Fiction. Wayne Charney (Kansas State University, USA)



Words have long served as default thinking tools. However, as a consequence of dramatic shifts in classroom pedagogies from printed matter and spoken words to digital formats, students have become more attuned to the visual aspects of information due to the very nature of the medium of delivery—their laptops. If print is “literal” text and speech is “oral” text, then electronic communication is “visual” text. Mastery of all three is essential, but students learn even more effectively if prompted to sharpen their visually thinking skills through the strategic design of exercises including Word Clouds, Vivid Grammar, and Hint Fiction.

16:00: Workshop 5: From Transactions to Transformation: Creating a Culture of Care in Higher Education. Brad Garner (Indiana Wesleyan University, USA)



A caring culture in higher education does not emerge from slogans—it is built through daily practices that communicate belonging, dignity, and support. This interactive session helps participants to design intentional systems of care that strengthen student engagement, persistence, and learning. Using an evidence-informed

framework grounded in the ethic of care, participants will identify barriers that quietly undermine trust, examine high-impact caring behaviors across face-to-face and online environments, and develop a practical “Culture of Care Action Plan” for their own context. Attendees will leave with adaptable strategies, sample language, and tools to embed care into teaching, advising, and institutional culture.

16:00: Workshop 6: From Abstract to Assembly: Using LEGO Bricks to Teach #D Visualization in Mechanical Design. Jing Liu (Heriot-Watt University, UK)



This workshop introduces an experiential learning session for first-year mechanical engineering students, designed to address the critical challenge of 3D spatial visualization. The session employs LEGO bricks as "objects-to-think-with" to bridge the gap between abstract orthographic drawings and physical assembly. Through hands-on activities, students will actively build mechanisms, reverse-engineer designs and collaborate on rapid prototyping challenges, which follows a whole design process. The goal is to solidify the design process, improve spatial reasoning skills and foster a collaborative mindset essential for success in the mechanical engineering curriculum and beyond.

16:00: Workshop 7: Using Thinking Routines to Actively Engage Collegiate Learners Across All Disciplines. Jennifer Kosiak, Maggie McHugh, & Megan Litster (University of Wisconsin-La Crosse, USA)



Thinking is an abstract concept often completed privately. Yet as educators, our goal is to help students make their thinking visible not only to us as teachers but to other classmates. As an Active and Experiential Learning concept, thinking routines can increase student agency and engagement, deepen understanding, and cultivate a community (Ritchhart & Church, 2020). Thinking routines can also drive sustained, transferable skills essential for complex college-level work across disciplines. In this interactive workshop, participants will engage in strategies before working collaboratively to conceptualize how to implement thinking routines into their own educational setting.

17:00: END

TRAVEL TO CITY CENTRE FOR CONFERENCE OPENING RECEPTION, CITY CHAMBERS, GEORGE SQUARE, followed by CONFERENCE OPENING BANQUET AT CITATION, MERCHANT CITY

END OF DAY ONE

DAY TWO: THURSDAY, JULY 16

8:45 Verbal Update. Anne Tierney, President, IUT

9:00 CONCURRENT ROUNDTABLES 1-5 (60 minutes)

Roundtable 1: Sharp and Smart Writing for Business. Claudia Caruana (NYU Stern School of Business, USA)



Really Writing for and about Business: Forget the Dull Memos and Academic Reports Headless Body Found in Topless Bar! Ok, this was a real headline in the New York Post many years back and it is a starting point for strong and effective writing in Stern's Business and Society freshman course. Instead of dull, academic writing, students are encouraged to write bold headlines and decks and a speed read. Then, they go on to show, not tell, the necessary story for their assignments.

Roundtable 2: Circle Talk on “Teaching Well” Fay Akindes (Universities of Wisconsin, USA)



Inspired by the Great Teachers Movement and the Native American tradition of circle talks (also called talking circles), this proposed roundtable opens with a few thoughts inspired by the book "Teaching Well" based on interviews with educator Stephen Brookfield who grew up in Liverpool and now lives in Minnesota, USA. Questions guiding the roundtable: What does it mean to teach well? How do our experiences as students frame our teaching? How do we do learning-centered teaching? Additional questions: How do we teach well as leaders? How do we learn and grow as teachers over a career?

Roundtable 3: “What’s in the Bag?”: Escape Rooms as Pedagogical Provocation for University Educators. Kevin McConville & Charlotte Wright (University of Dundee, UK)



This interactive roundtable explores the use of escape-room–inspired pedagogy as a provocation for reflective teaching practice in higher education. Using a physical tabletop “medical bag escape room,” participants engage with artefacts designed to discuss learning processes, uncertainty, power, collaboration, and the hidden curriculum. Rather than solving problems, educators are invited to reflect on process, facilitation, and professional identity. Grounded in empirical work on escape rooms in medical education, the session is conversation-led and peer-focused, encouraging participants to consider how small, safe pedagogical experiments might be translated into their own disciplinary and institutional contexts.

Roundtable 4: A Career Readiness Collaboration Model: Strengthening Graduate Transitions through External Partnership. Lisa Speedie (Charles Sturt University, Australia)



Regional nursing students face increasing challenges navigating complex graduate application processes, particularly in regional and rural contexts where competition for positions is intensifying. This roundtable presents a reimagined, industry-informed career-readiness model developed through collaboration between Charles Sturt's School of Nursing, the Careers and Skills Hub, and Local Health Districts. In 2024, tailored curriculum embedding, specialised online sessions, and staged one-on-one coaching significantly increased Bachelor of Nursing student engagement, confidence, and application preparedness. Outcomes included stronger industry partnerships and enhanced professional readiness. The presentation will discuss how universities can build graduate-ready capabilities longitudinally across undergraduate programs through meaningful external collaboration.

Roundtable 5: Community Engagement to Boost Accessibility in Science Laboratories in a Higher Education Context. Gülnur Birol, Silvia Mazabel & Sunita Chowrira (University of British Columbia, Canada)



Laboratory courses are essential for cultivating discipline-specific competencies for science students, yet they pose distinct accessibility challenges. At our institution, over a quarter of undergraduate Science courses include labs and 16% of enrolled students identify as having or living with a disability. Dry, wet, and field-based labs can introduce sensory, physical, cognitive, and psychological barriers that traditional accommodations do not fully address. Initial consultations with instructors, support staff, and students revealed strong existing practices and clear needs for targeted guidance in inclusive lab design. This roundtable invites participants to share strategies, challenges, and resources to advance accessible laboratory learning environments.

10:00 BREAK (30 minutes)

10:30: CONCURRENT PAPER SESSIONS 10-13 (90 Minutes)

PAPER SESSION 10: COLLABORATION & CULTURE BUILDING

10:30: Active Learning and Generative AI in a Research Methodology Course for Novice Researchers. Sarah Gravett (University of Johannesburg, South Africa)



This paper reports on a research methodology course offered through blended learning for novice researchers. The course employed teaching and learning strategies to support deeper learning, while exploring how generative AI could be harnessed and its learning interference counteracted. The research examined how

course presenters and students experienced the course and how students made sense of the content and its presentation, with particular attention to active learning strategies and generative AI. Data were generated from reflective conversations, Moodle interactions, assignments, examination scripts, and an end-of-course questionnaire. Preliminary findings suggest strategies supported deeper learning and mitigated indiscriminate AI use.

11:00: Promoting Active Learning in the Context of Enhancing Learning and Teaching Practice. Vicki Dale (University of Glasgow, UK)



Student-centred approaches to learning and teaching have extolled the virtues of active learning, with the lecturer as a facilitator of students engaging in active reflection and/or collaboration. Enhanced student performance and key employability skills are observed to derive from this approach. This session will briefly showcase the strategic work of the University of Glasgow in relation to student-centred active learning. We will share academic development resources for staff and concisely relay top-level outcomes of a pilot survey on staff and student readiness for active learning. Participants are invited to reflect on and share their own approaches to supporting active learning.

11:30: In Praise of Differentiated Teaching and Assessment in Higher Education. Martin Barker (University of Aberdeen, UK)



The higher education environment is becoming more diverse, which we should celebrate. One response to this diversity is attempts to differentiate teaching and assessments. But how difficult or realistic is this aspiration? This review explores some of the options for differentiating what we do. Challenges and rewards include recognising the 'uniqueness' of students. The review will consider diversifying modes of delivery, student readiness, aptitude/attitude and confidence/competence among students, adaptive assessments, and whether we can expect to achieve a normal (Gaussian) distribution of performance and achievement among our students. And I also want to learn about the experiences of the audience.

12:00: Paper Session 10 Discussion (30 minutes)

PAPER SESSION 11: COLLABORATION & CULTURE BUILDING

10:30: 'Why Won't They Collaborate?' Mary Douglas, 'Four Cultures,' and University Educations. Jason Davies (University College, London, UK)



Culture is an extremely elusive term and is often taken to refer to visible, apparently distinctive assumptions, values and practices. The possibilities and differences become almost infinite. The social anthropologist Mary Douglas argued that we should instead consider different modes of 'conflict resolution' as the key engine of

culture generation under this visible surface, and that this leads us to just four broad types of organisational and societal culture. These in turn help generate those visible assumptions, values and practices. This presentation explores some of the implications of this framework for university education.

11:00: Rethinking Chinese Students' Classroom Engagement for Culturally Responsive Pedagogical Practice. Sadia Ali (University of Glasgow, UK)



This paper shares a narrative review of 10 years of empirical research to propose how Chinese students' silence in the classroom can be understood in Western teaching environments. Rather than viewing silence as a sign of disengagement or limited understanding, the research highlights its cultural and contextual meanings. The review also explores Western educators' interpretations of silence, revealing frequent mismatches between student intentions and teacher assumptions. By synthesising recommended pedagogical responses, the study advocates recognising silence as a legitimate form of engagement and calls for culturally responsive, non-exclusive, and decolonising approaches to teaching and student participation.

11:30: Paper Session 11 Discussion (30 minutes)

PAPER SESSION 12: PARTNERSHIPS / ACTIVE & EXPERIENTIAL LEARNING

10:30: Integrating Responsible AI into Online Bioethics Education. Michal Ramot, (The Hebrew University of Jerusalem, Israel). Digital Showcase



Since 2023, the Hebrew University of Jerusalem has offered "Medicine, Nazism, and the Holocaust," a fully online bioethics course addressing profound ethical and historical complexities. A central challenge in this digital environment is the wide variation in students' foundational knowledge, which can limit meaningful engagement with advanced ethical discussions. To address this gap, we developed a multilingual chatbot trained exclusively on a curated corpus of peer-reviewed academic sources. Integrated at the beginning of each learning unit, the chatbot provides essential historical context and verifies comprehension through structured dialogue. In this Digital Showcase, participants will view a short video demonstration of the chatbot and be invited to explore and interact with the tool themselves.

11:00: Talking SoTL: Developing a Shared Interdisciplinary Language for Teaching and Learning through SoTL Partnerships. Andrea Webb (University of British Columbia, Canada) & Irma Meijerman (University of Utrecht, Netherlands)



Interdisciplinary partnerships in higher education reveal how disciplinary cultures shape teaching and learning. This paper argues that Scholarship of Teaching and Learning (SoTL) projects offer a powerful means of developing a shared interdisciplinary language that supports collaboration, creativity, and community. By engaging educators in evidence-informed, reflective inquiry, SoTL surfaces disciplinary

assumptions while fostering common ground through collective investigation of learning outcomes and pedagogical practices. Drawing on cross-disciplinary SoTL initiatives, the paper illustrates how such work cultivates empathy, curiosity, and shared responsibility. It concludes by outlining institutional supports that enable scalable, culturally generative interdisciplinary SoTL collaborations.

11:30: How Collaboration Has Transformed the Transition Experience of Initial Teacher Education Students. Lindsay Gibson & Eilidh Soussi (University of Glasgow, UK)



As first year course leaders on initial teacher education courses, we have focused on improving feelings of mattering within the first-year cohort. This has involved collaborating with the other members of staff involved with first year students at a leadership level and the student learning development team to firstly consider what mattering looks like and consider ways to strengthen it in this cohort. These first steps have led to changes in the transition process and we discuss the next steps we plan to take to gain feedback from students on their feelings on mattering and the overall transition process.

12:00: Paper Session 12 Discussion (30 minutes)

PAPER SESSION 13: STUDENT-STAFF PARTNERSHIPS

10:30: Fostering Collaborative Culture and Employability Skills in Staff-Student Roles: The Key Benefits of Compressed Teaching. Laura McCaughey & Anna McGregor (University of Glasgow, UK)



Supporting student transitions from university into the workplace can be challenging. We will explore how intensive, or compressed, teaching formats combined with creative active learning sessions better align course delivery with industry work patterns, fostering a culture of trust across staff-student roles that is crucial when teaching across traditional disciplinary boundaries. A mixed-methods study delivered by a staff-student partnership team evaluated these benefits in three courses introducing entrepreneurship to bioscience students. Effects on student performance were mixed, but the benefit of creative active-learning approaches were significant on supporting wellbeing and encouraging resilience, demonstrating clear motivation for expanding its implementation.

11:00: Professional Skill Enhancement through the Use of Summative Blogs. Julie Langan Martin & Sueda Coskun (University of Glasgow, UK)



This project evaluates the use of academic blogging as an authentic assessment within the MSc Global Mental Health programme. Developed in partnership with The National Elf Service, the assessment requires students to transform mental health research into accessible blogs for professional audiences. Using a mixed-perspectives

approach, the study gathers structured questionnaire data from students, the module lead, and the National Elf team, alongside reflective accounts from student authors whose blogs were published. The evaluation explores perceived benefits, skill development, and satisfaction with this assessment, and explores blogging's potential to bridge academic knowledge and practice through authentic, real-world assessment.

11:30: Paper Session 13 Discussion (30 minutes)

10:30: WORKSHOP SESSION 8 (90 minutes)

10:30: Workshop 8 (90 minutes): Co-Designing Student Engagement Beyond Attendance: International Perspectives and Shared Reflection. Jenny Coady (Heriot-Watt University, UK), Megan Litster, Jennifer Kosiak (University of Wisconsin La Crosse) & Leslie Blanchard (University of Wisconsin-La Crosse, USA)



Educators seek to understand how we can better foster meaningful student engagement, aligned with Active and Experiential Learning that promotes deeper understanding and community. With attendance recognised as necessary but not sufficient for engagement, this interactive workshop explores how value-added attendance can be intentionally designed, drawing on international perspectives. Participants begin with collaborative rich picture drawing techniques (Checkland, 1981) to surface and frame complex engagement challenges. These are analysed using Leslie Blanchard's (2019) LADDER model before participants co-design practical, context-sensitive interventions in design sprints, transferable to their own teaching practice.

12:30 POSTER SESSION (60 minutes) & LUNCH

Peruse our posters and talk to the presenters while you have lunch. Don't forget we also have posters online.

Poster 1: Building Future Engineers with LEGO. Greg Burgess (University of Glasgow, UK)



This LEGO Hydrogen Project was both exciting and deeply rewarding. The initiative was designed to support international PGT students—particularly those new to the College of Science and Engineering—in developing their communication and confidence. Collaborating with Dr Euan McGookin from the James Watt School of Engineering, we recognised the value of teamwork and problem-solving in a competitive setting as a powerful tool for learning. We adapted the Hydrogen Challenge Ltd, originally aimed at high school pupils, to suit our postgraduate cohort. The idea of designing and building hydrogen-powered LEGO vehicles brought a hands-on, engaging element to the learning experience.

Poster 2: Navigating Meaningful, Authentic Learning through Partnership-Driven Pedagogies and Cross-Sector Collaboration. Benjamin Chong (University of Leeds, UK)



This poster presents an interactive timeline demonstrating how my partnership-driven teaching evolves into an authentic and socially-engaged model of learning. It illustrates how design thinking, reflective practice, and justice-oriented approaches concretely shape activities, co-developed with external partners, supported by stakeholder dialogue and student-initiated networks. Viewers will experience how these collaborations extend learning beyond core disciplinary knowledge into ethical reasoning, sustainability awareness, and responsible professional values. The showcase highlights the iterative refinement, learning and adaptation, and reveals how all these strengthened the community across staff, students, alumni, and industry—contributing to external recognition for my teaching programme and its impact.

Poster 3: Running through the Culture: A Gamified Approach to Promoting Cultural Awareness through “Watt a Race.” Rohaya binti Daud (Heriot-Watt University, Malaysia)



This poster presents “Watt A Race,” a gamified, experiential learning activity designed to promote cultural understanding through interactive and team-based challenges. It outlines the design, structure, and implementation of the activity. “Watt a Race” immerses students in a series of culturally themed checkpoints that require collaboration, problem-solving, and active participation. It was developed as a game-based learning activity aimed at promoting cultural awareness through experiential and collaborative learning involving group participation. Direct observation was used to evaluate engagement, interaction, and overall learning outcomes. The paper contributes a practical model for educators seeking to integrate culture into active learning environments and demonstrates how low-resource, scalable activities can support student-centred pedagogy.

Poster 4: Active Learning Artifacts as Catalysts for Peer Interaction and Classroom Community: A Case Study. Kevin Dietsche (University of Wisconsin-Stout, USA)



Active learning approaches such as peer instruction and collaborative making are known to enhance engagement, yet their role in fostering classroom community is less frequently examined. This poster explores how student-created artifacts—projects students design, build, and keep—function as focal points for peer discussion, reflection, and shared learning. Drawing on case examples from engineering and manufacturing technology courses, the poster highlights how artifacts support student interaction, confidence, and persistence while surfacing common implementation barriers. Visual examples and concise findings invite dialogue around practical strategies for using active learning artifacts to strengthen both learning and community.

Poster 5: What Makes Simulation-Based Learning Meaningful in Teacher Education? Haled El-Said (Kaye Academic College of Education, Israel)



Simulation-based learning is widely used in teacher education, yet the conditions that make it meaningful remain underexplored. This qualitative phenomenological study examines the experiences of 15 pre-service teachers from Bedouin-Arab and Jewish communities in Israel. Data were collected through semi-structured interviews and analyzed thematically, guided by Self-Determination Theory. Findings identify five key components: preparation, authenticity, reflective debriefing, autonomy, and facilitation. The study suggests that meaningful simulation emerges as an integrated pedagogical ecosystem supporting autonomy, competence, and relatedness, thereby fostering professional identity development in culturally diverse teacher education contexts.

Poster 6: Scaling Student-Staff Partnership for Institutional Curriculum Transformation: The University of Leicester's Research-Inspired Education Project. Sarah Gretton (University of Leicester, UK)



The Research-Inspired Education (RiE) project at the University of Leicester is a pioneering, university-wide effort to embed research-led learning into all academic programmes. By involving students as genuine partners in curriculum development, RiE ensures each student recognises the role of research in their studies and actively engages with researchers. More than 120 trained student consultants collaborated in programme-level consultations, promoting true student ownership and co-creation throughout curriculum transformation. This presentation will outline the implementation of RiE, highlighting key successes and the challenges faced when expanding Student as Partners practices across the institution.

Poster 7: The Effect of a SEL Intervention Program on Emotional Regulation for Preservice Teachers. Stella Gidalevich & Ella Mirkin (Oranim Academic College of Education, Israel)



This study's aim was to examine the influence of a unique intervention focused on emotional regulation, an important component of SEL. Seventy-two third-year preservice teachers participated for one year, tutoring a mathematically challenged student. Each participant in an experimental group learned to assess his/her emotional state using a special ruler before teaching a lesson based on the ruler's assessment, the preservice teacher was assisted with a variety of emotional regulation strategies. A control group learned without emotional strategies. The results indicated that the experimental group showed a notable improvement in cognitive reappraisal post-intervention, whereas the control group showed no change.

Poster 8: Scaffolded Electronics Design Studio: Reporting, Soldering, Simulation and Bilingual First-Year Success. Sami Haider (Heriot-Watt University, UK)



First-year electronics students frequently encounter simultaneous challenges, mastering technical principles, engaging in laboratory practice, producing academic writing and utilising specialised software pressures intensified for bilingual groups studying in English. I restructured a Praxis Electronics Design module into a scaffolded framework, report templates and exemplars with referencing assistance; sequential simulation tasks; soldering preparation accompanied by safety artefacts; quality assessments for PCB design; and a final Arduino mini-project that connects simulation to tangible troubleshooting. I conduct a mixed-methods evaluation employing rubric-based report analysis, task completion and learning analytics, student surveys, and bilingual student focus groups to ascertain which scaffolds most effectively enhance learning, confidence, and inclusion.

Poster 9: The ABDN Internships: Fostering Belonging and Future Prospects through Work Experience. Regina Jaschke (University of Aberdeen, UK)



The ABDN internships are a highly successful programme of work experience available exclusively to University of Aberdeen students. Student engagement has been fantastic with almost 5,000 applications in the last two years and data by academic Schools and other characteristics will be presented. This poster will also explore the internship journey and the support and learning opportunities for students throughout the process. Case studies and feedback from students and host employers, will also highlight how the programme builds and strengthens relationships with the local community and allows students to explore how their skills and knowledge matter beyond the classroom.

Poster 10: Leveraging Scholar Transformation Theory to Engage Doctoral Students in Becoming Scholars. Peggy Kerr (Gwynedd Mercy University, USA)



This poster explains how doctoral students are supported in working through the initial stages of Scholar Transformation Theory (Welsh et al., 2020) in a course called Grounding Research in Literature. Each of the stages of the theory will be presented alongside the active learning strategies students complete to master them in developing the literature review chapter of their dissertation. The collaborative learning process that serves to support the students in becoming a community of scholars will be emphasized. Student feedback and insights into the process will be shared, as well as challenges that were overcome.

Poster 11: Addressing Grand Challenges in Higher Education: An Approach Toward Interdisciplinary Collaboration, Knowledge, and Experience Exchange. Silvia Mazabel & Gülnur Birol (University of British Columbia, Canada)



Thinking is an abstract concept often completed privately. Yet as educators, our goal is to help students make their thinking visible not only to us as teachers but to other classmates. As an Active and Experiential Learning concept, thinking routines can increase student agency and engagement, deepen understanding, and cultivate a community (Ritchhart & Church, 2020). Thinking routines can also drive sustained, transferable skills essential for complex college-level work across disciplines. In this interactive workshop, participants will engage in strategies before working collaboratively to conceptualize how to implement thinking routines into their own educational setting.

Poster 12: Reflective Learning Logs as an Assignment Tool for Students. Penny Laycock (University of Glasgow, UK)



This poster examines the use of reflective learning logs as an assessment in an Honours-level course to support students reflecting on their learning. Students analyse what supports or hinders their learning, how their approaches change over time, and how positionality shapes engagement with course content and peers. The logs help make academic expectations clearer, encourage students to think critically about how they learn, and reflect on how their positionality shapes their learning experiences. Reflective learning logs are intended to foster self-awareness, adaptability, and emerging scholarly identity, while supporting responsive teaching and inclusive learning cultures.

Poster 13: Attendance as a Predictor for Course Academic Performance in Undergraduate Sport and Exercise Science Students. Victoria Penpraze (University of Glasgow, UK)



Attendance is commonly associated with academic performance in undergraduate (UG) sport and exercise science (SES) programmes. This study reports preliminary findings examining the relationship between attendance and

academic outcomes within a UG Muscle and Biomechanics course (n=45). Teaching was delivered primarily in person but also with online components through lectures, workshops and laboratory sessions, with attendance recorded electronically. End of course test performance was analysed using correlational and regression analyses. No single teaching format showed a stronger association with performance than others. Overall, attendance across lectures, labs and workshops was moderately associated with improved academic outcomes.

Poster 14: Simulation-Based Learning as a Catalyst for Teachers' Self-Efficacy and Empathy. Sehrab Masri (Ramat Gan Academic College, Israel) & Nayif Awad (Sakhnin Academic College for Teacher Education, Israel)



This study examines simulation-based learning (SBL) as a pedagogical approach for enhancing teachers' self-efficacy and empathy, two key competencies for effective and inclusive teaching. Using a mixed-methods design, the study explored the impact of SBL workshops implemented within academic teacher education programs among Arab teachers in Israel. Findings indicate that participation in SBL workshops was associated with higher levels of self-efficacy and empathy, highlighting the relationship between experiential learning and teachers' emotional and professional development. The study suggests that simulation-based learning can serve as a meaningful catalyst for strengthening teachers' pedagogical confidence, empathy, and classroom climate.

Poster 15: Assessment and Collaboration: Do Grades Help or Hurt Group Culture? Marina Menshykova (University of Aberdeen, UK)



The study examines how grading practices influence group culture and collaboration in educational settings. It explores how assessment systems shape student behaviour, particularly in group work contexts. Focusing on shared versus individual grades and the role of peer evaluation, the study considers whether these approaches encourage genuine collaboration or strategic participation aimed at maximizing marks. The analysis highlights tensions between accountability and cooperation, questioning whether grading supports or undermines trust, equity, and collective learning. By evaluating these dynamics, the study contributes to ongoing discussions about designing assessment methods that foster authentic collaboration and positive group culture.

Poster 16: Uncovering Building Blocks Leading to a Collaborative Culture through Staff-Student Partnership. Wei Lin Poh (Heriot-Watt University, Malaysia)



This poster explores intentional collaborations between staff and students to build an inclusive academic culture that strengthens belonging and shared ownership of learning. It highlights student-staff partnership initiatives—such as liaison committees, class representative forums, and social activities—that foster cohesive peer relationships and engagement. Drawing on both student and staff perspectives, the

work discusses how these collaborative practices challenge traditional roles and cultivate co-creative mindsets, enhancing student agency and engagement. It also addresses contextual insights and limitations, including recognition of voluntary contributions and challenges in measuring impact, to inform sustainable staff-student partnership development in higher education.

Poster 17: Co-creating Assessments with Employers: What Worked, What Challenged, and What We Learnt. Gule Saman, Joy Perkins & Adnan Ilyas (Heriot-Watt University, UK)



Integrating industry into university curricula is essential for strengthening graduate employability. Graduate Apprenticeships (GAs) offer one model that blends academic study with substantial work-based learning. To explore how assessment and feedback operate within this model, short surveys were conducted with current and recent apprentices, as well as the employers hosting them. This presentation shares key survey findings on co-creating assessments with employers, highlighting what worked well, the challenges encountered, and the support that most effectively enabled collaborative assessment design and delivery. Findings from this study will be particularly relevant to degree module leaders, educational developers, and employability professionals seeking to initiate or enhance partnership-based assessment practices.

Poster 18: Crossing Cultural Boundaries in Teacher Education: Bedouin College Students' Experiences in Jewish Schools in Israel. Inna Smirnov-Okanin (Kaye Academic College of Education, Israel)



This qualitative case study explores the intercultural experiences of Bedouin college students enrolled in a teacher education program during their practical training in Jewish schools in Israel. Based on semi-structured interviews, it examines how these minority student-teachers navigate professional identity, cultural awareness, and belonging. Findings show that initial apprehension was transformed through supportive interactions with staff and pupils, leading to pedagogical growth and professional confidence. Despite linguistic challenges and uneven cultural exchange, Hebrew proficiency and professional competence became central to belonging. The study highlights the need for structured intercultural preparation and linguistic support in college/university-based teacher education programs.

Poster 19: From Policing to Partnership: Leveraging GenAI for Compassionate and Culturally Responsive Academic Integrity Hebatallah Shoukry, Gule Saman, Nidhal AbdulAziz & Clare Thomson (Heriot-Watt University, UK)



This pilot study explores how Generative AI (GenAI) can support fair, efficient, and empathetic decision-making in academic misconduct cases across culturally diverse campuses. Conducted within the School of Engineering and Physical Sciences at Heriot-Watt University, the study engages Academic Misconduct Committee members who assess hypothetical case studies alongside GenAI-generated decisions

based on university policy. Using survey data, it examines perceptions of GenAI as a collaborative partner and its effects on integrity, fairness, and inclusion. By connecting across cultures, the study highlights the potential of creatively using human–AI collaboration to enhance academic integrity with compassion and consistency.

Poster 20: Making Accounting Thinking Visible: Visual Thinking Strategies, Generative AI and Metacognitive Development in Pre-University Education

Zuliana Zaludin, Heriot-Watt University, UK



This study discusses the use of Visual Thinking Strategies (VTS) and Generative AI (GenAI) to create visual representations of abstract concepts in Accounting for pre-university students. The study tackles the problem of rote learning in technical disciplines and uses a 'human-led, AI-assisted' pedagogical approach for students to conceptualise and generate visuals for Accounting concept such as matching and prudence, through the use of prompts. Using the Dual Coding Theory, the researcher attempts to take the emphasis off calculation and on to exploration. The study hopes to show the positive impact of imaginative, visual workflows on students' engagement and understanding of Accounting.

Poster 21: Radical Listening and Dynamic Reflection: Eliciting the Student Voice in Diverse Classrooms

Heather Ball, St. John's University & Kate Simpson, University of Glasgow



The ability to reflect on one's own learning is a foundational skill, but there is limited empirical research on how to engender the skill (Alt, Raichel & Naamati Schneider, 2022). Our poster evidences three distinct ways to support students to participate in and value self-reflection. We know from our own multidisciplinary practices (Library Studies, Children's Literatures & Cultures, and Digital Humanities) that thinking positively about their own pedagogy can be a radically positive experience for students (Schreiner 2010; Morris 2026). The following examples show what that looks like in practice and discusses some of the decisive outcomes of such practice.

Poster 22: Centering Students when Evaluating Impacts of a Departmental Grade Alignment Policy

Catherine Rawn, University of British Columbia



Academic policy can impact faculty and students' experiences of the teaching and learning environment; this research seeks to foreground student voices in such policy evaluation. Our context is a large psychology department with a longstanding policy restricting class averages, intended to reduce inequities across sections. The current study, co-developed with students, recruited 1234 undergraduates to an experiment exploring psychological impacts of a recent policy revision, and to comment on the policy. Taken together, quantitative and initial qualitative results overlap only somewhat, raising new questions about students' experiences of grades, and how to engage students in academic policy (re)development.

Poster 23: The Power of Learning Communities Jennifer Leptien, Iowa State University



Learning Communities at Iowa State University (ISU) have maintained a successful, high-impact experience for new students that has continued to grow and thrive for 30 years. The effectiveness of this program is demonstrated by enrollment growth, increased student retention, and higher graduation rates year after year. This roundtable session will begin with a presentation of the ISU Learning Community model, a description of the administrative framework, and data validating the efficacy of this sustained campus collaboration. Participants will discuss the feasibility of implementing a similar high-impact practice model and share related collaborations on their campuses.

Poster 24: Employer-Led Interdisciplinary Student Projects: What Actually Works? Joy Perkins (Heriot-Watt University, UK) & Stuart Durkin (University of Aberdeen)



This poster outlines the partnership approaches underpinning the 30-credit module, 'Employer-led Interdisciplinary Project'. This module is offered to penultimate year undergraduate students in the School of Social Science, University of Aberdeen. A central feature of the 12-week module is an experiential learning opportunity delivered through a virtual, interdisciplinary group project provided by a small and medium-sized enterprise (SME), start-up business, or third-sector charity. For those seeking to develop or embed externally sourced, project-based learning, this poster shares our experiences. It highlights what worked, the challenges encountered, and the forms of support that proved critical when working with external partners.

Poster 25: MedRACE: Raising Awareness About Social Injustice in Healthcare Kiran Bhavra, Amardeep Sidki & Kike Solanke (University of Leicester)

Poster 26: Lessons Learned from the Student-Staff Partnership Process of Decolonising a Psychology Course. Leyla De Amicis (University of Glasgow)

13:30: MID-CONFERENCE TOUR: Visit to Burrell Collection and Pollok Park

We will try to leave for the Burrell Collection as soon after 13:30 as we can.

END OF DAY TWO

DAY THREE: FRIDAY, JULY 17

8:45 Verbal Update. Anne Tierney, President, IUT

9:00: CONCURRENT ROUNDTABLES 6-10 (60 Minutes)

Roundtable 6: High-Impact practices: A differentiator for Today's Undergraduate Students. Anne Marie VanDerZanden & Sara Marcketti (Iowa State University)



At Iowa State University students participate in a variety of high impact practices (HIPs) that support their academic and career goals. The current university strategic plan includes a goal for every undergraduate to participate in at least three HIPs before graduation. In 2022 an institutional High Impact Practices Taskforce was established to help achieve this goal. The taskforce identified and defined the "Iowa State Nine" HIPs that the institution is prioritizing. Currently efforts center on creating quality HIPs, expanding student participation, and developing professional development faculty. This roundtable session will engage participants in a discussion of effective HIP practices.

Roundtable 7: Group Work Doesn't Create Cohorts—Design Does: Trauma-Informed Approaches in Blended Higher Education. Marie McQuade & Elizabeth Black (University of Glasgow, UK)



Group work is commonly used in higher education, yet its role in fostering connection is often assumed rather than designed. This poster presents a trauma-informed model of group work that focuses on connection to peers, learning spaces, and disciplinary content within blended and work-based part-time programmes. Drawing on Tuckman's stages of group development, social constructivist theory, and trauma-informed pedagogy, the model explores how groups form, falter, and sustain engagement across online and face-to-face contexts. Four participation profiles, Spark, Facilitator, Resistor, Variable Contributor, are used to illustrate inclusive design strategies that support belonging, flexibility, and sustained participation over time.

Roundtable 8: Beyond the Hype: Faculty Dialogue on AI's Role in Higher Education. Megan Litster (University of Wisconsin-La Crosse, USA)



As AI reshapes higher education, faculty face collisions between academic values, student AI use, and institutional innovation pressures. This roundtable unites faculty across disciplines to explore these tensions with creativity, compassion, and community. Drawing on shared experiences, participants will address: What do our disciplines value, and how does AI challenge or support those values? How can we design assessments encouraging deep learning over AI shortcuts? How do we compassionately support students and colleagues as AI becomes increasingly central to education? The session emphasizes building faculty community, honoring disciplinary integrity while embracing innovation, and developing practical "AI-aware" strategies with cross-disciplinary connections.

Roundtable 9: Using Creative Modelling to Encourage Confidence, Collaboration, and Community in Undergraduate Life Sciences Teaching. Emma Reid & Marie Bowers (University of Glasgow, UK)



Undergraduate Life Sciences students at the University of Glasgow frequently report that they lack a sense of belonging within their degree programmes, particularly in the early years of study. We introduced a creative learning workshop at the beginning of the academic year, to engage year 3 neuroscience students and promote a sense of community within the cohort. Student worked in small groups to create sustainable playdough models to represent neuroscience concepts of their choice. Providing ownership of the focus and style of their models, successfully encouraged collaboration and a sustained collegiality within the cohort, whilst reinforcing course content through creativity.

Roundtable 10: Rethinking Digital Competence in Curriculum, Practice, and Culture. Marlene Muller (Heriot-Watt University, UK)



Digital transformation in business education requires more than technological adoption; it demands cultural and professional change leadership. Digital initiatives may also generate technostress, shaped by professional identity and institutional context.

This roundtable introduces DIGIT (Diagnose, Integrate, Grow, Innovate, Track), a bottom-up framework positioning digital capability development as distributed change leadership across academic and professional roles. Informed by evidence on structured upskilling, the session adopts a design-based SoTL approach, inviting participants to interrogate tensions around competence baselines, staff wellbeing and cross-role collaboration. Insights will inform the iterative refinement of DIGIT as a sustainable model for digital change leadership in business education.

10:00 BREAK (10 minutes)

10:10: CONCURRENT WORKSHOPS 9-12 (60 minutes)

Workshop 9: Inviting Students into Flipped Learning: Using Co-Drawing to Build Shared Learning Agreements. Jenny Coady (Heriot-Watt University, UK)



This experiential workshop engages participants in a student-centred induction activity for flipped learning using collaborative co-drawing informed by Checkland's Rich Picture technique (Checkland, 1981). Acting first as students, participants visually surface assumptions, expectations, and concerns about flipped learning. They then shift to the educator role, responding dialogically by annotating drawings to clarify expectations, gently challenge assumptions, nurture curiosity, and offer reassurance. By involving students in co-creating a shared learning agreement,

the approach foregrounds student voice, builds shared understanding, and fosters early buy-in and engagement in flipped classrooms.

Workshop 10: Assessing Cultural Humility in Interdisciplinary Art and Design Studies Client Collaborations in Texas. Tesa Morin (University of North Texas, USA)



How does an educator navigate the experiential needs of soon-to-be graduates into professional life with a required departmental cultural humility assessment in a state with newly restrictive laws? Requiring teams of students in a professional practice course to ask questions of themselves and their clients about backgrounds and beliefs without judgment brought deep discussion and understanding while walking the line.

Workshop 11: The Write Start: How to Design Social Spaces for Productive Writing Practice. Emma Davenport & Debora Mina (London Metropolitan University, UK)



The workshop is an opportunity to explore the creation, facilitation and sustainment of social spaces for academic writing in a hands-on way. Particular attention is paid to the benefits and challenges when it comes to the development of writing skills throughout a degree programme. Participants will experience a writing 'studio', based on a pedagogical design that is inspired by art and design education on the one hand and, on the other, Murray's Social Writing Framework before reflecting upon the important roles space and collectivity play when designing positive writing experiences across a range of different disciplinary and pedagogical contexts.

Workshop 12: Leading with Kindness: Practice Strategies for Everyday Work. Anna Sedda (Heriot-Watt University UK)



Collaborative cultures based on negotiation and sharing emerge only when individuals are in the right place to engage with others. Recent work on reframing failure and building community highlights the need to challenge narratives of success that undermine wellbeing. Taking care of ourselves is essential to collaboration with colleagues and students. This workshop invites participants to reflect on what self-care means in practice and explores practical tools to support it. Focusing on kindness, understood in psychology as self-compassion, the workshop argues that self-compassionate academics can model healthy behaviours for students, foster compassionate pedagogy, and critically challenge success norms in academia.

11:10: BREAK (20 minutes)

11:30: CONCURRENT PAPER SESSIONS 14-16 (90 minutes)

PAPER SESSION 14: INTERDISCIPLINARY PARTNERSHIPS

11:30: Bridging Interdisciplinary “Divides” through Collaborative Experiential Learning: Co-Creating a Field Course about Environmental Sustainability. Anna McGregor, Hannah Mathers & Tessa Poller (University of Glasgow, UK)



Environmental sustainability is a crucial topic, yet challenging to teach in the confines of university classrooms and from single disciplines. Here, we worked across a staff-student partnership team to design and deliver a final-year undergraduate course that included staff and students from archaeology, linguistics, ecology and geology, built around in-person conversations with community stakeholders. After an intensive 1-week period on campus, the team travelled to Lewis to collect disciplinary data, but also hear from island stakeholders about their perspectives. Producing media-based assessments, this course demonstrated how powerful experiential learning, place-based approaches and interdisciplinary collaborations can be.

12:00: From Technical to Social Good: Transforming Remote Sensing through Community Partnerships. Jane Dmochowski (University of Pennsylvania, USA)



How can technical courses move from theory to tangible social impact? Following a fellowship at my university centered on the value of being "relentlessly focused on enhancing social good," I redesigned my Remote Sensing course to center on collaborative, experiential learning. Students partnered with external organizations, such as state parks and conservation districts, to solve real-world geospatial problems like reforestation and wildfire management. Beyond technical mastery, students developed peer-teaching skills and an understanding of technical expertise as social capital. This session shares how scaffolded, partner-based assignments help students navigate ethical data implications and recognize their role in community well-being.

12:30: Collaborating with Educators: Developing Training to Foster and Assess Student Belonging, Persistence, and Success. Sarah Riforgiate (University of Wisconsin-Milwaukee, USA)



A sense of belonging and inclusion are essential for students to feel connected and thrive in higher education (Felton & Lambert, 2020; Geise et al., 2025; Hogan & Sathy, 2022). We collaborated with the Association of Public & Land-Grant Universities Student Experience Project and University of Wisconsin-Milwaukee educators over two years to develop, facilitate, and refine educator training to increase student's belonging, persistence, and success. We also measured educator's sense of belonging. I will share the program structure, elements, and qualitative and quantitative findings as we continue program iterations to enhance a culture of belonging for educators and students alike.

13:00: Paper Session 14 Discussion (30 minutes)

PAPER SESSION 15: CREATIVE & EXPRESSIVE PRACTICES / COLLABORATION & CULTURE BUILDING

11:30: Beyond the Crisis; Enhancing Pre-Service Teachers' Resilience and Inclusive Practice with Minority and Marginalized Learners. Fadia Nasser Abu-Alhija (Sakhnin Academic College for Teacher Education, Israel)

 This study examines an AI-supported, simulation-based training program designed to enhance pre-service teachers' social-emotional learning (SEL) competencies in volatile and crisis-affected contexts in Israel and Greece. The intervention integrated AI tools (text-to-text, text-to-image) with simulations of crisis-related dilemmas, stress, and socio-emotional challenges. Using a pre-post quantitative design with 85 participants, significant SEL and AI-related gains emerged overall, with stronger effects among Israeli, younger, and language-studies students. Greek participants showed modest improvements. Findings underscore the potential of culturally responsive, AI-supported simulations for strengthening resilience, and inclusive practice with minority and marginalized learners, and call for context-sensitive, collaborative international teacher education.

12:00: Helping Students to build a Sustainable Future. Tamar Christensen & Randy Fallows (University of California, Los Angeles, USA)

 This paper will focus on ways to make research and writing more relevant to students by asking them to consider the impact technology and climate change will have on their careers and personal lives. Inspired by research, students develop a multi-genre essay containing artifacts of their future lives, including snippets of professional writing, dialogues with colleagues and family, work schedules, and personal journals. Students appreciate being able to bridge academic work with personal enlightenment, seeing the relevance that research and writing can have on them now and throughout their lives as they become agents of positive change.

12:30: Induction as Pedagogy: Addressing Cultural Transitions in Transnational Engineering Education. Adelaja Israel Osofero & Oleksandr Menshykov (University of Aberdeen, UK)

 The study presents the induction practices of a transnational double degree programme in Civil Engineering jointly delivered by the University of Aberdeen (UK) and Harbin Engineering University (China). The programme combines discipline-specific teaching with sustained English language and study skills support delivered in China, followed by a final year of integrated study in the UK. Particular emphasis is placed on English language development, academic integrity, and intercultural transition, supported by a targeted induction programme in Aberdeen. The study highlights key pedagogical practices and reflections relevant to TransNational Education (TNE) contexts.

13:00: Paper Session 15 Discussion (30 minutes)

PAPER SESSION 16

11:30: Progress Checks: Improving Instructor / Student Communication and Fostering Self-Monitoring Skills. June Levitt (Texas Women's University, USA)



Universities commonly administer student evaluations at the end of each semester. Traditional evaluations are one-sided, capturing students' perspectives after courses conclude. Although these evaluations may include worthwhile insights, feedback often arrives too late for instructors to adjust coursework accordingly. To address such limitations, many instructors have adopted midterm evaluations. Building on this practice, the author developed a structured "progress check" model with five checkpoints across a 16-week semester. The model has two goals: 1) improving communication between students and instructors, fostering students' self-monitoring skills and 2) promoting a supportive learning culture that values student perspectives.

12:00: Life Scientists' Experiences of Scholarship of Teaching and Learning. Anne Tierney (Heriot-Watt University, UK)



The Scholarship of Teaching and Learning (SoTL) is often a requirement of a Teaching and Scholarship contract in higher education, a mechanism for career progression and a means to improve the student learning experience. Although SoTL has been practiced for over three decades, the extent to which it is supported can vary from institution to institution. Life Sciences in the UK is one of the fields which sustained a vibrant and engaged SoTL community. In this paper, we seek to explore the current state of SoTL engagement, and expose barriers to engagement as well as offer possible solutions.

12:30: Paper Session 16 Discussion (30 minutes)

11:30 CONCURRENT WORKSHOPS 13 & 14 (90 min)

11:30 Workshop 13: Students Learn through Discussion: Facilitating Active Learning Experiences that Promote Understanding and Classroom Community.

Val Krage, University of Wisconsin, La Crosse



Research on teaching and learning reveals that discussion is an impactful learning strategy that enables students to articulate ideas, interpret concepts, and build new understandings. This interactive workshop will explore how intentionally designed classroom discussions promote active and experiential learning that enhances understanding of key concepts and supports classroom community. Participants will engage in structured discussion, analyze how discussion protocols influence participation and learning, and examine common barriers to effective classroom discussion. Participants will leave with practical approaches for implementing various discussion protocols in their classrooms. This session is informed by the Universities of Wisconsin System's Discussion Project.

11:30 Workshop 14: Supporting Student Experiential Learning through Effective UDL-Informed Task Scaffolding: A Framework. Becky Bonarek & Tricia Duke, University of Illinois, Chicago



Do your students struggle to apply learning content to novel situations, or over-rely on AI? This 90-minute workshop focuses on designing effective scaffolding systems that support students' independent application of learning in higher education contexts. The session offers a practical framework for aligning scaffolds with learners' zones of proximal development while promoting transfer and metacognition. Participants will examine key characteristics of high-impact scaffolding—calibration, fading, adaptability, and task alignment—and apply these principles to learning tasks in their own courses. Through guided activities, participants will analyze task complexity and develop pre-, during-, and post-task scaffolds ready for implementation in their teaching contexts.

13:30: LUNCH (60 minutes)

14:30: CONCURRENT WORKSHOPS 15-17 (60 minutes)

14:30: Workshop 15: Co-Creating Community: Two Reflective Exercises. Fay Akindes (Universities of Wisconsin, USA)



Participants will engage in two reflective exercises that co-create a sense of community. I was introduced to the first exercise by an educator who grew up in Liverpool and now lives in Minnesota. It is ideal at the beginning of a term. The second exercise was created by a Universities of Wisconsin professor and can be used multiple times in slightly varied ways throughout the term. This mindfulness exercise is ideal for beginning (or ending) a class session to transition between the outside world and the classroom. Both reflective exercises may be adopted and adapted for all classrooms.

14:30: Workshop 16: Organizational Culture in Times of Transformative Change: Bridge or Barrier? Janina Tasic (University of Applied Sciences Ruhr West, Germany)



Higher Education faces mounting internal and external pressures for profound change. Whether driven top-down or emerging from grassroots initiatives, many in academia find themselves on a rollercoaster of organizational transformation—reshaping processes, structures, and culture. Given that “culture eats strategy for breakfast,” understanding cultural models is key to identifying barriers and building bridges during transformation. This session explores academic frameworks of organizational culture. Participants will discuss goals of culture change and analyze and reflect on their own academic culture in contrast to others'. Together we will shed light on how we can increase cohesion and build community.

14:30: Workshop 17: We're All in This Together: Working in Partnership with Students to Enhance Experiential Learning. Lauren Mottle (University of Leeds, UK)



This workshop focuses on the growing prominence of experiential learning as a response to sector wide demands for increasingly immersive, skills-rich educational experiences and argues that meaningful staff–student partnership is essential for navigating these shifts. Through interactive activities, participants will engage with outputs of workshops and research projects conducted in partnership with students and become part of this on-going conversation. Through surfacing shared and contextual experiences, and exploring participants' reflections on the value of partnership and curriculum design, we will generate tangible outputs that could be trialled to enhance experiential learning opportunities in local contexts.

15:30: BREAK (20 minutes)

16:10: CLOSING KEYNOTE (60 minutes)

Digital Tools Become Obsolete: Creative Thinking Doesn't. Denitsa Petrova (University of Edinburgh, UK) & Doug Specht (University of Westminster, UK)



In an era defined by rapid technological change, educators face a deceptively simple but profoundly urgent question: what are we actually teaching when we teach with digital tools? This keynote argues that the thinking behind the tools matters more than the tools themselves, and that the most enduring gift an educator can give a student is not fluency in any particular platform, but the creative confidence and critical capacity to work purposefully across whatever tools the future demands. Drawing on our recent book *The Student Guide to the Creative Studio in the Digital Age*, and work on the *National Curriculum Review*, we argue for a fundamental reorientation of how digital creativity is understood and taught. Rather than positioning the classroom as a space for tool acquisition, we propose a vision of it as a creative studio. Grounded in both practice and theory, and informed by contributions from industry experts and education specialists, this keynote challenges educators at every level to reconsider their assumptions about digital creativity, not as a technical skill to be delivered, but as a human capacity to be cultivated. It offers practical implications for curriculum design, assessment, and the role of play in higher education, and invites the audience to ask not *which tools* they are teaching, but *what kind of thinkers* they are helping to build.

17:10: END OF CONFERENCE

17:30: CLOSING RECEPTION, Glasgow University Union, 32 University Avenue.

• **ONLINE PROGRAM IN DETAIL** •

**52nd International Conference on Improving
University Teaching,
JULY 15—17, 2026**

**In Collaboration with
THE UNIVERSITY OF GLASGOW**

**CONFERENCE THEME: *CONNECTING ACROSS CULTURES:
COLLABORATION, COMPASSION, AND CREATIVITY***

**Conference Director
Anne Tierney, Heriot-Watt University, UK**

DAY ONE: WEDNESDAY, JULY 15

CONFERENCE OPENING: 8:30-10:20

8:30 Conference Registration, University of Glasgow, School of Education

9:00: Conference Welcome: Anne Tierney, President, IUT (Heriot-Watt University, UK)

9:05 Welcome, University of Glasgow: Moira Fischbacher-Smith, Vice-Principal, Learning & Teaching

9:20: Keynote: Embedding Emotion in Research Education: Time for a Culture Shift. Jo Ferrie & Julie Riddell (University of Glasgow)



Emotion is an essential part of researcher practice. There is an emotional quality to being a researcher, and acknowledging this, and understanding how this impacts our 'standpoint' can usefully inform our work. Indeed, this is necessary work if we are researching in areas that align with our lived experience. We will take a closer look at the impact of doing work in an emotional context. Whether we recognise this as leading to vicarious trauma, or recognise 'lower-level symptoms' such as imposter syndrome, burnout, guilt and unproductive procrastination: this keynote will attempt to normalise emotional engagement with our research practice. We will consider the role of allies, of tenured and senior colleagues, and of peers in providing safe and nurturing conditions in which we produce our research and scholarship.

10:20: BREAK (20 minutes)

10:40: ONLINE PAPER SESSION OL1: STUDENT-STAFF PARTNERSHIPS (90 minutes)

10:40: First-Year Law Students' Perceptions: Skills, Employment, and Socio-Economic Realities in a New Higher Education Landscape. Maribel Canto-Lopez (University of Leicester, UK)



The landscape of higher education has changed due to factors like the massification and marketisation of the sector. This has led to growing pressures on graduate employability and attainment of requisite skills whilst at university. Obtaining law students' perspectives on these issues has become relevant due to an increasingly diverse student population. We suggest improving communication among HE, employers, and student representatives to support law students from non-traditional backgrounds and acknowledge the barriers they face. At universities level, inclusive employability activities will help students from non-traditional backgrounds. This could improve the confidence, well-being, and employability of our diverse student body.

11:10: Beyond “More Is Better”: Diverse Patterns of Student-Staff Partnership Engagement in China. Yu Wang (Xi-An Jiaotong-Liverpool University, China)



While student-staff partnerships (SaP) are promoted globally, assumptions about engagement remain largely linear. Using latent profile analysis of 719 Chinese university teachers, we identify five distinct SaP engagement patterns, from Holistic Co-Creators to Curriculum-Avoidant Faculty, including a surprising Feedback-Driven group highly satisfied despite minimal co-design involvement. Contrary to expectations, deeper engagement did not predict higher satisfaction. Professional development frequency strongly predicted membership in more engaged profiles. These findings challenge simplistic narratives of partnership and highlight the need for role-aligned support structures that honor diverse forms of productive collaboration between students and staff.

11:40: Paper Session OL1 Discussion (30 Minutes)

12:00: BREAK AND LUNCH (1 hour)

13:00: ONLINE PAPER SESSION OL2: INTERDISCIPLINARY PARTNERSHIPS (90 MINUTES)

13:00: HyFlex as Culture Building: Connecting Students Across Learning Modes. Gina Fox & Rachel Tunstall (University of Leicester, UK)



The University of Leicester-wide HyFlex pilot has highlighted how flexible multimodal teaching can strengthen connection and compassion across student groups. This presentation shares findings from the pilot showing how HyFlex environments help students navigate disciplinary, cultural, and situational differences by allowing participation in-person, online synchronous, or asynchronous. We demonstrate how HyFlex design supports culture-building in first-year transition, increases belonging

for commuter and care responsible students, and encourages active learning across modalities. Practical insights and student–staff co-created recommendations are included.

13:30 Paper Session OL2 Discussion (30 minutes)

14:00: BREAK (1 hour 20 minutes)

15:20: ONLINE PAPER SESSION OL3: COLLABORATION & CULTURE BUILDING (90 MINUTES)

15:20: Student-Created Case Studies as Collaborative and Inclusive Pedagogy.
Manuel Rodrigues (King's College London, UK)



This paper examines student-created case studies developed in two MSc Finance programmes at King's College London between 2017 and 2025 (over 500 MSc students; 100 student-written cases). Compared with discussing existing cases, student-written cases facilitate collective knowledge-building, promote a learning-by-teaching effect, and position students as collaborative co-creators. The findings show improvements in learning and assessment outcomes alongside a more equitable and inclusive learning experience, reflected in lower failure rates and reduced performance disparities. Module evaluations also improved across all teaching categories, indicating higher student satisfaction. The cases will be published in an open repository to foreground student contributions.

15:50: Bridging the Atlantic: A Case Study on AI Regulation and Ethics on AI.
Julio César Muñoz Pérez (National University of Distance Education, Spain) & Timothy Mattison (University of Southern Indiana, USA)



This paper analyzes the collaboration between UNED and South Indiana University, established via a Memorandum of Understanding (MOU) following IUT 2024. Led by Professors Mattison and Muñoz, this interdisciplinary alliance bridges the fields of Education and Law to examine AI's ethical and regulatory impact. By aligning American innovation with European digital rights, the partnership fosters a unique culture of international cooperation. A key finding is that AI has inextricably linked educational innovation with scientific research. Ultimately, this case study serves as a model for future global governance in educational technology and cross-cultural academic partnerships.

16:20: Towards Fair and Consistent Marking Practices: Assessing and Mitigating Bias in Higher Education. Andrea Eross (Heriot-Watt University UK)



This study explores biases in assessment marking practices within higher education, aiming to identify sources of bias, assess their impacts on academic judgments, and propose practical measures for bias mitigation. Using a mixed-methods approach, a survey involving 105 academic staff from business departments in UK universities was conducted. Results indicate widespread awareness of unconscious

biases and inconsistent application of institutional guidelines and moderation practices. Qualitative responses reveal prevalent concerns about calibration, transparency, training inadequacies, collaborative moderation, and cultural inclusivity. The findings underline the necessity of structured training programmes, comprehensive moderation frameworks, and consistent rubric use to ensure equitable assessments.

16:50 Paper Session OL3 Discussion (30 minutes)

17:20: END OF DAY ONE

DAY TWO: THURSDAY, JULY 16

8:15 Verbal Update. Anne Tierney, President, IUT

8:30: ONLINE PAPER SESSION OL4: COLLABORATION & CULTURE BUILDING

8:30: Collaboration in Course Design: Who, How, and Why. Greg Auhl (Charles Sturt University, Australia)



This presentation reports on a case study that embeds Indigenous knowledge systems within undergraduate STEM education for pre-service primary teachers as a means of decolonising curriculum. The study examines the collaborative design and implementation of a core course integrating Indigenous perspectives across four interconnected modules: scientific thinking and design processes, technology as a socio-cultural system, the physical and living worlds, and systems and sustainability. Through experiential and reflective learning, students engaged with Indigenous epistemologies alongside computational, design, and systems thinking. Findings indicate that Indigenous worldviews reframe STEM as relational, ethical, and place-based, strengthening sustainability literacy, pedagogical inclusivity, and critical consciousness in future teachers.

9:00: Diverse Nationalities in Collaborative Learning and Its Influence on Students' Learning. Andrew Hock Cheong Lee (Heriot-Watt University, Malaysia)



This action research examines how a collaborative learning activity amongst group members of diverse nationalities influences students learning experience. In groups of between 4 to 5 students of various nationalities, they collaborate and manage an online business in a pre-university Business Management course. Through a qualitative study, students view of their learning experience when collaborating with team members of different nationalities, the challenges faced and how they overcome those challenges to build a classroom culture rooted in compassion and creativity are gathered.

9:30: Predictors of Social and Family Support by Psychological Outcomes among Arab Teachers in Israel. Ihab Zubeidat & Islam Abu Asaad (Sakhnin Academic College for Teaching Education, Israel)



This study examined social and family support, psychological well-being, resilience, social-emotional learning (SEL), teaching motivation, and state anxiety among 420 Arab teachers. We tested differences across socio-demographic variables (gender, education level, and teaching role) and explored how age and psychological factors predict social and family support. Results showed significant group differences: female teachers reported higher social and family support, well-being, and resilience, while male teachers reported higher SEL, teaching motivation, and state anxiety. Age was negatively associated with support and positive outcomes, but positively related to

anxiety. Regression analyses explained 25.6% of the variance in social and family support.

10:00 Paper Session OL4 Discussion (30 minutes)

10:30 BREAK (60 minutes)

11:30: PAPER SESSION OL5: ACTIVE & EXPERIENTIAL LEARNING (90 MINUTES)

11:30: Visualizing Mindfulness in Education: An Arts-Based Study of Teachers' Conceptual Development. Dafna Gan, Open University of Israel, Shimrit Telraz-Cohen, Beit Berl College & Netta Baryosef-Paz, Kibbutzim College of Education



This study investigates the developmental perception of mindfulness among teachers through a qualitative analysis of drawings and written explanations collected at three intervals over an academic year. Utilizing a phenomenographic approach, the research tracks how participants' understanding evolves from concrete, nature-based metaphors (e.g., sun, flowers) toward abstract, intersubjective, and pedagogically integrated symbols like infinity signs and complex teacher-student relationships. Findings suggest that contemplative training facilitates a transition from an “self-centered” focus on personal well-being to a “collective” professional identity. The study demonstrates that arts-based inquiry effectively externalizes implicit conceptual shifts in teacher education.

12:00: Choose Your Own Adventure (CYOA) in Teaching and Learning. Rosemary McIlwhan (Heriot-Watt University, UK)



This paper explores the use of Choose Your Own Adventure (CYOA) as an active learning activity in a Postgraduate Certificate in Teaching and Learning, and how it can be used in other disciplines. Participants will be invited to participate in a selection of Choose Your Own Adventure activities based on different aspects of teaching and learning. They will then explore how this supports students to engage in active learning and how CYOA activities could be used in their own teaching. Participants will also discuss (and potentially co-create a plan for) how to design and deliver CYOA in their discipline / context.

12:30: Building Collaborative Cultures through Cross-Professional Experiential Learning in Bioscience Education. Alix Blockley (University of Leicester)



Collaboration in higher education shapes “third space” culture by creating new ways of working across roles. This showcase explores how the development of a collaborative culture greatly benefits the co design and delivery of two large cohort, compulsory, second year bioscience modules. Academic staff worked in partnership with colleagues from Careers and Employability, Research and Enterprise, and The Academic Skills Team to embed experiential learning within the curriculum. Through authentic assessment and employer-informed tasks, students engaged in collaborative

writing, employability activities, and reflective practice. These sister work-related learning modules highlight the opportunities and practical considerations involved in sustaining cross professional collaboration.

13:00: Paper Session OL5 Discussion (30 Minutes)

13:30: BREAK (30 Minutes)

14:00: ONLINE PAPER SESSION OL6: COLLABORATION & CULTURE BUILDING (90 Minutes)

14:00: Translation as a Framework for Situated Learning Analysis. Khadidja Merakchi (Heriot-Watt University, UK)



This paper proposes a reframing of situated learning through the lens of translation in order to account for the ethical, epistemic, and political dimensions of learning oriented toward multiple publics. Drawing on public translation studies and the notion of knowledge transfer (KT), it conceptualises translation as both a metaphor for KT and a situated, collaborative practice. The argument builds on a case study of a community-engaged teaching initiative involving postgraduate students, a South African filmmaker, and local community organisations. The case study demonstrates how translation-based pedagogy foregrounds ethical mediation, power redistribution, and reciprocal knowledge exchange, offering a transferable model for community-engaged learning across disciplines.

14:30: Building Collaborative Teaching Cultures Amid the Professionalisation of UK Higher Education. Jenny Morrison, Nicole Cassie, Zubeida Lowton & Lito Tsitsou (University of Glasgow, UK)



This paper explores the development of the Innovative Pedagogy Hub as a space dedicated to fostering a culture of learning and teaching excellence within a research-intensive university in the UK. Recent years have seen efforts to professionalise learning and teaching in Higher Education – notably in the UK but also elsewhere – and an increase in teaching-focused academic contracts. Yet, teaching remains highly individualised with little institutional architecture to support academic teaching development. We discuss the challenges – and tensions – of building a collaborative space which recognises the distinct cultural and academic backgrounds of teaching staff and facilitates collective development of innovative teaching.

15:00: Paper Session OL6 Discussion (30 Minutes)

15:30: END OF DAY TWO

DAY THREE: FRIDAY, JULY 17

8:15 Verbal Update. Anne Tierney, President, IUT

8:30: ONLINE PAPER SESSION OL7: PARTNERSHIPS, COLLABORATION & CULTURE BUILDING

8:30: Partnering in Practice: Change-Oriented Research in University-School Collaboration. Sofiko Lobzhanidze, Marika Kirvalidze & Eka Tkavashvili (Ilia State University, Georgia)



This conference paper presents action research as a collaborative model that brings together students, university academic staff, and general education schools to initiate and implement evidence-based educational change. The research is conducted using the Student-Staff-Organization Partnership approach and is grounded in the assumption that educational change is most effective and sustainable when all stakeholders are involved in understanding the problem, planning the research, and developing practical solutions.

9:00 *paper withdrawn*

9:30: Paper Session OL7 Discussion (30 Minutes)

10:00: BREAK (1 hour)

11:00 Paper Session OL8

11:00: Life Scientists' Experiences of Scholarship of Teaching and Learning. Sarah Gretton, (University of Leicester)



The Scholarship of Teaching and Learning (SoTL) is often a requirement of a Teaching and Scholarship contract in higher education, a mechanism for career progression and a means to improve the student learning experience. Although SoTL has been practiced for over three decades, the extent to which it is supported can vary from institution to institution. Life Sciences in the UK is one of the fields which sustained a vibrant and engaged SoTL community. In this paper, we seek to explore the current state of SoTL engagement, and expose barriers to engagement as well as offer possible solutions.



11:30: Beyond the Crisis; Enhancing Pre-Service Teachers' Resilience and Inclusive Practice with Minority and Marginalized Learners. Lina Boulos & Yaser Awad (Sakhnin Academic College for Teacher Education, Israel)

This study examines an AI-supported, simulation-based training program designed to enhance pre-service teachers' social-emotional learning (SEL) competencies in volatile and crisis-affected contexts in Israel and Greece. The intervention integrated AI tools (text-to-text, text-to-image) with simulations of crisis-related dilemmas, stress, and socio-emotional challenges. Using a pre-post quantitative design with 85 participants, significant SEL and AI-related gains emerged overall, with stronger effects among Israeli, younger, and language-studies students. Greek participants showed modest improvements. Findings underscore the potential of culturally responsive, AI-supported simulations for strengthening resilience, and inclusive practice with minority and marginalized learners, and call for context-sensitive, collaborative international teacher education.

13:00: PAPER SESSION OL9: CREATIVE & EXPRESSIVE PRACTICES

13:30: Artificial Intelligence in Crafting Narratives and Images to Advance Cultural Diplomacy and Multicultural Relations. Lina Boulos & Yaser Awad, (Sakhnin Academic College for Teacher Education, Israel)



This study examines how artificial intelligence can be leveraged to craft narratives and images that advance cultural diplomacy and foster multicultural relations. Grounded in cultural diplomacy and empathy research, it focuses on AI-supported intercultural storytelling, critical media analysis, and dialogue across geopolitical divides. A tri-national program of symposia in Israel, Uzbekistan, and Turkey engaged faculty and professionals from five countries in seminars, workshops, and experiential AI-based narrative work. Findings indicate gains in intercultural competence, empathetic listening, stereotype recognition, and collaborative dialogue, alongside a practical handbook, and sustainable academic networks that position AI as a bridge for peace-building.

14:00: All Industries Are Creative Industries: On the Transferability of Skills Across Sectors. Lorena Escandón Quintanilla (Toronto Metropolitan University, Canada)



Due to the precarious and competitive nature of the creative industries, graduates often seek employment beyond their educational backgrounds. These challenges are exacerbated by an oversupply of recent graduates from creative industry and arts management programs. This study aims to understand what experiences and skills from their undergraduate education enable students from creative fields to seek employment opportunities in sectors different from their academic background. This study also attempts to understand the differences between the knowledge, skills, and abilities

(KSAs) being taught by different programs in Ontario, and the KSAs actually used in the field by recent graduates.

14:30: Paper Session OL8 Discussion (30 minutes)

15:00 BREAK (1 hour)

16:10: CLOSING KEYNOTE (60 minutes)

Digital Tools Become Obsolete: Creative Thinking Doesn't. Denitsa Petrova (University of Edinburgh, UK) & Doug Specht (University of Westminster, UK)



In an era defined by rapid technological change, educators face a deceptively simple but profoundly urgent question: what are we actually teaching when we teach with digital tools? This keynote argues that the thinking behind the tools matters more than the tools themselves, and that the most enduring gift an educator can give a student is not fluency in any particular platform, but the creative confidence and critical capacity to work purposefully across whatever tools the future demands. Drawing on our recent book *The Student Guide to the Creative Studio in the Digital Age*, and work on the *National Curriculum Review*, we argue for a fundamental reorientation of how digital creativity is understood and taught. Rather than positioning the classroom as a space for tool acquisition, we propose a vision of it as a creative studio. Grounded in both practice and theory, and informed by contributions from industry experts and education specialists, this keynote challenges educators at every level to reconsider their assumptions about digital creativity, not as a technical skill to be delivered, but as a human capacity to be cultivated. It offers practical implications for curriculum design, assessment, and the role of play in higher education, and invites the audience to ask not *which tools* they are teaching, but *what kind of thinkers* they are helping to build.

17:00: END OF CONFERENCE