# SHIFT 2024

## University of Greenwich Annual Learning & Teaching Conference

## 10th & 11th January 2024

UNIVERSITY OF GREENWICH

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# Programme Overview

## Wednesday 10th January

Online (Via Microsoft Teams)

9:45 – 10:00 Opening and Welcome

10:00 – 11:05 Parallel Session 1

11:05 – 11:15 Break

11:15 – 12:20 Parallel Session 2

12:20 – 13:00 Lunch

13:00 – 14:30 Keynote Presentation

14:30 – 14:40 Break

14:40 – 15:30 Parallel Session 3

15:30 – 15:40 Break

15:40 – 16:25 Parallel Session 4

16:25 – 16:35 Conference Closing

## Thursday 11th January

Stephen Lawrence building

9:00 – 9:30 Registration Coffee Morning

9:30 – 10:35 Parallel Session 1

10:35 – 10:50 Break

10:50 – 11:55 Parallel Session 2

11:55 – 12:40 Lunch

12:40 – 13:30 Panel Discussion

13:30 – 13:40 Break

13:40 – 14:30 Parallel Session 3

14:30 – 14:40 Break

14:40 – 15:30 Parallel Session 4

15:35 – 15:50 Conference Closing

# Keynote Speaker: Prof Kalwant Bhopal (10th January)

## “Black and Minority Ethnic experiences in higher education: social justice, inclusion and white privilege”

Online (Via Microsoft Teams), 13:00-14:30

Access Meeting Room 1 here

### Abstract

This lecture will examine how Black and minority ethnic staff and students remain marginalised in higher education. It will provide statistical data on the inequalities experienced by staff and students, followed by empirical research on Black and minority ethnic academics in UK and US higher education. By drawing on empirical research, the lecture will also explore how processes of whiteness and white privilege work to perpetuate the white space of higher education. The lecture will conclude by examining possible ways forward for higher education to engage with a socially just agenda for the inclusion of all groups.

## About Kalwant

Kalwant Bhopal is Professor of Education and Social Justice and Director of the Centre on Research on Race and Education at the University of Birmingham, UK. Kalwant's research focuses on the achievements and experiences of minority ethnic groups in education. She has conducted research on exploring discourses of identity and intersectionality examining the lives of Black minority ethnic groups as well as examining the marginal position of Gypsies and Travellers. Her research specifically explores how processes of racism, exclusion and marginalisation operate in predominantly White spaces with a focus on social justice and inclusion. From 2017-2019 she was Visiting Professor at Harvard University in the Graduate School of Education. Her recent book, White Privilege: the myth of a post-racial society was published by policy press. Her new book (with Martin Myers) Elites and the making of privilege was published this year by Routledge.

# Panel Discussion (11th January)

SL101, 12:40 – 13:30

## Panellists:

Prof Gordon Ade-Ojo Deputy Head of School, School of Education

Dr Silvia Colaiacomo Associate Professor in HE Learning and Teaching, ALE

Shapna Compton Assistant Head of Student Wellbeing Services

Dr Aura Lehtonen Senior Lecturer in Sociology Senior Lecturer in Sociology, School of Humanities & Social Sciences

## Abstract

Join us to reflect back on the conference sessions and further discuss the conference theme *Inclusive education, Myths and Realities*. Our panellists will share their research, practice and ideas on inclusive education and will respond to questions from the audience..

# Our Themes

## Inclusivity and Culture

The concept of inclusive Higher Education (HE) is continuously being reframed and challenged within a shifting socio-political and economic context. Issues around diversity and democratization of Higher Education, how to implement inclusive approaches in teaching and learning practice in the current neo-liberal climate of Higher Education, how to reduce the award and gender gap, and how to decolonise the curriculum, are only a few of the perennial questions around inclusive education. For example, the recent pandemic raised critical and vital questions about inclusivity in online spaces and with digital technologies, and recent developments in AI challenged our common conception of 'traditional' assessment and generated heated debates on authentic teaching, learning and assessment. Under this labile global context and against the backdrop of a changing landscape in HE, there is a need to reflect on how institutional policies, approaches, strategies and pedagogical interventions can be re-imagined for fairer, socially just and meaningful processes and outcomes.

SHIFT 2024 aims at providing a space for critical reflection and debate on current practices, approaches, strategies and interventions — both at a macro-institutional and a micro-pedagogical level — in an effort to bridge theory and practice on inclusive education in Higher Education and bring positive change.

Inclusive education in Higher Education will be examined through two lenses:

- Social justice, which challenges social, cultural, and economic inequalities imposed on individuals arising from any differential distribution of power, resources, and privileges, through the examination of the very structure of Higher Education itself, and
- Intersectionality, which examines "the way in which various forms of inequality operate together and exacerbate each other" (Steinmetz, 2020). Intersectionality provides a critical framework for recognising, examining, and challenging oppressive power relations (e.g., due to social class, race, ethnicity, culture) which may be perpetuated in educational contexts, policies, strategies, resources and processes.

# Conference Programme

## 10th Jan Parallel Session 1 Summary

### Meeting Room 1 (Online, via Microsoft Teams)

Access room online here

10:00 – 10:30
From Margins to Mainstream: Breaking barriers and building belonging through understanding intersectionality in higher education

10:35 – 10:45
Making Connections – Nurturing Inclusivity and Support for Social Mobility in Higher Education

10:55 – 11:05
Resistances to Inclusion Work: Reflections and Strategies

### Meeting Room 2 (Online, via Microsoft Teams)

Access room online here

10:00 – 10:30
Understanding Attendance through an EDI Lens: The student perspective

10:35 – 11:05
Neurodiversity in HE sector curriculum design policy

### Meeting Room 3 (Online, via Microsoft Teams)

Access room online here

10:00 – 10:50
A 'roots to shoots' approach to more inclusive learning design - opportunities and challenges

10:55 – 11:05
Knowing your S-D-Gs: Supporting Applied Learning & Belonging in HE through Authentic Assessment

## Meeting Room 4 (Online, via Microsoft Teams)

Access room online here

10:00 – 10:30
Reimagining Higher Education: A Methodology for Equity, Belonging, and Success

10:35 – 11:05
Introducing bystander intervention and allyship against discrimination; training for staff

# Parallel Session 1 Session Abstracts

## From Margins to Mainstream: Breaking barriers and building belonging through understanding intersectionality in higher education

Meeting Room 1 (Online, via Microsoft Teams), 10:00 - 10:30
Fiona Cook, Emilie Smith
*University of Portsmouth*

Presentation

Across the higher education sector, dedicated efforts have been made to address the inequalities faced by our students. However, these endeavours often focus on singular demographics, inadvertently overlooking the rich tapestry of intersectional and holistic identities our students possess. To genuinely understand and improve student experiences, we must acknowledge their multifaceted nature and adapt our approaches accordingly.

In this session, we'll present the findings of a research project on intersectionality conducted at a large post-92 university. Employing a mixed-methods approach, we explored the intersectional makeup of the institution. Using interviews provided a richer understanding of the nuanced lived experiences of students who bear multiple minoritised identities, navigating the complexities of cumulative discrimination.

Our findings cover four key topics: Representation & Community; Societal Experiences of Discrimination & Harassment; University Barriers & Discrimination; and Intersectional Experiences and Discrimination

We will also share our actionable recommendations and the initial steps we've taken to address the barriers highlighted which we hope will help enhance the experiences of our students. These practical insights will extend beyond our university and resonate with colleagues across the sector and beyond. We will also invite attendees to join this collaborative discourse by sharing their own experiences and suggestions.

Join us in this engaging discussion as we confront the realities of inequality in higher education head-on. By addressing the pressing issues of intersectionality, representation, and discrimination, we aim to inspire positive change within the academic sphere and contribute to a more equitable and inclusive educational landscape where every student's unique journey is recognised and supported.

## Making Connections – Nurturing Inclusivity and Support for Social Mobility in Higher Education

Meeting Room 1 (Online, via Microsoft Teams), 10:35 – 10:45
Caroline Devonport
*University of Salford and University of Hudersfield Student Union*

Lightning Talk

The effects of material deprivation on educational attainment are rightly a subject of scrutiny. Less well understood, owing perhaps to the comparative difficulty of measuring and quantifying them, are the effects of cultural deprivation, cultural expectations, and inherited value systems. As someone from a working-class background now pursuing a career in the arts, who narrowly gained access to higher education via a now defunct access course, I am able to offer insight into the educational barriers placed on students from certain social classes. I will offer some achievable solutions educators can employ to help mitigate these on a day-to-day basis.

While this short talk will not permit me to attempt an analysis of research to any satisfactory degree, I am able to offer something useful in the form of insight into how habitus in particular manifests as a limiting factor for people from lower socio-economic backgrounds. Drawing on my own experiences, I will first present primary research demonstrating that elite higher-education attainment remains the overwhelmingly most effective means of making professional headway in my discipline of choice, music. I will then draw on available academic research to offer educators possible means of identifying the outward manifestations of the beliefs, expectations, and habits that inflate across decades to create social differences between students and graduates from differing social classes.

## Resistances to Inclusion Work: Reflections and Strategies

Meeting Room 1 (Online, via Microsoft Teams), 10:55 – 10:05
Dr Aura Lehtonen, Dr Renginee Pillay
*University of Greenwich*

Lightning Talk

The principle of inclusion is increasingly considered central to modern Higher Education (see e.g. QAA 2023). Higher Education institutions are keen to tackle and improve on issues such as decolonising their curricula, awarding 'gaps' and student sense of belonging; and a range of innovative projects advancing inclusive pedagogies are conducted by HE staff across the UK and elsewhere. However, many academics and professional services staff working on projects around inclusion, diversity or democratisation face resistances to this work. Such resistances can come from other staff members or students, or in the form of institutional barriers. Indeed, in Sara Ahmed's research on diversity practitioners in HE institutions, many participants described the experience of 'banging your head against a brick wall' as 'an intrinsic part of diversity work' (2012: 26).

In this lightning talk, we reflect on resistances to inclusion work that we have faced as two academics with a strong interest in and commitment to inclusive Higher Education, discussing key anecdotes from our current and past pedagogical projects in the fields of sociology and law. Our examples suggest that it is often specifically work that seeks to challenge dominant disciplinary canons, pedagogical norms and/or institutional cultures that tends to draw various resistances – in contrast to work that considers inclusion just in terms of incorporating differences into established, dominant cultures (Gibson 2015: 4). We conclude with a few tentative strategies for dealing with resistances to inclusion work whilst acknowledging the institutional constraints that inevitably impact on this work.

## Understanding Attendance through an EDI Lens : The student perspective

Meeting Room 2 (Online, via Microsoft Teams), 10:00 – 10:30
Louise Cotton, Allied Health
*EDI group*

Prensentation

Student focussed learning and teaching is often cited as a panacea for a supportive learning environments . However what this often means in practice is a mix of proactive and reactive attempts at ensuring accessibility for all which appeases a small group of students whilst unwittingly excluding or displeasing another. In today 's multicultural and neurodiverse student population, it can be increasingly challenging to support every need and we are stuck between a rock and a hard place with minor academic adjustments at one end and the unyielding academic regs and professional standards at the other. We can adapt assessment and assignment requirements, and adjust deadlines to reflect a range of student needs. However should we be more flexible in terms of our expectations around attendance ? This is after all a universal problem (Bati et al. 2013 ) that does not go away. Non-attendance in health care programmes that provide professional training is a particular worry (Leufer and Cleary-Holdforth, 2010) with potential clinical consequences or reputations at stake if students show a lack of expected learning in a particular area. However whilst the importance of attendance is pre-empted as a professional requirement why is absenteeism so rife? . Studies from the student perspective have cited boredom as an influencing factor for disengagement (Bati et al. 2013; Doyle et al. 2008) It is time therefore to review expectations around attendance , and what this means for EDI students who may choose not to attend sessions for a range of reasons. This research proposal aims to explore the views and experiences of students from across the EDI spectrum on factors that influence their attendance and how the university can better support their participation in classes.

## Neurodiversity in HE sector curriculum design policy

Meeting Room 2 (Online, via Microsoft Teams), 10:35 – 11:05
Dr Neil Currant
*University of Bedfordshire*

Presentation

The term neurodiversity first emerged in print in 1998 and recently the term has started to gain mainstream use. Concurrently, increasing numbers of students are studying at university having declared a disability that could be categorised as neurodivergent (e.g. Clouder et al 2020). As a result, neurodiversity is an area of interest in the higher education sector. What is emerging in the sector is the increasing use of the term in policy documents and university websites. In addition, academic staff are increasingly interested in how their teaching practices and curriculum design can support the growing number of neurodivergent students studying on their courses.

This presentation reports on a research project exploring the emergence of the use of the term neurodiversity in curriculum policy documents and what guidance is being given to colleagues about curriculum design and teaching practices.

Whilst we see the increasing use of neurodiversity in policy and guidance as a positive step in supporting the needs of neurodivergent students. Our findings show a muddled picture of misunderstanding and misuse of the term neurodiversity. We also find that neurodiversity is most often framed as part of the equality, diversity and inclusion (EDI) agenda rather than explicitly linked to curriculum design and teaching practices.

The hope is this presentation can start a debate about neurodiversity and how to frame it firmly as something to be addressed in curriculum design and teaching practices.

# A 'roots to shoots' approach to more inclusive learning design - opportunities and challenges

Meeting Room 3 (Online, via Microsoft Teams), 10:00 – 10:50
Virna Rossi, Edward Misawa Ombajo
*Ravensbourne University London, Aga Khan University*

Workshop

"Inclusive learning design encompasses a mindset and ethos that values each student equally and provides tailored learning opportunities to address their individual needs. In this approach I emphasize the importance of inclusivity as a signature pedagogy, transforming it into a hallmark of the university courses you offer or support.

Main questions:

How can you design more inclusive learning experiences and environments?

How can you overcome some of the challenges of designing and implementing more inclusive learning?

The roots to shoots approach – aims of the workshop

My roots to shoots approach is an invitation to tackle learning design from the perspective of inclusivity, intentionally, from the start and in all aspects. It is a more holistic, comprehensive way of designing learning, to support every student to thrive. It can be used to design courses and modules from scratch – especially to create its initial overall, big picture – or to refresh or enhance existing courses and modules. It challenges educators to critically assess the inclusivity of their teaching design and practice(s) from the outset, rather than as an afterthought.

Content of the workshop:

The concept of ‘roots to shoots’ that underpins the approach is illustrated in a circular path around a symbolical tree with roots and branches to represent five phases or stages of learning design: (1) Values, (2) Context, (3) Content, (4) Assessment and (5) Evaluation.

After introducing the roots to shoots approach, a case study of using the model to redesign a learning design workshop will be presented by Edward

Misawa Ombajo (Nairobi, Kenya), Associate of the Network of Teaching and Learning (TL_net ), Digital Teaching and Learning (DTL), with responsibilities across Aga Khan University.

Then participants will be invited to (collaboratively) consider each of the five dimensions in turn, to form an overall big picture of a learning experience (module, unit, course) they are designing. They will be challenged to consider opportunities and challenges of designing and implementing more inclusive learning experiences and environments.

## Knowing your S-D-Gs: Supporting Applied Learning & Belonging in HE through Authentic Assessment

Meeting Room 3 (Online, via Microsoft Teams), 10:55 – 11:05
Dr Colin McClure, Dr Laura Michael
*Queen's University Belfast*

Lightning Talk

Universities have important roles in both educating and preparing individuals to support the UN's Sustainable Development Goals (SDGs). However, it's known that SDG-literacy is relatively low amongst Higher Education (HE) students in UK Universities. Students often find it difficult to identify how their studies can relate to the SDGs, and understand how they themselves can apply their knowledge to make an impact in the challenges facing society today.

Here we demonstrate an authentic, cross-School assessment initiative connecting first-year urban planning and biodiversity students. Both cohorts designed and presented posters relating to the SDGs, and a peer-assessment protocol was established to enable students to learn from, and mark, presentations from each others' cohorts. Students were asked to identify specific SDGs to determine their knowledge, as well as to specify which SDGs they felt were relevant to their studies both before and after the initiatives had taken place. Focus Groups were also undertaken to determine the benefits (if any) of the events to the students. Students from both Schools identified the benefits of the authentic assessment in both their understanding as well as their science communication skills. Further, SGD knowledge and awareness was shown to increase within the Biodiversity student cohort, and the importance of the event for developing learning communities was highlighted. Altogether, this study demonstrates the importance of authentic and peer-based assessment in understanding, as well as the impact of peer-focused events in developing students' sense of belonging.

# Reimagining Higher Education: A Methodology for Equity, Belonging, and Success

Meeting Room 4 (Online, via Microsoft Teams), 10:00 – 10:30
Dr Catherine Murgatroyd
*University of Portsmouth*

Presentation

"This session presents details of a multidisciplinary awarding gap methodology that affords academic staff with the knowledge, skills and values for socially just education, and transcends pedagogical strategies with a suite of whole institution learning opportunities for educators, researchers and professional colleagues. This methodology co constructs solutions with students, and engages participants in ongoing critical reflexivity through action research to ensure equity of opportunity for everyone, institution wide.

Consisting of a suite of workshops, activities, synchronous and asynchronous content the methodology begins with an Introduction to 'self' through Positionality that examines 25 elements of human identity, interrogates who has the power and/or agency to construct and assign the labels we hold, as well as examine opportunities, or barriers encountered at a personal, institutional or cultural levels as a result . This illuminates intersectionality and provides the tools upon which to write positionality statements. After this foundation the remaining elements can be undertaken in any order led by course team preference, needs of particular cohorts or staff availability. The suite can be tailored to individual course requirements and is also delivered via the Academic Development CPD calendar. The suite continues to provide advanced facilitative skills that help academics create 'Brave Learning Spaces' that minimise the burden on minoritised students.

Culturally responsive learning environments (all encompassing) that attend to learner diversity, and responds to the growing international market through the lens of 'Cultural Humility' as well as practical skills development sessions devoted to Allyship, Bystander Intervention, and Inclusive language. These sessions encourage application with experimentation from educators, student-led enhancements and action research.

Similarly, the session devoted to Trauma informed pedagogies argues for, and disseminates trauma informed strategies for equity.

Attention to Pedagogical practices continue with resources co constructed with students towards socially just curriculums recognising fundamental concepts such as epistemological justice and ontological oppression, and decolonised curriculums that are transparent regarding the exploitation of certain groups in the advancement of science, followed by the session ‘Understanding Awarding Gaps, Causes, Considerations and Moving Forward’ which walks academic staff through the structural barriers across all U.K education, as well as an evidence based disarming of the deficit model and significant attention to the learning tax , belonging, bias, and stereotype threat.

This methodology provides academic colleagues with additional tools to audit and evaluate their teaching practices in terms of accessibility and inclusivity whether this is in the form of teaching methods, learning activities artefacts, assessment for learning and digital innovation, with the overarching aim to minimise the need for differentiated instruction and reasonable adjustments. The final strand of this methodology is our ‘education for sustainability’. This session highlights teaching excellence that incorporates socially just, environmentally responsible, and globally responsive values.

# Introducing bystander intervention and allyship against discrimination; training for staff.

Meeting Room 4 (Online, via Microsoft Teams), 10:35 – 11:05
Dr Rebecca Smith, Dr Thomas Evans
*University of Greenwich*

Presentation

This paper will critically discuss the development and launch of the new University of Greenwich staff training for intervention and Allyship against discrimination. This peer-developed training leverages the substantive expertise in social psychological theory* and research of Greenwich staff towards improvement in our collective work environment. The aim was to ensure authentic and context relevant materials to help empower staff to engage in discrimination intervention and allyship behaviour.

In stage one this project we worked with our staff networks to get examples of discrimination they had either experienced or witnessed in the HE context. We also used this stage to develop a model of useful allyship by asking participants what good allyship looks like, and conversely, what was unhelpful allyship.

In stage two we developed the online training. Housed on moodle, the course split into sections that: 1) support staff to develop an awareness of discrimination, 2) encourage them to take responsibility to step in when they witness discrimination, 3) develop a range of intervention strategies for different situations, and 4) work on their understanding of and plans to engage in allyship behaviour. Each section weaves together evidence collected from our colleagues in stage one of the project with the body of evidence and research expertise of the development team.

This training was then subject to two rounds of pilot testing before being re-recorded and launched before Christmas. We are currently undertaking a preregistered evaluation of the efficacy of the training, with the aim to refine and improve it in continued collaboration with our peers. Our talk will critically explore this work and we welcome the opportunity for further discussion with our colleagues in a joint endeavour to make the university of Greenwich a more inclusive institution.

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# 10th Jan Parallel Session 2 Summary

## Meeting Room 1 (Online, via Microsoft Teams)

Access room online here

11:15 – 11:45
Case Study of a successful recipe: focus on students and freedom in the learning environment.

11:50 – 12:20
Towards reflexive post-humanism in critical pedagogy: Inclusion of non-human voices tourism education

## Meeting Room 2 (Online, via Microsoft Teams)

Access room online here

11:15 – 11:45
Déjà Vu : Impacting Paramedic Education through Lived Experiences

11:50 – 12:20
Unveiling the Disconnected: Revaluating the Nature and Value of Formative Assessment in Higher Education

## Meeting Room 3 (Online, via Microsoft Teams)

Access room online here

11:15 – 11:45
Generative AI Paradigm Shift in Higher Education: Balancing Myths and Realities in Assessment Marking and Design

11:50 – 12:20
Critical Pedagogy and Formative Assessment in Higher Education

## Meeting Room 4 (Online, via Microsoft Teams)

Access room online here

11:15 – 11:45
Evaluating UCAS Entry qualification and student performance in Economics Programmes at University of Greenwich (2011 – 2020)

11:50 – 12:20
The Generative AI-enabled Academic: Thoughts on Assessment Design in Engineering Education

# Parallel Session 2 Session Abstracts

## Case Study of a successful recipe: focus on students and freedom in the learning environment

Meeting Room 1 (Online, via Microsoft Teams), 11:15 - 11:45
Dr. Elisa Pannini
*University of Greenwich*

Case Study

In the Academic year 2020-2021, during lockdown, I had the opportunity to teach a module outside my usual field of expertise, outside my own Department, involving unfamiliar literature and unknown signature pedagogies. Given the challenge of inclusion brought by remote learning, I decided to turn the spotlight away from me, and onto the students, focusing on them ‘as great learners’, instead of worrying about my performance as a ‘great teacher’ (O’Leary 2002: 91).

The key principles informing my teaching for this module, have been: focus on students, and freedom in the learning environment. According to Trigwell et al. (1999), teachers’ focus on students tends to encourage a deeper approach to learning, where students engage with the learning material at a ‘deep level’, developing an intrinsic interest in the material. Also, Ramsden and Entwistle (1981) found a positive correlation between freedom in the learning environment and students’ deeper approaches to learning.

Previous years seminars featured students’ presentations, and I was keen to retain that structure and expand students’ autonomy. I asked them to form groups and choose the articles they wanted to focus on from a reading list, identify seminar questions to discuss, come up with interesting activities around those questions, and finally lead the seminars! A lot of preparation work was involved, but the students were able to bring their own perspectives and experiences. This resulted in a very varied learning experience, where students were able to take ownership of their learning and feel not only included but also empowered within the course.

In this case study I will outline the seminars' design, present some of the material and discuss challenges and replicability with the audience.

## Towards reflexive post-humanism in critical pedagogy: Inclusion of non-human voices tourism education

Meeting Room 1 (Online, via Microsoft Teams), 11:50 - 12:20
Dr Isabella Ye
*Tourism and Marketing Research Centre*

Prensentation

Underpinned by the current neoliberal ideologies and market-driven values, tourism education often struggles to sufficiently or meaningfully engage the subaltern (minority groups, the environment and non-human beings) in teaching social justice-related topics. Engaging students in social justice debates has become an increasingly important aspect in developing students' critical thinking and fostering ethical and responsible citizens of the future. Subscribing to a multi-species livelihood, post-humanism argues for the rights, welfare and agency of 'Other' beings in more-than-human relations (Copeland, 2021). As Gula (2021) aptly pointed out, tourism (sector) is an inherent issue of justice, in which non-human entities (flora and fauna) are either 'conserved' for a human-centred cosmology or are abused for human consumption or pleasure (Thomsen et al., 2023). This study takes a reflexive post-humanism angle to re-articulate inclusive curriculum through surfacing the often invisible and/or marginalised non-human voices in teaching justice issues in the tourism sector, which was long dominated by anthropocentric views. To illustrate, two case studies implemented in tourism modules on level 4 and level 7 ('Trophy hunting debate' and 'A tale of the hostile urban bench') were used to exemplify how the inclusion of non-human entities and narratives in teaching social justice can empower strong ecological empathy and stimulate reflexive discussions and critical debates amongst students. It was noted that such unconventional pedagogical practices can disrupt the deep-seated perceptual bias of human-centric views and allow students to cultivate a moral imagination of being and becoming with the often-neglected backdrops of travel, through the lens of the lions and a park bench.

# Déjà Vu : Impacting Paramedic Education through Lived Experiences

Meeting Room 2 (Online, via Microsoft Teams), 11:15 - 11:45
Gemma Boden, Issy Millbank
*University of Greenwich*

Case Study

Health education for undergraduate Paramedics typically combines on-campus education with clinical placement. With ambulances reaching less calls nationally due to delays, student paramedics are experiencing less exposure to a variety of medical cases and emergencies (Le Blancq, 2022). Whilst Universities turn to simulation to provide an authentic alternative (Bogossian et al., 2019), this presentation suggests a university community experience as a valuable supplement.

An educator on a Paramedic Science programme has developed a series of seminars within a second-year module which focuses on real-life case studies. These sessions bring together final year students and alumni who have attended unique emergencies; as well as current students who have firsthand encounters through family illnesses. The seminars provide a safe space for of lived experiences to be presented through Case Study Sessions in a recognised and structured educational format.

During the sessions, small groups examine each event, whilst the presenter recalls not only the clinical presentation, but their emotional considerations also. The less experienced second year students use the opportunity to enhance their history taking and diagnostic skills, whilst also witnessing the discrete vulnerability of their educators in their decision-making process. This immersion into the lived experience provides all participants with the sense of belonging to this unique community of sharing (Gillen-O'Neel, 2021).

This presentation will take guests from the beginning of concept to the goal for the future, and depicts one student paramedic's journey of silent bereavement to empowerment. This story is by and for educators, students and practitioners.

# Unveiling the Disconnected: Revaluating the Nature and Value of Formative Assessment in Higher Education

Meeting Room 2 (Online, via Microsoft Teams), 11:50 - 12:20

Daria Samatoina
*University of Greenwich*

Presentation

Formative assessment plays a crucial role in the educational landscape due to its multifaceted value. By offering timely and specific feedback to students, it becomes a catalyst for continuous improvement, aiding learners in understanding their strengths and areas that require further attention (Schildkamp et al., 2020). The interactive and engaging nature of these assessments fosters increased student participation, contributing to a more vibrant and inclusive learning environment (McCallum and Milner, 2020).

While formative assessment undeniably brings substantial advantages to the educational realm, it is not without its drawbacks. The process can be time-consuming for both educators and students, diverting attention from regular classroom activities. Moreover, the frequent use of assessments may inadvertently create a high-pressure environment for students, potentially impeding their ability to explore and learn in a more relaxed manner. The matter is compounded when one considers that 55% of students undertake paid work to help with the current cost of living crisis – an increase of 10% from the previous year (Neves and Stephenson, 2023). Upon reviewing students' formal and informal feedback and continuous discussions with colleagues, we have identified that there is a disconnect in the perceived value of formative assessment in university settings.

In line with the University strategy to make higher education more inclusive and accessible, our presentation aims to explore the nature of formative assessment and to address practical concerns about its effectiveness in enhancing student learning and perceived benefit. Furthermore, this presentation aims to highlight key controversies and discussions surrounding the assumed effectiveness of formative assessment. From both theoretical and practical fronts, there is a strong need to address common concerns raised by educators and students regarding the utility of formative assessment and discuss the diverse impact of formative assessment on student engagement, motivation, and academic performance. Additionally, we aim to explore innovative approaches and technologies that could promote student engagement and enhance the effectiveness of assessing students' performance.

# Generative AI Paradigm Shift in Higher Education: Balancing Myths and Realities in Assessment Marking and Design

Meeting Room 3 (Online, via Microsoft Teams), 11:15 - 11:45
Dr Guido Conaldi, Dr Francesco Mambrini
*University of Greenwich*

Presentation

Expanding on the work of Dwivedi et al. (2023) and De Vita et al. (2023), this study investigates the challenges and opportunities associated with the utilization and potential misuse of AI chatbots in the context of higher education, specifically emphasizing the design and implementation of authentic student assessments. These technologies are on the brink of achieving a level of sophistication that will fundamentally transform conventional approaches to student assessments. This study presents an update of the findings initially shared at the Greenwich Business School Learning and Teaching Festival 2023.

Initial academic responses to generative AI were heavily concerned with its role in academic dishonesty and the broader implications for maintaining academic integrity. Nonetheless, this study argues that the strategic adoption of generative AI tools could catalyze the creation of novel, authentic assessment models that fully integrate and capitalize on the advancements in AI. Anticipating that this integration may inspire future students to critically evaluate the role of AI in their academic programs, it could also encourage them to utilize AI tools for enhancing their critical thinking, learning outcomes, employability, and ethical application.

Addressing the challenge of identifying the misuse of AI in academia, the study discusses two main strategies. The first involves the use of AI-powered detection tools, which, despite their promise, come with limitations such as high costs and limited adoption. The second strategy focuses on analyzing linguistic features to detect AI-generated content, emphasizing the importance of educators' familiarity with their students' writing styles.

An experiment is conducted using specific AI chatbots to generate essays, aiming to mimic undergraduate students' writing styles. These AI-generated essays are then compared with actual student submissions from a UK university using computational linguistic analysis. The preliminary findings reveal surprising consistencies in the use of language between the AI-generated and student-written essays, including similar use of word classes and syntactic relations. Interestingly, the AI's writing style shows preferences for longer words and more adjectives, aligning along multiple dimensions with the style of top-graded student essays.

Concluding, the study suggests that as generative AI becomes more entrenched in educational settings, the pedagogical methods employed by educators are likely to face more rigorous examination. Against this backdrop, the authors advocate a forward-looking research agenda in this domain, where the integration of AI in HE should not be seen as a threat but as an opportunity to rethink assessment methods and foster authentic learning experiences. The authors invite further discussion and insights on the future role of AI in the academic landscape.

## Critical Pedagogy and Formative Assessment in Higher Education

Meeting Room 3 (Online, via Microsoft Teams), 11:50 - 12:20
Asmaa Mohamed
*October University for Modern Sciences and Arts (MSA)*

Presentation

"The purpose of this research is to determine how students perceive formative assessment as a feed forward approach to summative assessment. Formative assessment encourages critical pedagogy in teaching and learning. Considering Freire's critical pedagogy as the analytical framework, it is supported that formative assessment should go beyond grading, selection, and accountability for learning in order to raise each student's learning capacity. Critical pedagogy involves shifting the traditional student-teacher relationship to establishing spaces and practices that encourage dialogue and curiosity. In addition, this research aims to provide a comprehensive appraisal of formative assessment effectiveness in higher education from the students' perspective: was it a success, a failure, or a path for a shift? The research also takes into account the unique characteristics of Egypt's higher education system, as well as the students' environment, skills, and constraints. An online questionnaire will be used to investigate 100 under graduade students in the finance major to assess their satisfaction regarding formative assessments. This research will be conducted on senior students to determine how formative assessment influences students' accomplishments, as they are continually striving to excel at summative assessments to be prepared for an appropriate future employment opportunity.

# Evaluating UCAS Entry qualification and student performance in Economics Programmes at University of Greenwich (2011 – 2020)

Meeting Room 3 (Online, via Microsoft Teams), 11:15 - 11:45
Mahkameh Ghanei, Dr Francesco Guidi
*University of Greenwich*

Presentation

The Universities and Colleges Admissions Services (UCAS) is an independent charity for higher education admissions in the UK which was established in1992. UCAS Tariff Points are used for access to higher education programme. By looking at University of Greenwich's data, we have found that UCAS points are associated with higher valued added score, in other point there is a positive relation between UCAS tariff points and student performances. However, by considering students' ethnicity, with the same UCAS points, non-BAME students have obtained a better result than BAME students. This pattern remains the same over the period of investigation (i.e., 2010-2020).

Differences in social economic backgrounds can be seen as one of the significant factors influencing students' choice of higher education, their expectations, and their performance. Moreover, higher education institutions might be ill-equipped to assist the so-called disadvantages students during their journey undergraduate studies.

We will argue that to address this shortcoming, educators should develop a more tailor-made approach to teaching, and assessment and feedback. Several attempts were made to explore various pedagogical approaches for undergraduate programmes in economics which have been successful in improving BAME performances.

## The Generative AI-enabled Academic: Thoughts on Assessment Design in Engineering Education

Meeting Room 3 (Online, via Microsoft Teams), 11:50 - 12:20
Dr Michael Okereke, Mr Yunus Ardakani
*University of Greenwich, University College London*

Presentation

With increasing disruption of nearly every sector by Generative AI, higher education is not left out. One particular area where AI has started impacting teaching and learning in higher education is in assessment design and feedback. It seems academics are in a mad scramble to respond to the demands and challenges of AI in creating authentic assessments which are AI-resilient. This paper explores strategies that the author and his student are using in integrating AI during the assessment design within engineering. We show two case studies: one involving the use of AI in a Masters by Research Project to aid development and learning especially in area of code development and debugging. A second case study involves the championing of the lead presenter of the integration of AI in a final year project module to aid project work of the students. The talk concludes with reflections of how AI can help create authentic assessments, provide inclusive feedbacks at rapid rates and more especially serve as a virtual assistant to the academic in assessing the students work. It is the view of the presenters that an AI-enabled academic is one who would respond robustly to the challenges posed by generative AI in higher education.

# 10th Jan Parallel Session 3 Summary

## Meeting Room 1 (Online, via Microsoft Teams)

Access room online here

14:40 – 15:30
Understanding the use of shared modules- motivations, challenges and benefits

## Meeting Room 2 (Online, via Microsoft Teams)

Access room online here

14:40 – 15:10
How to encourage and include young women to consider a university degree, - a case study with transferable skills

15:20 – 15:30
Cripping the Crit: Examining the inclusivity of art-school crits through the lens of Critical Disability Studies

## Meeting Room 3 (Online, via Microsoft Teams)

Access room online here

14:40 – 15:10
Healthy sex and relationships training: An online training resource for students

15:20 – 15:30
Fostering belonging: Building inclusive communities

## Meeting Room 4 (Online, via Microsoft Teams)

Access room online here

14:40 – 15:10
Making Dissertation Writing More Inclusive

15:20 – 15:30
The Midwifery EDI group taking 'stEDI' steps

# Parrallel Session 3 Session Abstracts

## Understanding the use of shared modules- motivations, challenges and benefits

Meeting Room 1 (Online, via Microsoft Teams), 14:40 - 15:30
Dr Stuart Sims
*University of Greenwich*

Showcase/Panel Discussion

Modules taught to students on more than one degree programme (shared modules), are a common feature across the Higher Education (HE) landscape. Yet, a gap exists in the definition and study of shared modules in the HE literature and in designing pedagogical tools to support the construction of shared modules. This showcase will share practice from three universities, Greenwich, Royal Holloway and Lincoln who have been undertaking a QAA funded project exploring shared modules in terms of disciplinary identity, interdisciplinarity and programme design. This showcase will give an overview of preliminary findings from a questionnaire and literature review relating to shared modules while contextualising against staff and student experiences from across the three partners. Attendees will have an opportunity to share their own experiences and explore challenges and different approaches to shared modules.

## How to encourage and include young women to consider a university degree, - a case study with transferable skills

Meeting Room 2 (Online, via Microsoft Teams), 14:40 - 15:10
Patricia Perlman-Dee, Mrs Michelle Kipling
*University of Manchester*

Case Study

This case study will discuss and analyse the possible impact of an early intervention “by inspiration” that can encourage young women from deprived socio-economic areas in central Manchester to consider applying to University.

The talk will describe the case study of an annual event called “Inspiring Women’s Conference” that focus on 150 young girls from five different high schools. The schools are in severely deprived areas of Manchester. Unemployment rates are high, there is a large proportion on immigrants and a high portion on state benefits. Many of the girls come from unstable and broken homes and several are young carers.

The talk will share the practical steps in organising an “Inspiration day”, but will focus on the “transferable skills” or “lack of transferable skills” exhibited in these girls.

The talk will share findings of how a specific session/workshop was created and delivered during the day, helping the young girls to understand what transferable skills are, but most importantly why they are important and how they can gain these skills.

The talk will share the output of the sessions, including the girls main take away and learnings on how they can continue to build transferable skills and practise those. The talk will also share the next step for how the University of Manchester (UoM) continue to support these girls beyond the day by offering engagement in the Manchester Access Program (MAP). MAP is a program for underprivileged students, that will be given a personal tutor supporting them in producing an academic style essay, which in turn will count towards credits applying for a place at UoM.

The talk will enhance your understanding of how to support underprivileged potential students particularly young women. It will focus on breaking down barriers to learning by building transferable skills and create an inclusive environment.

## Cripping the Crit: Examining the inclusivity of art-school crits through the lens of Critical Disability Studies

Meeting Room 2 (Online, via Microsoft Teams), 15:20 - 15:30
Carys Kennedy
*University of the Arts London*

Lightning Talk

Critiques (known as 'crits') are a commonly used teaching and assessment method in art and design education. This lightning talk will critique the inclusivity of crits through the lens of Critical Disability Studies, drawing upon on a 2023 research project conducted at University of the Arts London.

The research found that current practices exclude students whose bodyminds do not align with the ‘imagined normal student’; that is, a student who does not experience disability or impairment, and who is an English-dominant speaker.

The presentation will also briefly introduce some of the the institutional and course-level recommendations for inclusive practices in art and design crits, while acknowledging the socio-political barriers to more radical transformation of existing practices.

## Healthy sex and relationships training: An online training resource for students

Meeting Room 3 (Online, via Microsoft Teams), 14:40 - 15:10
Dr Rebecca Smith, Dr Alexandra Fanghanel
*University of Greenwich*

Presentation

Sexual assault is a serious problem; students are more likely to have experienced sexual assault than any other group (Office for National Statistics, 2021). As well as impacting the t physical and psychological wellbeing of sexual assault victim/survivors, their academic progress is also affected, leading to increased dropout rates and lower grades (Molstad et al, 2023). Moreover, as a gendered crime, with more women than men, this issue disproportionately effect women students. As such, an inclusive university must work towards preventing sexual assault. The healthy sex and relationships online training was developed for students with the aim of shifting the university culture towards one that is informed and positive about consent, in which they reject harmful rape myths and, in which students are empowered to intervene if they witness potential assault or harassment. The training was developed by a multidisciplinary team with research and practice expertise in the areas of, consent, rape myths, the law, bystander intervention and intimate partner violence. It underwent two rounds of pilot testing; focus groups with the student union and a broader quantitative pilot test. In our session we will discuss some of our findings but also welcome open discussion from our colleagues and co-attendees on how best to ensure students take up this training. In promoting the training, we need to be aware of triggering victim/survivors in both staff and student populations (estimated 1 in 4 women, 1 in 18 men). We would also welcome broader discussion on how to promote and build on our project with further work in this area and are happy to collaborate on future projects and campaigns.

## Fostering belonging: Building inclusive communities

Meeting Room 3 (Online, via Microsoft Teams), 15:20 - 15:30
Kalsoom Akhtar
*University of Birmingham*

Lightning Talk

This academic and pastoral support practice draws attention to the importance of developing a diverse and inclusive culture in an institutional environment to enhance community of practice. This involves fostering belonging and equity, to cultivate a more dynamic and just learning environment. In this instance, the practice of initiating a Global Majority group marked the beginning of a journey towards effective use of safe spaces and individual voices. This progressively gathered interest among students over time, evolving from a modest beginning to active engagement in close to practice cross disciplinary research focusing on children's diverse literature, integration of anti-racism framework, and instigating the diversification of Primary ITE curriculum.

The impact led to widening participation, cross programme collaboration and successful adoption by other programmes within Department of Teacher Education. This journey stresses the imperative role of proactive measures in reshaping educational spaces and landscape by fostering belonging a student well being.

## Making Dissertation Writing More Inclusive

Meeting Room 4 (Online, via Microsoft Teams), 14:40 – 15:10
Oliver Gingrich, Julie Watkins, Ryan Flynn
*University of Greenwich*

Presentation

The BA (Hons) Animation has developed a new methodology for integrating theory and practice through careful scaffolding of learning and application of theory and practice. This methodology includes a focus on authentic learning for theory and practice to relate directly to Creative Industry and is supported by a personal, individualised scaffolding plan, which supports our diverse student population with peer support alongside individualised tutoring; This support further profits from an individual learning plans for the students and embracing of experimental practice. This new methodology has recently yielded significant results in a 100% success rate of our graduates. The good honours for BAME students for this programme stand at 80%, of which the DA portfolio and the Animation team are incredibly proud. In addition, both the progression rate in the high 80s and the 100% graduate pass rate are the result of this new approach to inclusive dissertation writing.

## The Midwifery EDI group taking 'stEDI' steps

Meeting Room 1 (Online, via Microsoft Teams), 15:20 - 15:30
Dr Yemi Onilude, Dr Liz Gale, Monique Balogun, George Desbruslais, Akosua Obeng-Mensah , Amina Awal, Amy Peppiatt, Jennie Game, Morenike Kukoyi, Savannah, Matthews, Chole Burt
*Ethel Rugge*

Lightning Talk

Our university is committed to ‘education without boundaries’ celebrating community of people from all walks of life. One of our university’s strategic priorities focuses on inclusivity and culture, thus empowering students, and staff to achieve their potential regardless of their backgrounds. In line with the university’s 2030 vision, this presentation focuses on the midwifery EDI group.

The session for SHIFT will describe how the midwifery EDI group was set up for inclusivity of all people on the pre-registration midwifery programmes including apprenticeship, irrespective of race, gender, religion, sexual orientation, disability, physical and mental health, or other additional needs. The midwifery EDI group also aims to identify barriers to student success and explore opportunities, so that all future midwives can have a satisfying

students' experiences at the university. Projects in progress include student facilitated group sessions, decolonising curriculum, mental health and wellbeing, safe spaces, students' support, invitation of guest speakers.

# 10th Jan Parallel Session 4 Summary

## Meeting Room 1 (Online, via Microsoft Teams)

Access room online here

15:40 – 16:25
Coffee chat session: An Ivory Tower or a Straw Castle?

## Meeting Room 2 (Online, via Microsoft Teams)

Access room online here

15:40 – 16:10
Reimagining Library Learning Spaces, or Risking Digital Pirates: Lessons from Chinese Students on Spatial Boundaries, ebooks, and Transnational Education in the Post-Digital Era of Artificial Intelligence

16:15 – 16:25
An interprofessional approach to addressing inequalities experienced by health care students.

## Meeting Room 3 (Online, via Microsoft Teams)

Access room online here

15:40 – 16:10
Kindness Curriculum: Developing a sense of belonging for international pathways students in transition to Higher Education in the UK

16:15 – 16:25
Barriers to and enablers of learning for international students on Psychology MSc programmes: Plans for co-produced research

## Meeting Room 4 (Online, via Microsoft Teams)

Access room online here

15:40 – 16:10
Supporting the integration of employability into the curriculum at the University of PortsmouthMaking Dissertation Writing More Inclusive

# Parrallel Session 4 Session Abstracts

## An Ivory Tower or a Straw Castle

Meeting Room 1 (Online, via Microsoft Teams), 15:40 - 16:25
Rania Hafez
*University of Greenwich*

Coffee Chat Session

Further details to come!

# Reimagining Library Learning Spaces, or Risking Digital Pirates: Lessons from Chinese Students on Spatial Boundaries, ebooks, and Transnational Education in the Post-Digital Era of Artificial Intelligence

Meeting Room 2 (Online, via Microsoft Teams), 15:40 - 16:10
Dr Michael Day
*University of Greenwich*

Presentation

The future of global Higher Education (HE) is changing. Students are increasingly crossing boundaries, which might include those that are physical, such as geography, or digital, through transnational distance courses. During COVID-19, the concept of a learning space was redefined, which has since been catalysed further by Artificial Intelligence (AI) shaping student experience. As a digital student body changes, so do their teaching needs and uses of learning spaces. Post-digital learning spaces, within this presented article, are focused upon, then, framing a narrative about how our institutional environments need to redraw where the boundaries between the physical, spatial, and temporal realms are made in universities, and subsequently blurred in digital learning. Through drawing upon pedagogic research with 103 Chinese postgraduates in a Sino-British university, digital piracy of ebooks is demonstrated as one indicator and digital disruptor of forthcoming change to traditional university life amongst learners. Through presenting qualitative data gained in this study, the article shows how students increasingly turn to online repositories and virtual shadow libraries to gain digital literature. This changes their use of space, reading and information retrieval. It concludes by discussing how traditional institutional libraries need to transform into multifunctional spaces where students can access a vast array of digital resources in various modalities, not just physical books, or desks. These spaces, in turn, position the ‘post-digital library’ as a place of collaboration, creativity, cross-cultural exchange, entrepreneurial hubs and critical thinking. It recommends leveraging and optimising technology, such as AI, QR codes, automated book delivery and synchronised devices, to enhance the way universities embrace and realise such post-digital futures.

# An interprofessional approach to addressing inequalities experienced by health care students.

Meeting Room 2 (Online, via Microsoft Teams), 16:15 - 16:25
Dr Jane Matonhodze
*University of Greenwich*

Lightning Talk

Background: Students experience a range of inequalities within higher education institutions influenced by the intersectionality between socioeconomic, ethnicity, age and gender (House of Commons, 2023; Richardson, Mittelmeier and Rienties, 2020). It is imperative that higher education institutions are responsive to these challenges in order to create a more inclusive and equitable learning environment which will enhance the student experience and enable them to thrive in their onward health care professions.

Aim: The aim of this study is to investigate the relationship between socioeconomic, ethnicity, age and gender in the context of student's educational outcomes and social identification with university culture.

Objective: To develop a framework that is co-created with students to support the EDI strategy within the School of Health Sciences.

Methodology: A purposive sample of students registered on different health care professional programmes within the School of Health Sciences which include nursing, midwifery, paramedics, speech and language, physiotherapy and advanced clinical practice will be invited to participate. Through the lens of social identity theory (Tajfel and Turner, 1986), a mixed methods explanatory approach will be used. The first phase will be an online survey which will gather demographic details for example socioeconomic status, ethnicity, gender, and age. Measures will be used to collect data on educational outcomes and social identity. In the second phase, interprofessional focus groups will be conducted. These are aimed to develop a shared understanding of the experiences of students across the different health care professions and to co-create strategies that can be implemented to enhance their academic progression and sense of connectedness and belonging with university culture.

# Kindness Curriculum: Developing a sense of belonging for international pathways students in transition to Higher Education in the UK

Meeting Room 3 (Online, via Microsoft Teams), 15:40 - 16:10
Dr Victoria Wilson-Crane
*Kaplan International Pathways*

Presentation

Artificial intelligence's increasing role in automating work underscores the growing importance of human transferable skills for the upcoming workforce and adults. Kaplan, a global education company, in collaboration with the Kindness Factory and its founder, Kath Koschel, has designed learning materials targeting these essential skills. This curriculum comprises twelve key themes including empathy, compassion, mindfulness, and trust, and has gained traction in tens of thousands of students across 3,000 Australian schools.

For international students transitioning to UK universities, Kaplan International Pathways offers online and in-person kindness learning opportunities. Materials can be pursued individually, online,  or in group-led live sessions, fostering the development of skills crucial for students, many of whom are experiencing their first time away from home, with a significant proportion under the age of eighteen.

The curriculum's emphasis on kindness towards oneself, others, and the new environment is particularly pertinent in supporting students facing new challenges. By addressing common obstacles such as group work assessments, it encourages collaboration, tolerance and mindfulness, fostering a positive learning environment.

In the 2022-23 academic year, over 5,300 Kindness Curriculum digital badges were earned by students, each one evidence of engagement in approximately an hour of kindness-focused education. Students have commended the transformative impact of this approach, noting the cultivation of a kind ethos within colleges. Their feedback reflects the development of a shared language among students and staff, outlining expectations for interpersonal conduct, a testament to the students' dedication. This demonstrates that young people welcome meaningful learning experiences, even if not directly tied to academic grading.

## Barriers to and enablers of learning for international students on Psychology MSc programmes: Plans for co-produced research

Meeting Room 3 (Online, via Microsoft Teams), 16:15 - 16:25
Dr Rosemary Lobban, Dr Valerija Tadić, Dr Natalie Bowling
*University of Greenwich*

Presentation

International students make up an increasing proportion of Masters cohorts at the University of Greenwich, and within the UK HE sector at large (Higher Education Statistics Agency, 2017), and this pattern looks set to continue. It is evident that adjustments to curriculum design and teaching delivery are required as a result; to maximise student experience and success, and to reduce the additional support required of teaching staff, many of whom are already overstretched. Initial consultation with students and staff on affected MSc programmes has revealed that there may be common barriers to, and enablers of, learning amongst the international student body. These relate to a range of pedagogic concerns, including modes of delivery, forms of assessment, and expectations around academic integrity. Initially focussing on programmes within the Psychology and Counselling Portfolio, we aim to explore these concerns in further detail with a view to developing recommendations for practice. To do so, we are utilising student feedback (gathered from sources such as feedback forms, programme committee meetings, and international student forums), to inform the design of a programme of co-produced research across the 2023-24 academic year that puts students' voices at the centre. Qualitative data will be collected and analysed, to produce outputs including best practice guidelines, methodological and ethical guidance for undertaking research in this vein, and a student-led arts-based project to disseminate key findings in an accessible and engaging way. This will contribute to ongoing efforts to improve inclusivity and accessibility, address inequalities, promote academic achievement and progression, and widen participation the UK HE sector, to the benefit of both students and staff. As such, this work speaks to the themes of Curriculum Design and Delivery, Assessment and Feedback and Community and Belonging, and does so through the lenses of social justice and intersectionality.

## Supporting the integration of employability into the curriculum at the University of Portsmouth

Meeting Room 4 (Online, via Microsoft Teams), 15:40 - 16:10
Tom Lowe
*University of Portsmouth*

Presentation

Enhancing students' and graduates' employability continues to grow in emphasis in UK Higher Education, where each course is now held to account by sector regulation such as the Office for Students regulation B3. Although certain degree programmes directly lead to discipline related vocations more than others, every course no matter its discipline must now ensure a high portion of graduates' progress on to graduate level work following their degree. Although numerous sector studies highlight that graduate careers are the main motivation for enrolling in higher education (Curnock, 2021, Canvas, 2021, Unifrog, 2021), engaging students in employability initiatives is difficult. Students have busy lives and often, many are unable to engage with activities beyond their degree due to part-time work and external responsibilities such as caring for others. In addition, widening participation students from societally disadvantaged backgrounds do not share privileges with traditional (often privileged) students, whom benefit from social and financial capitals that bring privileges when engaging in graduate recruitment processes. Recent assessments have highlighted that it is these same widening participation students that report lower graduate outcomes when compared to their privileged peers graduating from the same programmes. Therefore, when addressing gaps in student outcomes relating to employability in the current cost of living and student engagement crisis, it most effective to build employability activities into the core curriculum. This session will outline how the University of Portsmouth is supporting courses to embed employability into the curriculum, through employability focused assessments, upskilling academic staff and enhancing curriculum interventions to make employability development a mandatory element of the student experience.

# 11th Jan Parallel Session 1 Summary

## SL 103

9:30 – 10:20
34Podcasting for Engagement and Assessment

10:25 – 10:35
15Breaking Boundaries for All: Fostering Entrepreneurial Mindset through Entrepreneurship Education

## SL 109

9:30-10:00
25How can practice-based learning contribute to more inclusive Higher Education? A case study from Sociology

10:05 – 10:35
18Assessment and its impact on students' wellbeing

## SL 006

9:30-10:00
68Linking research and teaching: decolonising and including students in writing and teaching the history of childhood and youth through material culture and life-stories

10:05-10:15
23The Hidden Curriculum in Digital Literacy

10:25-10:35
63NextLevel:  Academic Success through Community and Belonging

## Lecture Theatre (SL 101)

9:30-10:00
57International Student Employability: A Three-Step Strategy Case Study

10:05-10:35
2The psychosocial costs of racism to White staff members of an ethnically diverse, post-92 university

# Parallel Session 1 Session Abstracts

## Podcasting for Engagement and Assessment

Room SL103, 9:30 – 10:20
Adam Fowler
*University of Salford*

Workshop

This session showcases how podcasting can be used for assessment and will provide advice on how to incorporate podcasting into teaching and learning, regardless of academic discipline. Common outcomes are: enhanced engagement; a greater equity of opportunity to succeed; better-structured reasoning and exposition of ideas; robust collaboration and negotiation; and as evidenced in various studies 'enhanced levels of academic competencies.' (Hopkins, E.A. 2012.). Podcasting creates a comfortable environment for students to contribute to their learning in the context of their own worldviews and to bring their lived experience into the classroom. Participants in this session will take the place of students during which they will produce a finished podcast from scratch in 40 minutes, facilitated by radio producer and senior lecturer in Creative Audio, Adam Fowler. His experience of student-podcasting is that a sense of community is created and that there is an equity of opportunity to succeed, not least because the process, "instantly boosts the participation of students not prone to mastering the specific genre of the academic essay." (Adams, K. et al, 2021) Moreover, he has seen how negotiation and quality of discourse improve, how analysis becomes more forensic, how the exposition of ideas becomes more structured and how, "(s)tudents learn how to construct an argument with regard to logic, tone and audience, and .....become more aware of the power of their voices to effect change." (ibid) The act of recording a podcast (including the organisation, group communication and preparation beforehand) is a working example of Biggs and Tang's thinking on 'Student orientation, teaching method and level of engagement' where the gap in learning between 'academic Susan' and 'non-academic Robert' is very much reduced by teaching that is very well into the 'active' end of their 'teaching method continuum.' (Biggs and Tang 2011.)

## How can practice-based learning contribute to more inclusive Higher Education? A case study from Sociology

Room SL109, 9:30 – 10:00
Dr Aura Lehtonen, Dr Peter Jones, Lauren Lockhart
*University of Greenwich*

Case Study

In this paper we present findings from a recent pedagogical research project at the University of Greenwich, aiming to conceptualise and characterise 'practice-based learning' in Sociology. The project engaged key stakeholders, including current and former students, Professional Services and academic staff, and representatives from potential employers, in focus groups. It aimed to understand what practice-based learning and teaching in Sociology might look like, as well as how it might better serve both student and employer needs. The project's findings have fed into the development of a new Level 5 module at Greenwich, 'Sociology in Practice', combining former research methods and employability modules into one coherent core module, enabling students to develop social research skills, as well as consider their application to a range of academic and non-academic contexts.

Our findings suggest that practice-based learning carries considerable potential in relation to both improving graduate outcomes, and contributing to inclusion in Higher Education – even in subjects not traditionally understood as practice-based. This is, firstly, because practice-based learning can help drive a more explicitly skill-based curriculum, alongside a content-based one, in Sociology. Secondly, our findings suggest that there is often a gap between the skills developed in Sociology programmes, on the one hand, and student understanding of these skills, and their application to various employment contexts, on the other. Practice-based learning and teaching can assist in bridging this gap, improving student awareness of their educational gains and their applicability to life beyond university. In this paper we suggest that practice-based learning and teaching have the potential to improve graduate outcomes particularly for so-called 'non-traditional' students, who may initially struggle more to make connections between their degree programmes and the world of work (Carroll 2021; Tenorio-Rodríguez et al. 2018), compounding disadvantages they already face in the labour market (Morley 2001).

## Assessment and its impact on students' wellbeing

Room SL109, 10:05 – 10:35
Tony Mann, Noel-Ann Bradshaw
*University of Greenwich*

Presentation

In July 2023 the authors of this proposal were two of the organisers of a workshop at Greenwich on “Assessment in Mathematics and its Effect on Student Wellbeing”. The workshop was partially funded by the Institute of Mathematics and its Applications, the London Mathematical Society and the Royal Statistical Society (showing the importance currently attached to the subject by professional bodies and learned societies), and attracted about 50 participants from institutions around the UK. It included presentations on students’ “belonging”, mental health, and maths anxiety, and then on different forms of assessment, with time allocated for discussion. Those speaking included policy, mental health and maths anxiety specialists, and subject practitioners: the speakers came from Greenwich and other universities in the UK and overseas and from the policy organisation WonkHE. Importantly, the workshop included a contribution from a student who told us about her and her peers’ experience of assessment during her degree studies.

The workshop included presentations about, and discussion of, non-traditional methods of assessment which have been developed at Greenwich and elsewhere and which are intended to be both more authentic and less stressful for students.

Although the workshop was in the context of one specific subject area, we believe that the issues it explored are common to many disciplines. Our presentation will discuss general issues covered by the workshop and we hope to inspire reflection and debate on how we can mitigate the potentially damaging effects on student and staff wellbeing of our assessments, while ensuring that our assessment regimes are appropriate for their purposes.

## Linking research and teaching: decolonising and including students in writing and teaching the history of childhood and youth through material culture and life-stories

Room SL006, 9:30 – 10:00
Mary Clare Martin
*University of Greenwich*

Case Study

The interdisciplinary degree BA(Hons) Childhood and Youth Studies provides an invaluable grounding, not only in different academic and practice based subject areas relating to childhood and youth, but also in conceptual tools such as agency, resilience and vulnerability.

This paper will provide an overview and analysis of one module on this degree, sadly closed at Greenwich in the early 2020s. The history of childhood and youth reflects the author's research field, whicthe module, which was ambitious and unusual, covering ancient times to the present. Using student made items, I will then analyse the assessments, notably the ""creative response"", in which students had to make an item relating to the history of childhood and youth and talk about it. Overall, the paper will discuss the challenges and benefits of interdisciplinary approaches to teaching history to students without any school background beyond age twelve, approaches to decolonising such curricula drawing on students' life stories, museum visits, and material culture, and the benefits or otherwise of linking research and teaching.The author is writing a book proposal for Bloomsbury based on this module and would welcome feedback!

## The Hidden Curriculum in Digital Literacy

Room SL006, 10:05-10:15
Barry Matthews
*University of Greenwich*

Lightning Talk

There is an expectation that students develop into an academic during their studies, and the development of a digital literacy is implicit during this. The expectation is that the students can create new documents, interact with digital tools such as the Virtual Learning Environment, communicate

effectively with digital means, and improve their digital citizenship during their studies. Although this may form a part of academic skills and development, the theme of digital literacy development is rarely included in curriculum design due to the expectations around competency. In health subjects a low digital literacy level of undergraduates commencing their studies has been observed in a number of studies (Reid, Button and Brommeyer, 2023), and that their developed skills do not necessarily match those required for their future career (Brown et al., 2020). There are tools available to discover and improve digital literacy for students, such as the Jisc Discovery Tool, and the Higher Education (HE) Student Profile outline expectations around outcomes at each year of study (JISC, 2022) and support is normally made available to students on request. The student profile outlines the expectation of the students being able to use specialist digital devices and software related to their topic, but is the modern curriculum supporting learners in what we would consider expected requirements from the programme of creating and submitting Word or PowerPoint documents, or even using an Operating System designed for completing these away from mobile and tablet Operating Systems that have become familiar and used within Compulsory Education.

## NextLevel: Academic Success through Community and Belonging

Room SL006, 10:25-10:35
Julie Mundair, Jenny Spinks
*University of Greenwich*

Lightning Talk

The Academic and Digital Skills team supports students through a variety of synchronous and asynchronous activities. While there is good take-up of the services, many students still report that they are unaware of the many resources that could potentially be instrumental in their academic success. This workshop will highlight our NEXTLEVEL project. Our focus will be on enhancing community and belonging from day one. We will highlight Academic and pastoral support through our Nextlevel Live sessions where students participate and share their learning journey.

We will also focus on how we embed collaborative practices with colleagues and students. In an age where there can be too much information, simple practices and a personal touch can go a long way in identifying pathways for students at the time of their need.

## International Student Employability: A Three-Step Strategy Case Study

Lecture Theatre (SL 101), 9:30 -10:00
Sinéad Grimes
*University of Greenwich*

Case Study

According to a Government report published in November 2023, in the academic year 2021/2022 679,970 international students were studying in the UK. 120,140 of those were from EU countries, with 559,825 students from countries and territories outside of the EU. International students represented a minority within the student community in that academic year, comprising 24% of the total population (Bolton, Lewis, Gower, 2023).

For the academic year 2022/2023 it is estimated that the number of international students studying in the UK increased by 230,000. However, only 7% of international student graduates in that year were successful in securing UK-based employment (Graduate Coach, 2023). While it is accepted that this minority faces certain complications in obtaining a valid job offer due to current visa regulations, there are, however, more practical issues to consider (AGCAS, 2023).

This case study proposal advocates for a comprehensive, holistic approach to bolster the employability of international students in the UK. It will provide evidence that positive, personalised interactions during students' initial engagement with careers and employability teams can act as a catalyst fostering positive experiences, opportunities, and ultimately individual career success.

It will explore the multifaceted dimensions of employability for international students by navigating the challenges inherent to this minority group and offer insightful methods by which initial barriers can be overcome. It will elaborate on the straightforward yet significant challenges that these students confront, which pose real disadvantages.

Subsequently, it will inspire colleagues to embrace and execute a three-step strategy, utilising existing resources to achieve a cost-effective and efficient method of enhanced employability support for international students, culminating in individual career success.

## The psychosocial costs of racism to White staff members of an ethnically diverse, post-92 university

Lecture Theatre (SL 101), 10:05-10:35
Denise Miller, Dr Charmaine Brown, Dr Ryan Essex
*University of Greenwich*

Presentation

Research examining institutional racism in Higher Education Institutions (HEIs) is invariably based on Black, Asian and Minority Ethnic (BAME) people's perspectives, thus overlooking the significance of non-BAME people's experiences and viewpoints. To address this gap in the literature, the researchers utilized Kivel's (1996) Psychosocial Costs of Racism to Whites (PCRW) framework, as a means to investigate and understand the issue of institutionalized racism in an ethnically diverse, post-92 university in the UK. Data were collected from White university employees, via semi-structured individual interviews, and were analysed using Reflexive Thematic Analysis. The findings revealed how participants were aware of incidences of institutional racism within their HEI, they understood the privileges that came with the colour of their skin (that were not afforded to their BAME colleagues) and as a result, they invariably experienced significant psychosocial costs, including anxiety, anger, embarrassment, and fear. This is the first study to examine the problem of institutional racism as viewed through the lens of White university employees. The findings of the study present an opportunity for strategic development linked to United Nations (2015) Sustainable Development Goals. Specifically, Goal 2 focuses on promoting good health and well-being, and Goal 8 focuses on promoting decent work and economic growth.

# 11th Jan Parallel Session 2 Summary

## SL103

10:50-11:45

27How do we design effective curriculum for shared modules?

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58A teacher-student inquiry into the relationship between portfolio assessment and learner autonomy

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3Democratizing assessment rubrics for international students

## SL006

10:50-11:20

9Adopting Culturally Relevant Pedagogy – A Case Study of International Students in Management Course

11:25-11:55

29Inclusive Assessment and Feedback in RESE1173 (Understanding Research in Evidence Based Practice) Module: A Case Study

## SL101

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53Rethinking the paradox of inclusion for disabled and minoritised students in Higher Education

11:25-11:55

40Inclusive Education for PG International students

# 11th Jan Parallel Session 2 Full Schedule

## How do we design effective curriculum for shared modules?

Room SL103, 10:50-11:45
Olufemi Sallyanne Decker, Dr Stuart Sims, Dr Rachel George, Maria E Mateo Recao
*University of Greenwich*

Workshop

While modularisation offers benefits of flexibility and choice in the design of degree programmes, it can also result in incoherent curriculas (French 2015). Module sharing is a common practice in the HE landscape that supports the development of flexible and innovative degrees. In shared modules, students enrolled on degree programmes in different disciplines participate in the same modules. Module sharing may pose some challenges, yet, it is a practice that also has the potential to enrich students' learning with broad-based interdisciplinary interaction. This is because of the ability of shared modules to bring students with different disciplinary identities together in a learning environment. Disciplinary identity is encouraged and forged through curriculum design and teaching (Chettiparamb 2011).

What does module sharing mean in practice for effective interdisciplinary curriculum design? To answer this question, the University of Greenwich, Royal Holloway, University of London and University of Lincoln are working on a QAA funded collaborative enhancement project that is researching how academics can embed multiple disciplinary identities when designing shared modules. Our review of the literature has identified that the motivations for shared modules and their design are largely unexplored, making it imperative to enhance students' experiences and success by developing curriculum design approaches that engage with the identities of multidisciplinary cohorts (QAA 2023).

In this session, participants will use thought provoking and practical activities to help them reflect on how they design and deliver curriculum for shared modules. It will enlighten participants' views of shared modules as they discuss experiences and interrogate their current practice in engaging. They will also consider issues with accounting for disciplinary identity when designing different types of shared modules. By identifying areas that need improvement in the curriculum design of shared modules, participants will take away actions that will help them approach shared modules in a more systematic and inclusive way.

# A teacher-student inquiry into the relationship between portfolio assessment and learner autonomy by Anna Costantino

Room SL109, 10:50-11:20
Anna Costantino, Susanne Martin
*University of Greenwich*

Presentation

Language portfolios enjoy several learning affordances. As tools for both formative and summative assessments, portfolios can measure achievement while concurrently evidence learning experiences (Abrar-ul-Hassan et al., 2021). They prompt continuous adjustment of the teaching and learning programme, facilitate timely, constructive feedback and an inclusive pedagogy, which requires effective use of feedback and feedforward (Winstone and Nash, 2016). Language portfolios also encourage active engagement from students by enabling them to lead their own learning inquiries (Davison & Leung, 2009).

In this presentation, a language instructor and a student in higher education will discuss their teaching and learning experience in implementing and reflecting on an online language portfolio built on Moodle Quiz. The presenters will consider the opportunities and challenges of alternative assessment when framed as an inclusive practitioner enquiry and prompted by questions concerning educational learner inclusion and the enhancement of teaching and learning practices.

The instructor will introduce the practitioner research frame informing the development of the assessing materials, that is, exploratory practice (Allwright & Hanks, 2009). They will also consider the questions and rationale underpinning the design of the Moodle quizzes envisaged as open-ended tasks to engage learners cognitively, effectively, foster intercultural awareness, creativity, and autonomy (Tomlinson, 2013) and leverage the potential for dialogical feedback and self-reflection. The student will discuss how they puzzled over aspects of their learning and the personally meaningful effect of engaging in reflective activities prompted by the online language portfolio. They will reflect on how this investigation fostered the student’s development into an autonomous language learner and a co-researcher, resulting in classroom collegiality and equality (Hubbard & Gawthorpe, 2023).

Ultimately, the discussion will engage the audience in questioning whether it is possible to harness assessment tasks as assessments for learning and as learning (Earl, 2013) to enhance students' learning experiences and agency.

## Democratizing assessment rubrics for international students.

Room SL109, 11:25-11:55
Chahna Gonsalves
*King's College London*

Presentation

The adoption of assessment rubrics in higher education is widespread due to their recognized benefits in providing clear evaluation criteria. However, there is growing concern regarding their alignment with the diverse needs of the student population, particularly international students who form a significant demographic. This study investigates the challenges and perceptions of first-year international undergraduates toward assessment rubrics within a UK business school context. The participatory research employed focus groups to explore two main questions: 1) What are the specific challenges these students encounter with rubrics? 2) How do they use and perceive these tools in their own learning and assessment processes?

Data analysis uncovered themes related to the intricacies of rubric design, including issues of specificity, clarity, language, and presentation. The research also reveals various ways in which these students' educational backgrounds and prior experiences influence their interaction with rubrics. A significant finding was the gap in effective engagement opportunities with rubrics, which impacts how international students utilize them alongside feedback.

Crucially, this study goes beyond identifying challenges by advocating for a shift towards more inclusive and accessible rubric practices. Recommendations include the adoption of thoughtful rubric design, early and clear introduction, active discussions, and integrated activities that consider the international students' perspective throughout the assessment cycle.

The implications of these findings are profound for educators aiming to enhance assessment transparency and effectiveness. A tangible outcome of this research is the co-creation of a guide tailored to both students and academics, aimed at fostering better understanding and use of rubrics. This guide, along with the study's insights, will be presented to conference attendees, offering practical steps towards refining rubric implementation for a more supportive and inclusive educational environment for international students.

# Adopting Culturally Relevant Pedagogy – A Case Study of International Students in Management Course by Agnes Tse

Room SL006, 10:50-11:20
Agnes Tse
*University of Greenwich*

Case Study

This is a case study of adopting culturally relevant pedagogy in a pre-master's module, titled "Management in Context", conducted in 2022. Designed for international students, the module offers a compelling story for exploring culture's influence on formulation of teaching methods. Grounded in Hofstede's (2011) cultural dimensions theory and Ladson-Billings' culturally relevant pedagogy, this case study offers solid examples of putting cultural theories into practice, discusses the challenges encountered and provides suggestions for improvement. The aim is to offer a framework for practising culturally relevant pedagogy in university business schools.

The presentation will first demonstrate how Hofstede's cultural dimensions, such as power distance, uncertainty avoidance, individualism-collectivism and masculinity-femininity, were utilised to understand students' learning preference. Evidently, these dimensions not only were effective analytical tools but also informed practical teaching strategies.

This will be followed by the techniques for selecting teaching/learning activities based on Ladson-Billings' (1995) culturally relevant domains, namely, cultural competence, sociopolitical consciousness, and academic success. For instance, the "Grameen Bank" activity aligned with Ladson-Billings' emphasis on students finding the beauty of their own cultures while respecting others (2014). The sociopolitical consciousness domain will showcase a thought-provoking case study on a privately-run prison in Birmingham, fostering critical thinking and cross-cultural conversation.

The presentation concludes with an evaluation of the teaching approach. Challenges such as students' initial reluctance to participate, difficulty in sourcing non-Western materials and struggle in incorporating cultural diversity into assessment will be addressed. The proposed solutions include using Hofstede's cultural dimensions as an engaging icebreaker, leveraging students' cultural capital, and emphasising formative assessment with multifaceted activities.

This case study contributes to inclusive higher education by offering a roadmap for practising culturally responsive pedagogy. The insights shared will not only resonate with educators in the business discipline but also those who are determined to cultivate a culturally responsive learning environment.

# Inclusive Assessment and Feedback in RESE1173 (Understanding Research in Evidence Based Practice) Module: A Case Study

Room SL006, 10:25-11:55
Titilayo Oshodi
*University of Greenwich*

Case Study

The University of Greenwich Strategy 2021-2030 positions the university to deliver outstanding teaching, learning and graduate outcomes, which is partly achieved through inclusive assessment and feedback. This proposal highlights inclusive practice based on the Inclusive Education Framework in assessment and feedback in the delivery of RESE1173 module through a case study.

RESE1173 (Understanding Research in Evidence-Based Practice) is offered in the second year of a three-year BSc program. About 500 students of Midwifery, Paramedic Science and the four branches of nursing undertake this module in the September cohort. Assessments include a formative MCQ exam and a 2,500-word essay that critiques the research methodology/methods deployed etc in a recommended research paper, and seminars are offered to prepare students for the assessments.

I took over leadership in December 2021. Previously, students have complained about variations in seminars facilitated by different lecturers in the 14-16 seminar groups and the lack of structure of the seminars across the Medway and Avery Hill Campuses. I found some lecturers have preferences when it comes to research methodology and not eager to mark scripts based on research designs they were not confident in. Following the release of grades, students would complain about inaccurate/inadequate feedback, and some would request re-mark of their scripts.

To enhance student-centred assessment and feedback, I provided exemplar essays, seminar answer guides, and comprehensive marking guidance for the essays. I also held markers meetings before assignment submission, addressing assessment criteria, learning outcomes, and effective feedback, as recommended by Nicol and Macfarlane-Dick (2006).

The findings showed more positive module evaluation, fewer complaints from students about feedback/grades, reduced variation in the delivery of lectures and seminars, lecturers finding marking easier and less stressful, and increase in the KPIs.

Sharing my findings with colleagues will help them review their practices and highlight areas which could be enhanced.

## Rethinking the paradox of inclusion for disabled and minoritised students in Higher Education by

Lecture Theatre (SL101), 10:50-11:20
Julian Ingle
*University of Portsmouth*

Presentation

Despite, or perhaps because of the rhetoric, the question remains whether higher education will ever be truly inclusive. What comes before this question are the ways the discourse and social practices of inclusion are understood and enacted. The strategic use of the word ‘inclusion’ in the marketing strategies of most UK universities, for example, reveals the equivocal ways the term is deployed (Koutsouris et al., 2022). For some of us in the field of disability studies, such ambiguities are one of the reasons why the word inclusion has become emptied of meaning. Inclusion entails a form of privileging by those of us on the inside: policy makers and senior management, Faculty Deans and academics, disability and wellbeing teams, we are the ones who determine who is included and on what grounds. Moreover, the technocratic nature of the current political context in which performance and its measurement are the main drivers of how higher education is required to address minoritised groups and their performance (Peters, 2020; Supiot, 2021) through, for example, access and participation plans, not only homogenises disability but inevitably excludes others (Evans and Zhu, 2022). In effect, this assimilationist discourse therefore reproduces the wider socio-political structures and practices that categorise those who are outsiders (Biesta 2010; Biesta, 2019). This presentation questions the problematic nature of inclusion in relation to disabled students (and minoritised groups) in HE and how it might impact on our practices. The paper discusses Biesta’s concept of ‘transclusion’ as one way of transforming and rethinking how we conceptualise and address equity of access, participation and social justice. It highlights the extent to which we, as practitioners, should keep contesting and responding to the complex demands of inclusion in ways that could help change institutional cultures and thinking about disability so that disabled students (and staff) remain less invisible.

## Inclusive Education for PG International students

Lecture Theatre (SL101), 11:25-11:55
Neslihan Cetinkaya, Dr. Antonella Russo, Dr. Nadia Benbouzid, Dr. Thu Nguyen, Davide Padovani, Dr Shazerinna Shah, Dr. Nadeeka Withanage
*University of Greenwich*

Presentation

The United Kingdom is among the top five destination countries for postgraduate international students in the OECD (OECD, 2022). In conjunction with the monetary and intellectual benefits of recruiting international students, and despite their overall resiliency, there is concern that Higher Education Institutions (HEIs) are not effectively serving international students (Ward, Jacobs, & Thompson, 2015; Roberts, Boldy, & Dunworth, 2015). One opportunity to address this concern is for HEIs to create an inclusive curriculum for postgraduate international students.

Educators aiming for students to create knowledge using inclusive learner-centered pedagogies face a challenging but worthwhile process (Hickling-Hudson, 2014). Di Biase (2015) investigated the conditions necessary to carry out inclusive learner-centered strategies for international students and found that tailoring pedagogical interventions to the context in which they are delivered appears to be effective. In this context, Rao (2016) highlighted that international students may not be familiar with international learning environments and may build up idealistic expectations around their academic experience and progression. Although there is broad literature on inclusive curriculum based on different student characteristics (ethnicity, socio-cultural and economic background, beliefs), the implications of students' expectations on this topic have not been investigated.

Based on Bordia et al. (2019), we examine the content, formation, and fulfilment of postgraduate international students' psychological contracts to evaluate their expectations and needs (e.g., Bordia, Hobman, et al. 2010; Koskina 2013; Wade-Benzoni, Rousseau, and Li 2006) and how these can impact students' experience. Understanding postgraduate international students' psychological contracts will help business schools build an inclusive teaching and learning approach that fulfils their promises and enhances international students' experiences.

PUMA

# 11th Jan Parallel Session 3 Summary

## SL03

13:40-14:30

Authorship, Integrity and the Advent of Generative AI.

## SL109

13:40-14:10

‘If there is no curriculum, it can be as diverse as you like’: The effects of precarity and ‘neurotic academia’ upon efforts to diversify the higher education curriculum

## SL006

13:40-14:10

Encouraging diversity in the legal sector: The Law and Criminology Employment Mentoring Programme

# 11th Jan Parallel Session 3 Full Schedule

## Authorship, Integrity and the Advent of Generative AI

Room SL103, 13:40 – 14:30
Peter Fossey
*University of Warwick*

Workshop

Academic misconduct has been the topic of heated discussion for the last several years. First, the pivot to online assessment under lockdown put a lot of student assessment-related activity outside of the university and out of sight, which created more opportunities for unauthorised collaboration between students. Now, the arrival of commercially available generative artificial intelligence tools has created an opportunity for students to generate materials for assessment in ways that many academics and students consider illegitimate. Concerns about academic misconduct are urgent; but there is a risk that if they dominate the discourse, then the more fundamental questions about the nature and implications of generative AI will go unasked and unanswered.

While much is written about academic misconduct, academic integrity is under-explored and under-theorised, both in the literature and in the classroom. The working concept of academic integrity is shaped by misconduct policies, panel decisions, assessment practices, formalised training, informal learning, and individual views on related concepts like fairness, cheating, and authorship. Bringing this multifaceted concept into contact with the possibilities and dangers of generative AI might shed some light on what really matters about academic integrity, and put us in a better position to ask the deeper questions about generative AI that we, the HE teaching community, are not yet asking.

In this workshop, we will use the concept of authorship as a way to think about what generative AI means, and what we are doing when we use it. The goal of this session is to explore boundaries and ambiguities in the concept of authorship underlying our everyday understanding of academic integrity, in light of the possibilities offered by generative AI. Participants are invited to engage in activities intended to test their intuitions about authorship; reflect on and discuss their experience, and share their creations.

## ‘If there is no curriculum, it can be as diverse as you like’: The effects of precarity and ‘neurotic academia’ upon efforts to diversify the higher education curriculum

Room SL109, 13:40-14:10
Triona Fitton
*University of Kent*

Presentation

Drawing on interviews with staff members reflecting upon the early stages of a programme that sought to ‘decolonise the curriculum’, this case study research highlights a growing gulf between policy and practical experience in efforts to improve reading list diversity in university curricula. Reliance upon precarious labour, a culture of anxiety and unpredictable change, and entrenched hierarchies were found to contribute to a sense of lack of ownership over knowledge, a lack of time to engage with diversity work, and to securely employed staff directing the responsibility for diversity work away from themselves, often towards the more precarious. Additionally, the institution was found to inadequately support its own policies in terms of providing training for staff. Utilising Loveday’s (2018) theory of the neurotic academic, the discussion shows how the current market imperatives of universities in the United Kingdom (UK) directly impede diversity initiatives.

## Breaking Boundaries for All: Fostering Entrepreneurial Mindset through Entrepreneurship Education

Room SL103, 10:25 – 10:35
Dr Mingchu Wang
*University of Greenwich*

Lightning Talk

Entrepreneurial education (EE) in universities has become increasingly pivotal in shaping the next generation of business leaders and innovators (Cui and Bell, 2022). As the global landscape evolves, the demand for individuals with an entrepreneurial mindset has never been more pronounced. This research delves into the transformative power of EE in transcending conventional limits, enabling individuals from diverse backgrounds to embrace an entrepreneurial mindset and contribute meaningfully to a rapidly evolving international context.

## Encouraging diversity in the legal sector: The Law and Criminology Employment Mentoring Programme

Room SL006, 13:40-14:10
Carol Withey, Renginee Pillay
*University of Greenwich*

Presentation

In 2021 Carol Withey represented the University of Greenwich on the 'This is Purpose' Project: 'Levelling Up Law'. The 15 participating city law firms revealed recruitment and progression statistics evidencing a shocking lack of diversity within the law. In one firm, of the 151 staff surveyed, only 27% of partners were women, with even less at senior level. Over 79% of lawyers were white, and of the 72% of lawyers educated in the UK, only 52% had attended state schools. Only 46% of vacation schemes places were taken by state school educated university students.

This project inspired Carol to create an ED&I /skills initiative for University of Greenwich law students: The Law Employment Mentor Programme. This programme is extra-curricular in order to maximise participation. It consists of subject-based law and practice mentor schemes delivered in collaboration with law firms and legal organisations. In 2022, Carol started supporting law colleagues to develop mentor schemes relating to their own legal discipline and area of expertise. In 2023 over 70 law students, and over 40 lawyers are participating in the Mentor Programme. The programme has now been renamed the Law and Criminology Employment Mentor Programme and has been extended to criminology students, with the first scheme for criminology students piloting this year. Further schemes are being developed.

This presentation will explain how the Law Employment Mentor Programme works. The model adopted is inclusive, and students selected represent our diverse cohort of students at Greenwich. The programme is also designed to bridge the gap between academic theory and legal practice, and the model can be adapted to other disciplines. Trudie Amarh and Dr Renginee Pillay will join Carol to provide reflections on their own mentor schemes.

# An Initial Evaluation of the Menopause Awareness Training at the University of Greenwich

Room SL006, 14:15-14:25
Ratnesvary Alahakone, Anna Radley
*University of Greenwich*

Lightning Talk

The transition to the menopause is a personal experience, which for some women can be relatively easy, however, for others the symptoms may cause difficulties both in and out of work. Menopausal women struggle with the symptoms especially at work and the impact is such that some contemplate leaving their employment, due to the impact the menopausal symptoms have on their working life (Harris 2019). In the most comprehensive study of its kind, Brewis et al. (2017) reported that 'many women tend to feel that they need to cope alone' - because of 'a reluctance to speak up at work'.

The University of Greenwich menopause journey began in the autumn of 2020. A Menopause Project Team (MPT)was formed to bring about awareness of Menopause at work, break the taboo around having conversations about this at work, provide awareness and training to colleagues and line managers and ultimately developing guidance and policy about menopause support at work and getting accredited as a Menopause Friendly Employer.

The MPT conducted action research to evaluate the perceptions of employees and line managers who attended the menopause awareness training. The aims were to understand how menopause awareness training helps employees understand the symptoms and types of support available for employees and line managers at work; how menopause awareness training could improve expectations at the workplace and to provide constructive ways towards improving the University's policy/guidance for menopause support.

The aim of this paper is to discuss the preliminary findings of the online survey to evaluate the perceptions of employees and line managers who attended the menopause awareness training sessions.

# 11th Jan Parallel Session 4 Summary

## SL 103

14:40 – 15:30
Spaces of reprieve: an emancipatory practice centering labelled Black and Brown children

## SL 006

14:40 – 15:30
Moving Beyond Delivery - Creating Context from Content

## SL101

14:40-15:30

A Decolonial and Anti-Racist Approach to Tort Law: Reflecting on Reflections

# 11th Jan Parallel Session 4 Full Schedule

## Spaces of reprieve: an emancipatory practice centering labelled Black and Brown children

Room SL103, 14:40-15:30
Warda Farah
*University of Greenwich*

Workshop

This workshop interrogates the foundations of the speech and language therapy (SLT) profession, which is rooted in biopolitical, colonial and racist ideologies (e.g., St Pierre, 2018). SLT practices create dichotomous categories of “norm” and “disorder” by routinely applying standard language ideologies designed by White, middle-class, literate men. These ideologies are exclusionary in that they privilege children who are deemed to produce “standard” patterns and pathologise minoritised Black and Brown children without any cognitive or linguistic impairments (e.g., Annamma et al. 2013; Yu et al. 2021). The perceived embodied differences between minoritised and White Children in their race and languaging results in the construction of “normalcy” and creation of “pathologised/disordered” subjects. Remedial programmes are developed within this context and “speech correction” is applied as a legitimate scientific technique to approximate Black and Brown bodies to the ideal status of White norms in language and communication. Currently, there are no SLT approaches that truly allows for the freedom to subvert from practising in ways that dehumanise, pathologise, stigmatise and denigrate the languaging of Black and Brown children. As a result, the authors began to explore ways the profession could design spaces centred on birthing possibilities of healing, creativity and linguistic liberation. This resulted in the creation of an emancipatory practice termed “spaces of reprieve and collaboration” (Farah, 2021). Spaces of reprieve allow children time and space to be away from the hostile school environments that impose standard language ideologies on to them, whilst also creating opportunities of therapeutic healing and meaning making to excavate the deep impacts these ideologies have had on them. We argue that these spaces act as a critical tool towards rejecting abysmal thinking that focuses on colonial and fossilised ideologies about language to one that recognises hybridity and variability in communication (Henner & Robinson, 2021). We end by expanding the scope of “spaces of reprieve” as an embodied practice connecting the lived experience of the minoritised children and therapeutic approaches to one that has the potential to support and build citizenship that addresses the harms of racist and colonial ideologies.

## Moving Beyond Delivery - Creating Context from Content

Room SL006, 14:40-15:30
Andy Clegg
*University of Portsmouth*

Workshop

In Higher Education, there is a prevalent focus on content delivery, which can significantly overshadow the critical role of activity generation in fostering student engagement and facilitating effective learning and teaching. It is essential to recognise that meaningful learning goes beyond passive absorption of information; it involves active participation, knowledge generation and knowledge checking.  By carefully scaffolding activities, educators can create a context in which students can apply their knowledge, think critically, and construct new understanding. Whether these activities occur asynchronously or synchronously, their purpose is to ignite curiosity, encourage exploration, and foster deep learning experiences

This principle of context over content is central to the enABLe initiative, developed by the University of Portsmouth, which supports a team-based approach to learning design in Higher Education. The enABLe framework aligns with the principles of Active Blended Learning (ABL) and offers a collaborative and structured environment for teams to articulate shared values, create learning activities, and design courses and modules.

Drawing on enABLe toolkit resources, including the new context creator toolkit, the aim of this workshop is to emphasise the significance of activity generation in promoting student engagement and meaningful learning experiences. It challenges the prevailing emphasis on content delivery in Higher Education and underscores the importance of carefully scaffolding activities to create context for students to apply their knowledge, think critically, and construct new understandings. The session provides practical strategies and collaborative opportunities for participants to enhance their teaching practice and foster active student participation through activity generation.

## A Decolonial and Anti-Racist Approach to Tort Law: Reflecting on Reflections

Room SL101, 14:40 – 15:30
Renginee Pillay, Ewomazino Caulker
*University of Greenwich*

Showcase

As recent scholarship on legal pedagogy has demonstrated (see the 2020 Special Issue on Decolonising the Law School of The Law Teacher edited by Adebisi), the academy including law schools were a critical part of the colonial enterprise. This included, amongst other things, training colonial lawyers and devaluing and negating indigenous and customary legal systems whilst promoting and valorising Euro-centric laws as being the only authoritative ones. These colonial legacies continue to impact the ways in which we understand, teach and study law to this day. In this context, it is imperative that legal scholars, researchers and teachers commit fully to adopting a decolonial and anti-racist approach to legal pedagogy (Jivraj, 2019). This requires having "difficult conversations about the ways in which history has influenced what the law is, what law is taught, how and who the law works and does not work for" (Adebisi, 2023).

From this perspective, this showcase will present a decolonial and anti-racist approach taken at UoG on Tort Law, a second year 30-credit foundational module that is compulsory on the degree. As part of the module, which looks at issues of civil law, the students are invited to engage with the threshold concept ‘Law is not neutral, not objective and not universal’ which feeds into a reflexive assessment at the end of the first term.

The showcase will feature the tutors and some students on the module, who will reflect on how the module design as well as some of the outcomes of the project to inform practice in this area.

Visual Basic 6 Made Simple
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# Layout of our Conference

There are four main rooms to the conference where sessions will be taking place, these being:

- **SL006 Classroom (Ground Floor)**
- **SL101 Lecture Theatre (First Floor)**
- **SL103 Classroom (First Floor)**
- **SL109 Classroom (First Floor)**

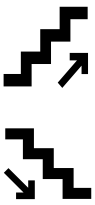
In addition to this:

- **Registration desk** (Ground Floor Lobby) – Located just as you enter the Stephen Laurence Building. Make sure to sign in when attending. This is where you will be able to collect a complementary Lunch voucher to be used at the Dreadnought Building Cafe
- **Refreshments Room** (SL108 – First Floor) – Light refreshments can be found in this room along with some seating to rest during the day.

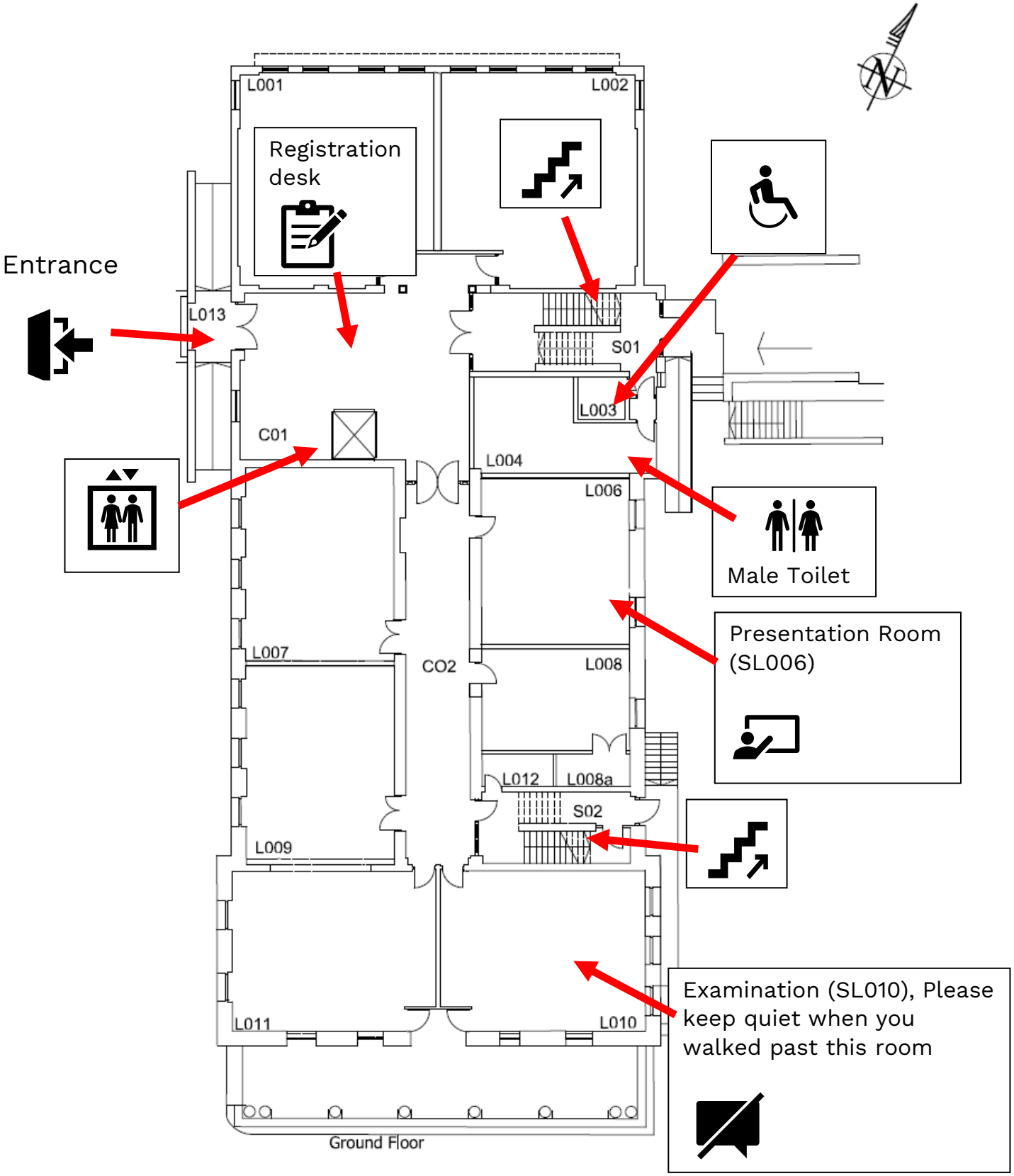
All the different locations will be clearly sign-posted on the day.

# Stephen Lawrence Building Map

## Map Key

| | | | |
|---|---|---|---|
| | Main Entrance/Exit | | Presenting Space |
| | Elevator | | Toilet |
|  | Staircase | | Unisex Accessible Toilet |
| | Refreshments | | Examination taking place – Keep quiet when walking past area |
| | Seating Area | | |
| | Registration Desk | | |

# Ground Floor Map



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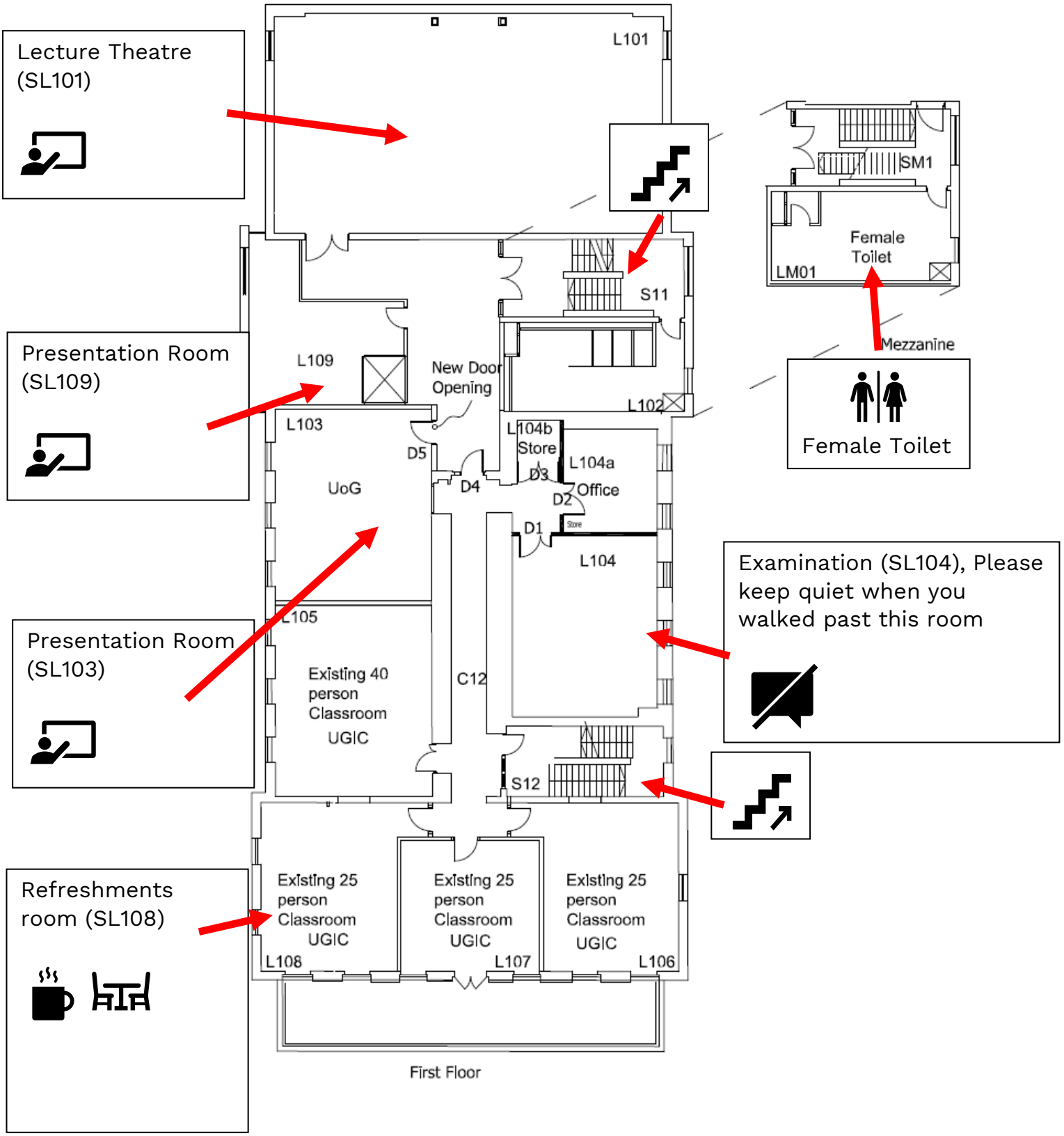
# First Floor Map

Lecture Theatre (SL101)

Presentation Room (SL109)

Presentation Room (SL103)

Refreshments room (SL108)




Female Toilet

Examination (SL104), Please keep quiet when you walked past this room

# Accessing our online day (10th January)

Those joining us online, will be able to view all the sessions being held on the day via Microsoft Teams.

If you do not already have an account with Microsoft Teams, you can create one for free here.

There is a Teams link for each main area where sessions will be held. Please refer to the Programme Overview for times.

For those attending the conference online, a Teams event link has been created for each room where sessions will be held. These links will remain live throughout the day which gives those attending online the freedom to jump between sessions freely.

The links for each room can be found below:

| Room | Opening/Closing Times | Teams link |
|---|---|---|
| Meeting room 1 | 9:45 – 16:35 | Click here to join the meeting |
| Meeting room 2 | 9:45 – 16:35 | Click here to join the meeting |
| Meeting room 3 | 9:45 – 16:35 | Click here to join the meeting |
| Meeting room 4 | 9:45 – 16:35 | Click here to join the meeting |

We will have our student digital champions working on the day of the conference who will help manage attendee's and presenters online. Our digital champions and chair of the session will be able to read out a selection of questions posted in the Q&A section online. Please note depending on the

When attending online:

- ✓ For your convenience, you may wish to turn on the live captions found in the language settings on Teams
- ✓ Keep your microphone muted whilst sessions are taking place. Only unmute them when asking a question.
- ✓ Utilise the chat in the rooms to ask questions and discuss with others attending

If you are experiencing any problems accessing the Teams links, then please contact our team via shift@gre.ac.uk.

# Accessing our in-person day (11th January)

Our conference is being held in the Stephen Lawrence Building on the Greenwich Campus. The full address for the location is:

Stephen Lawrence Building,
Old Royal Naval College,
Park Row, London
SE10 9LS
Google Maps link here

You can view a map of the campus here.

## Accessing via Car

There is no on-campus parking available for students. However, there is a public car park just outside the campus in Park Row.:

- See full travel information for Greenwich Campus.

## Accessing via Train

You can access London Underground services via Greenwich DLR Station and Cutty Sark for Maritime Greenwich DLR Station. You can access National Rail services via Greenwich Station and Maze Hill Station.

## Accessing via Bus

The following bus routes stop in Greenwich town centre just outside the campus:

| Bus No. | Route | Weekday Frequency (minutes) | Bus Stops |
|---|---|---|---|
| 129 | North Greenwich - Greenwich | 6-10 | Cutty Sark - National Maritime Museum - Maze Hill |
| 177 | Thamesmead - Peckham | 9-11 | Greenwich Station - Greenwich High Rd - Cutty Sark / Nelson Rd - National |

| | | | |
|---|---|---|---|
| | | | Maritime Museum - Maze Hill |
| 180 | Belvedere - Lewisham | 10-13 | Greenwich Station - Greenwich High Rd - Cutty Sark - National Maritime Museum - Maze Hill (in this direction only) |
| 188 | North Greenwich - Central London | 6-10 | Creek Rd - Greenwich Church St / Cutty Sark - National Maritime Museum - Maze Hill |
| 199 | Canada Water - Catford | 10-13 | Creek Rd - Greenwich Church St / Nelson Rd - Greenwich High Rd - Greenwich Station |
| 286 | Sidcup - Greenwich | 8-11 | Cutty Sark - National Maritime Museum - Maze Hill |
| 386 | Blackheath - Woolwich Arsenal | 15 | Greenwich Station - Greenwich High Rd - Cutty Sark / Nelson Rd - National Maritime Museum - Maze Hill |
| N1 | Central London - Thamesmead | 30 | Cutty Sark - National Maritime Museum - Maze Hill - Greenwich Church St / Nelson Rd |

Staff and students at the university of Greenwich can also take the free shuttle bus running between Greenwich and Avery Hill Campus.

## Accessibility and amenities

For more details on accessibility, visit the building's accessibility guide via AccessAble here.

If you have any queries, please contact us via shift@gre.ac.uk

### Parking

There are Blue badge parking bays located on the west side of the building that are clearly signposted and do not need to be booked in advance.

### Toilets

There are both standard Female and Male toilets, and Accessible Toilets located on the Ground and First Floor of the building.

Accessible toilets are located to the left of the stairs, next to the Female toilets.

### Seating Areas

There is seating available in all rooms where sessions are being held. Additional seating is also available in the coffee room on the first floor (SL108)

### Food and Drinks

Free refreshments and a light lunch will be provided for those attending in person, which will be located on the first floor in the refreshments room (SL108)

Additional food and refreshments can be purchased in our Dreadnought Building Café, which is next door. You can see a full map of our Greenwich campus here

### Getting help

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

## When you arrive

- ✓ **Registration:** Proceed to the Registration desk to check in.
- ✓ **Refreshment:** Help yourself to free refreshments in our refreshments room (SL108) or feel free to purchase additional refreshments from the Dreadnought Building Café.
- ✓ **Keep updated:** Check the posters located around the building of the up-to-date schedule of all the sessions happening in the day.

- ✓ **Questions:** If you have any questions or need any help, please do not hesitate to speak to one of conference organisers who will be wearing a visible lanyard and badge.
- ✓ **Orientate:** Use the map in the programme to help you locate the different areas where sessions will be held. There will be signs and conference organisers to help guide you on the day.

# Our Conference Committee

Suzan Koseoglu

Angeliki Voskou

Alex Cheung

Klairoong Phairor

Yehdego Habtay

Rania Hafez

Joseph Blomfield

Ibilola Makinwa

Anna Costantino

Neslihan Cetinkaya

Genevieve Marie Breau

Claire Donovan

Alwin Puthenpurakal

Renginee Pillay

Peace Nduchukwu

Monsi Fazle Rabbi

Kristofer Grigaitis

Avery Warren

Rooshni Sasibalan

Gwen Thomas

Shapna Compton

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