SHIFT 2025

University of Greenwich Annual
Learning & Teaching Conference

Wednesday 8th January 2025
Online Day

UNIVERSITY OF GREENWICH

OUR CONFERENCE THEME

Our theme this year is *"Higher Education in a changing world: Adapting to the now, preparing for the future"*. As the world around us changes, so too must our universities and teaching approach. As we see socio-economic shifts, changes in policy, advancements in technology, and the growing effects of climate change, how do we prepare ourselves and our students for the now and for the future?

For SHIFT 2025, we will be looking at these four core areas:

1. **Inclusivity and wellbeing**
   Socially-just approaches to teaching and learning and the university experience. Prioritising equity amongst students, colleagues and the wider sector
2. **Sustainable, authentic and real-world approaches**
   Authenticity and sustainability are key characteristics of assessment and learning. Embedding skills that promotes learning based on practices found in workplaces
3. **Technology Enhanced Learning**
   The integration of various technological tools, platforms, and approaches to create more engaging, interactive, and personal learning experiences for students
4. **Partnerships and co-creation**
   Enhancing the way we work with our students, employers, communities and key stakeholders to prepare for the future

ONLINE DAY SCHEDULE

09:30 - 09:45	Opening and welcome
09:45 – 10:45	Parallel session 1
10:45 – 11:00	Break
11:00 – 12:00	Parallel session 2
12:00 – 12:45	Lunch
12:45 – 13:45	Keynote Presentation
13:45 – 14:00	Break
14:00 – 15:00	Parallel session 3
15:00 – 15.15	Break
15:15 - 16:15	Panel discussion
16:15 - 16:30	Online day closing

Please note that all the times provided in our programme are according to our local Greenwich Mean Time. If you are joining us from a different time zone, please be mindful of this.

ACCESSING OUR ONLINE DAY

Our conference will be taking place fully online via Microsoft Teams on Wednesday 8th January.

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 Online Day Schedule 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	9:30 – 16:35 (GMT)	Click here to join room 1
Meeting room 2	9:30 – 16:35 (GMT)	Click here to join room 2
Meeting room 3	9:30 – 16:35 (GMT)	Click here to join room 3
Meeting room 4	9:30 – 16:35 (GMT)	Click here to join room 4

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 your microphone 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

KEYNOTE SPEAKER: TOM LOWE

WHAT LIES AHEAD FOR STUDENT ENGAGEMENT IN HIGHER EDUCATION

Online (Via Microsoft Teams), 12:45-13:45
[Access Meeting Room 1 here](#)

ABSTRACT

We know from our own experience as educators, that when we focus on engaging students, and when students engage with the learning opportunities presented, that generally, they are more successful. In fact, empirical research continues to support that highly engaged students in their education, often leads to better outcomes relating to grades, retention and even a sense of belonging (Thomas and Allen, 2022; Schnitzler et al. 2021; Snijders et al 2020). It is student engagement at the heart of our higher education, yet since the pandemic, there has been lower attendance in classes, footfall on campuses and even personal interaction in our classes.

As personal life is becoming more passive, where we are shopping online more, streaming movies over visiting cinemas, sending voice notes instead of calling, and responding to texts with simple emojis. The way we engage with one another is changing. Therefore, when it comes to teaching in the modern university, we must reflect upon our engagement techniques in class to support student success. With perhaps convenience often overtaking learning priorities, how we shape university education is up for debate - where colleagues report students wanting to be 'fed' content and expressing concerns about lower confidence levels potentially impacting graduate employability. It is within this context that this keynote we will discuss what is working. We will also identify how we can increase engagement in taught sessions, through active engagement methods and changing mediums of activity.

ABOUT OUR KEYNOTE SPEAKER

Tom Lowe has researched and innovated in student engagement across diverse settings for over ten years, in areas such as student voice, retention, employability and student-staff partnership. Tom works at the University of Westminster as Assistant Head of School (Student Experience) in Finance and Accounting where he leads on student experience, outcomes and belonging. Tom is also the Chair of RAISE, a network for all stakeholders in higher education for researching, innovating and sharing best practice in student engagement. Prior to Westminster, Tom was a Senior Lecturer in Higher Education at the University of Portsmouth, and previously held leadership positions for engagement and employability at the University of Winchester. Tom has published two books on student engagement with Routledge; 'A Handbook for Student Engagement in Higher Education: Theory into Practice' in 2020 and 'Advancing Student Engagement in Higher Education: Reflection, Critique and Challenge' in 2023, and has supported over 40 institutions in consultancy and advisory roles internationally.

PANEL DISCUSSION

SHOWCASE PANEL: ADAPTING TO THE NOW, PREPARING FOR THE FUTURE

Online (Via Microsoft Teams), 15:15-16:15
[Access Meeting Room 1 here](#)

Panellists:

Prof Louise Owusu-Kwarteng, Associate Dean of Student Success
Dr Denise Miller, Associate Professor in Child and Educational Psychology
Dr Kenisha Linton, Associate Professor of Management (Teaching and Scholarship)
Dr Silvia Colaiacomo, Associate Professor in HE Learning and Teaching, ALE
Shapna Compton, Assistant Head of Student Wellbeing Services
Luisa Ares Vilas, Employability Skills Advisor
University of Greenwich

ABSTRACT

Our panel of Greenwich academic and professional service staff will be joined with student representatives as they look at our conference theme: adapting to the now, preparing for the future in higher education.

They will be discussing their experiences and views on the changing world in higher education. Exploring the challenges we face today and how we can overcome them, making way for a brighter future for both staff and students. There will be opportunities for audience members to ask our panellists questions and be part of this wider discussion

CONFERENCE PROGRAMME

CONFERENCE OPENING AND WELCOME

Meeting Room 1 (Online, via Microsoft Teams)

Access room 1 online here

9:30 – 09:45

Join Jane Harrington, our university's vice-chancellor, in welcoming you to our conference. Discussing the importance of our conference theme and highlighting the interesting sessions we have ahead.

PARALLEL SESSION 1 SUMMARY

Meeting Room 1 (Online, via Microsoft Teams)
Access room 1 online here

09:45 – 10:10
Exploring the effectiveness of AI use in assessments: A student perspective

10:15 – 10:45
Drama-based approach led teaching practices with Technology Enhanced Active Learning Classroom

Meeting Room 2 (Online, via Microsoft Teams)
Access room 2 online here

09:45 – 10:10
Developing student employability through knowledge exchange partnerships

10:15 – 10:45
Creating inclusive, authentic and responsive business curriculum: insights from York St John University (London)

Meeting Room 3 (Online, via Microsoft Teams)
Access room 3 online here

09:45 – 10:10
Bringing Costumes to Life: The Power of Real Artifacts in Teaching Costume Design

10:15 – 10:45
Fundamentals of collaboratively establishing support sessions: A case study from the student-lecturer perspective

PARALLEL SESSION 1 SESSION ABSTRACTS

EXPLORING THE EFFECTIVENESS OF AI USE IN ASSESSMENTS: A STUDENT PERSPECTIVE

Meeting Room 1 (Online, via Microsoft Teams), 09:45 - 10:10
Zivai Mare, Humeyra Dogru Dastan
University of Greenwich

Presentation

This study explores students' perceptions of the effectiveness of AI use in assessments. The use of AI by students has been associated with concerns of academic integrity as well as lack of authenticity of students' work (Cotton et al., 2023; Kizilcec et al., 2024). Furthermore, there exists a discernible gap in the literature regarding the effectiveness of AI in facilitating learning outcomes within assessment contexts (Chan and Hu, 2023). This study adopts the service-dominant logic proposed by Vargo and Lusch (2004), which emphasizes a customer-centric approach. In this context, students are conceptualized as customers whose needs must be comprehensively understood and incorporated into the co-creation of strategies aimed at meeting these needs. The study aims to contribute to the existing body of knowledge by extending beyond mere usage and acceptance of AI, delving into its effectiveness in achieving desired learning outcomes. The qualitative findings derived from this research will provide rich insights that can inform the development of a conceptual model, which may subsequently facilitate the exploration of relationships among relevant variables in future quantitative studies.

In accordance with university policies that advocate for technology-enhanced learning, this study seeks to examine the effectiveness of technologies, particularly artificial intelligence (AI), in facilitating the attainment of desired learning outcomes.

Furthermore, the study prompts to raise discussions regarding the need for students to receive training in the effective use of AI and shifting prevailing perceptions of AI from academic misconduct and a barrier to creativity, toward recognizing it as a valuable educational tool.

DEVELOPING STUDENT EMPLOYABILITY THROUGH KNOWLEDGE EXCHANGE PARTNERSHIPS

Meeting Room 2 (Online, via Microsoft Teams), 09:45 - 10:10
Rebecca Smith, Oindrila Dutta, Nazima Ahmed
University of Greenwich

Presentation

Our talk will discuss a project in which psychology students were recruited as volunteers to a support a knowledge exchange partnership with local schools. The project required students to apply their psychological knowledge in a practical way giving them authentic work experience in schools and as part of a research team. Teams of students were recruited to present at a psychology 'mini-conference', at Crayford Academy for 6th form students across the Haberdashers' academies who were studying a level psychology. Students were also recruited to support a schools visit to the University where children were introduced to and participated in research, with students demonstrating a range of psychology research equipment across our labs.

The support for students was based on Self-Determination Theory, (Ryan and Deci 2004). Across a series of preparatory meetings, we aimed to develop the students sense of relatedness, competence and autonomy by creating. This involved practice, choice, co-design and shared problem solving as the team prepared for each event.

Both events were well received and have supported the students work experience assessment, early careers staff development, two research projects and the ongoing partnership with local schools. In the current climate, projects that produce complimentary outcomes are attractive as staff students and partners are all facing tough economic situations and time pressures. However, balancing the needs of multiple stakeholders can be challenging. Our talk will critically discuss this experience, evaluating the benefits and its sustainability.

BRINGING COSTUMES TO LIFE: THE POWER OF REAL ARTIFACTS IN TEACHING COSTUME DESIGN

Meeting Room 3 (Online, via Microsoft Teams), 09:45 - 10:10
Caroline Devonport
University of Salford

Presentation

This presentation explores the integration of real artifacts—such as historical costumes and textiles—into costume design education, focusing on the benefits for new students and group work. By handling real-world objects, students develop a deeper understanding of design concepts, materials, and construction techniques, enhancing their design and making processes. This hands-on approach fosters inclusivity by accommodating diverse learning styles and providing an equitable learning environment where all students can engage with tangible, authentic materials.

Artifact-based learning helps demystify costume design for new students, bridging gaps in prior knowledge and encouraging collaborative, socially just learning experiences. Group work with artifacts promotes peer learning, enabling students to co-create knowledge while gaining insights into historical and cultural contexts. This approach also supports sustainability by introducing students to traditional techniques that inform modern, eco-conscious design practices.

For students unable to access physical artifacts, digital tools such as virtual and augmented reality can supplement learning, ensuring inclusivity while maintaining the authenticity of the learning experience. Partnerships with museums, costume collections, and industry professionals further enrich the curriculum, connecting students with real-world practices and expertise.

Aligned with SHIFT 2025's themes of inclusivity, sustainability, and co-creation, this presentation demonstrates how the use of real artifacts in costume design education promotes student wellbeing and prepares them for future industry challenges.

DRAMA-BASED APPROACH LED TEACHING PRACTICES WITH TECHNOLOGY ENHANCED ACTIVE LEARNING CLASSROOM

Meeting Room 1 (Online, via Microsoft Teams), 10:15 – 10:40
Emma Connor, Jingyang Ai
University of Greenwich

Presentation

This presentation examines the integration of drama-based approaches with Technology Enhanced Active Learning (TEAL) classrooms to enhance engagement and learning experiences of undergraduate and postgraduate students at Greenwich Business School.

Drama-based pedagogy fosters active participation, creativity, and collaboration, aligning seamlessly with the student-centred and interactive environment of TEAL classrooms. The TEAL model incorporates digital tools, flexible classroom layouts, and group work to support collaborative learning and reflective thinking.

By embedding drama-based techniques—such as role play, improvisation, and simulations—students are encouraged to engage deeply with course content, gain diverse perspectives, and forge stronger connections to the material. The structured, yet flexible method of employing process drama, encourages reflection enabled by the active exploration of fictional roles and scenarios. This combination not only enhances student engagement but also develops essential skills for the modern workforce, including communication, teamwork, and problem-solving. Furthermore, integrating drama into TEAL creates an immersive learning experience, helping students better understand abstract or challenging concepts.

CREATING INCLUSIVE, AUTHENTIC AND RESPONSIVE BUSINESS CURRICULUM: INSIGHTS FROM YORK ST JOHN UNIVERSITY (LONDON)

Meeting Room 2 (Online, via Microsoft Teams), 10:15 – 10:40
Marta Matosek
York St John University

Presentation

Business and management studies attract more international students to the UK than any other discipline, with 37% of "non-UK domiciled" students choosing this field in 2021-22 (HESA, 2023). With increasing reliance on international enrolment to fill funding gaps (PwC, 2024), UK universities face an urgent need to make curricula responsive to the backgrounds, interests, and aspirations of this diverse cohort.

At York St John University where I teach, nearly 70% of postgraduate students are international (2024). In this session, I will share practices implemented in my teaching

and curriculum design at York St John's London Business School, whose postgraduate student cohort is almost fully international.

Drawing from practical examples, the presentation will focus on a framework of Inclusivity, Authenticity and Responsiveness (IAR) that I have implemented for curriculum enhancement:
- Inclusive content development: incorporating material that reflects geographical diversity of student cohort (project case studies from their countries or regions of origin).
- Authentic learning and assessment: engaging students with real-world scenarios, such as guest speakers from industry and authentic assessments like business pitch presentations.
- Responsive curriculum design: using continuous feedback mechanisms, such as introductory surveys, to adapt teaching content based on student interests and needs.

FUNDAMENTALS OF COLLABORATIVELY ESTABLISHING SUPPORT SESSIONS: A CASE STUDY FROM THE STUDENT-LECTURER PERSPECTIVE

Meeting Room 3 (Online, via Microsoft Teams), 10:15 – 10:40
Erkan Demirbas, Rachel Justice, Ryan Chapman
University of Lincoln

Presentation

The Peer Support Group is a student- led initiative overlooked by academics within the University of Lincoln business school with the aim of improving students' academic performance and sense of belonging within the University. The support group is available to all students, but the focus is to offer additional support to students who haven't studied similar subjects at a level three qualification, students with PASS (personalised academic study support) plans and late arrivals (Chapman et al, 2024a). Student mentors are trained by the Maths and Statistics Help (MASH) team as well as the module leaders (for the modules they are supporting) to ensure that they can give a high quality of support. The Peer Support Group runs in person support sessions a week before assessments focusing on content and questions specific to the assignments. However online sessions and one-to-one support is also available to students who aren't as comfortable in larger groups or are unable to attend the larger sessions.

PARALLEL SESSION 2 SUMMARY

Meeting Room 1 (Online, via Microsoft Teams)

Access room online here

11:00 – 11:25
Developing Cartoons for Teaching Economics and Statistics Through Student-Lecturer Collaboration: Enhancing Engagement and Learning

11:30 – 11:55
Surviving NOT Thriving: The Experiences of Racially Minoritized Female Trailblazers Working in UK Higher Education Institutions

Meeting Room 2 (Online, via Microsoft Teams)
Access room online here

11:00 – 11:25
Transferable Skills for Immersive Practice

11:30 – 11:55
First-'aidd': A joint approach to restoring NSS results on a University of Greenwich degree

Meeting Room 3 (Online, via Microsoft Teams)
Access room online here

11:00 – 11:25
Beyond Powerpoint: Presenting lecture content inside a 3D game using Unreal Engine

11:30 – 11:55
Conceptualising a new model for authentic student partnership to reduce barriers to engagement

Meeting Room 4 (Online, via Microsoft Teams)

Access room online here

11:00 – 11:10

Making learning relevant: leveraging authentic job descriptions in case scenarios for career readiness

11:15 – 11:25

Exploring the impact of street play as a powerful pedagogical tool in public health programmes

11:30 – 11:40

Diversity amongst educators – the challenges and benefits of employing a wheelchair user educator

11:45 – 11:55

To Share or Not to Share? Recommendations and resources for module design and enhancement from a QAA Funded Collaborative Project on Shared Modules

PARALLEL SESSION 2 SESSION ABSTRACTS

DEVELOPING CARTOONS FOR TEACHING ECONOMICS AND STATISTICS THROUGH STUDENT-LECTURER COLLABORATION: ENHANCING ENGAGEMENT AND LEARNING

Meeting Room 1 (Online, via Microsoft Teams), 11:00 - 11:25
Erkan Demirbas
University of Lincoln

Presentation

The aim of this presentation is to reflect on our experience of collaboratively developing cartoons for teaching economics and statistics with students at the Lincoln International Business School. The joint effort between students and lecturers has brought numerous benefits, including enhanced understanding, building connections between staff and students, skill development, and a stronger sense of community. Working together allowed students to offer unique perspectives that made complex concepts more accessible and engaging, and made them feel like valuable members of the community.

Students highlighted that this experience closely mirrored professional environments, helping them build employability skills and gain practical experience in fields such as animation and visual storytelling.

Lecturers, in turn, valued the students' input, which ensured that the learning materials were more relevant and impactful for the target audience. The collaboration produced educational resources that helped clarify challenging theories, enriching the learning experience for all involved. Overall, this approach fostered greater engagement, improved skills, and provided a valuable opportunity for students to apply their knowledge in real-world contexts.

TRANSFERABLE SKILLS FOR IMMERSIVE PRACTICE

Meeting Room 2 (Online, via Microsoft Teams), 11:00 – 11:25
Olive Gingrich
University of Greenwich

Presentation

Across the BA (Hons) Animation degree, academic staff are emphasising innovative technological, and immersive approaches to the display and presentation of animation practices. The benefit of immersive technologies as a learning tool has been well established (Baxter 2024, Savin-Baden et al 2010). While immersive technologies have experienced rampant changes and developments over recent years, with new products entering the market at an increasing speed, soft skills of working with immersive technologies remain largely transferable.

As a teaching team, our approach has been to unpack some of these transferable skills for our students at a variety of levels. Whereas there are numerous software tutorials for immersive technologies, there is a dearth of pedagogic and educational resources which would be key to support our students in this rampantly changing field. The know-how on content development, and tech skills has a direct bearing on student employability and graduate outcomes. This presentation will share ongoing efforts across the BA (Hons) to develop an encompassing framework for transferable creative technology skill set needed in problem-solving across a range of different virtual and immersive environments.

BEYOND POWERPOINT: PRESENTING LECTURE CONTENT INSIDE A 3D GAME USING UNREAL ENGINE

Meeting Room 3 (Online, via Microsoft Teams), 11:00 - 11:25
Jonathan Weinel
University of Greenwich

Presentation

This presentation will discuss new strategies that I have been exploring for teaching games development using custom 3D game projects which I make in Unreal Engine. Lectures on video game technologies can be brought to life by including images or videos in powerpoints, making the content more engaging. However, we can go one step further by incorporating interactive 3D content made with video game technologies such as Unreal Engine. To teach topics such as game engine physics I have created an interactive playground which showcases various principles, allowing me to easily provide interactive demonstrations of these concepts instead of relying exclusively on lecture slides or videos. In the supporting labs, students can explore the project themselves and extend or customise it to gain a better understanding of game engine physics. In other instances I have created projects which similarly demonstrate various other principles of game development ranging from level design and player interactions to systems for implementing dynamic sound effects and music. This presentation will showcase these approaches whilst reflecting on the processes involved with making these projects and the pedagogical benefits they may bring to lecturing in games. By sharing these practices, the presentation aims to stimulate thought on ways to harness the latest game engine technologies to make lecture presentations more engaging for students.

MAKING LEARNING RELEVANT: LEVERAGING AUTHENTIC JOB DESCRIPTIONS IN CASE SCENARIOS FOR CAREER READINESS

Meeting Room 4 (Online, via Microsoft Teams), 11:00 - 11:10
Amal Elamin
University of Greenwich

Lightning Talk

In today's competitive job market, employability skills are a critical measure of success for MSc students. However, students often struggle to understand how individual modules contribute to their career readiness—an issue not only at the undergraduate level but also a challenge in graduate education. In one-year MSc programs, achieving a balance between theoretical depth and practical skill-building is challenging. This proposal aim to share a practice from MSC programme highlights the value of co-creation—actively involving students in designing their learning experiences by drawing on their unique professional backgrounds. Through simulation-based learning, students adopt roles, working as consultants or analysts to handle realistic, client-driven projects.

This light talk will focus on sharing practical adaptations for MSc programs, focusing on employability, co-creation, and simulation techniques drawn from successful approaches in other professional degrees. This session will demonstrate how integrating students' unique educational and professional backgrounds into employability-focused case studies enhances both engagement and learning outcomes. Specifically, it will showcase how to transform generic case scenarios and in-class case studies into relevant, career-driven learning experiences by drawing on authentic job descriptions and responsibilities.

In these scenarios, clients can include instructors or peers acting in professional capacities, providing real-time feedback and evaluations that mirror workplace expectations.

By using industry-specific job titles, terminology and responsibilities, students engage directly with the skills and language found in job descriptions, enhancing their employability. This talk will offer strategies, examples, and tips for incorporating co-creation, simulation, and employability-focused case studies into MSc programs, fostering a classroom environment that is inclusive, dynamic, and directly relevant to industry.

EXPLORING THE IMPACT OF STREET PLAY AS A POWERFUL PEDAGOGICAL TOOL IN PUBLIC HEALTH PROGRAMMES

Meeting Room 4 (Online, via Microsoft Teams), 11:15 - 11:25
Ritika Tiwari
York St John University (London Campus)

Lightning Talk

This case study reports on the production, performance and evaluation of a public health street play by MSc Public Health students at York St John University (London Campus) in the United Kingdom. The street play was performed on World AIDS Day 2023. This paper focuses on the dynamic and interactive nature of street play as a pedagogical technique that aligns with constructivist principles, fostering meaningful learning experiences. Increased confidence, engagement and programme commitment were observed in students both in in-person and online sessions following the street play. While recognising these strengths, we discuss the need to address challenges, foster collaborations and implement continuous improvement strategies to make street play even more effective as a teaching method in the public health discipline.

SURVIVING NOT THRIVING: THE EXPERIENCES OF RACIALLY MINORITIZED FEMALE TRAILBLAZERS WORKING IN UK HIGHER EDUCATION INSTITUTIONS

Meeting Room 1 (Online, via Microsoft Teams), 11:30 - 11:55
Denise Miller, Charmaine Brown
University of Greenwich

Presentation

This presentation examines the persistent challenges experienced by Racially Minoritized Women (RMW) currently working as educators within UK Higher Education Institutions (HEIs), by highlighting the systemic forces of racism and sexism that continue to erode the efficacy of Equity, Diversity, and Inclusion (EDI) initiatives.

Using a narrative inquiry approach, this qualitative study is underpinned by the Social Cognitive Career Theory (SCCT), and accordingly offers a robust analytical framework to examine the lived experiences of RMW who have "Survived, NOT Thrived" as students and educators within HEIs. This theoretical lens unpacks their career trajectories and also highlights the personal and institutional factors that influence their professional realities in teaching and learning spaces
Drawing on in-depth, semi-structured interviews, the research identifies six key themes that explain how self-efficacy, outcome expectations, and personal goals have prepared RMW to confront and navigate the entrenched barriers of racism and sexism. These women emerge as trailblazers. As marginalised students and

educators, they have pursued untrodden paths within the HE landscapes despite systemic resistance. However, the relentless psychosocial toll of enduring microaggressions and exclusionary practices raises serious questions about the sustainability of their contributions within these hostile teaching and learning environments.

This research calls for an urgent expansion of the scholarly lens to encompass racially minoritised female students and educators across a wider range of sectors. This is a necessary step to fully understand the strategies and resilience mechanisms RMW deploy in overcoming institutional obstacles.

FIRST-'AIDD': A JOINT APPROACH TO RESTORING NSS RESULTS ON A UNIVERSITY OF GREENWICH DEGREE

Meeting Room 2 (Online, via Microsoft Teams), 11:30 - 11:55
Robert Morgan, Bonnie Kerr
University of Greenwich

Presentation

Two joint programme leads explain how they made significant improvements to an underperforming two-year accelerated degree characterized by low attendance and engagement and outcomes. They introduced four key values of andragogy, interventions, democracy, and data as a means of making appropriate innovations. The year saw improvements in national student survey data. The programme still faces challenges in terms of the awarding gap but the implementation of these four values, under the acronym 'aidd' is addressing this

With the appointment of two joint programme leads this is how it was quickly turned around to be celebrated by the VC's team within one academic year after being placed on an immediate action plan.

We detail how:
• 	a programme can turn around its NSS results in one year
• 	the problems we faced
• 	the creation of detailed tracking spreadsheets
• 	the difficult decisions we had to make

CONCEPTUALISING A NEW MODEL FOR AUTHENTIC STUDENT PARTNERSHIP TO REDUCE BARRIERS TO ENGAGEMENT

Meeting Room 3 (Online, via Microsoft Teams), 11:30 - 11:55
Emma Pleasant, Maddy Scott
University of Greenwich

Presentation

Increasingly, the typical Greenwich student has multiple commitments outside of their studies which impacts their ability to engage. Against this shifting student profile is an intensified focus across the sector on providing student satisfaction and value for money. These conflicting landscapes pose a unique challenge for those working in higher education; how do you provide satisfaction for students who aren't engaged? This presentation will tackle this problem through a discussion of programme representation which conceptualises a new model for authentic student partnership through the introduction of academic credit for engagement in student voice activity. Building on recent literature which reframes assessments as tools of 'becoming' for students (Nieminen and Yang, 2023) and highlighting the need for creativity to promote authenticity (Quinlan et al, 2024), this presentation proposes that harnessing student voice as an assessment tool will foster a heightened sense of belonging at Greenwich.

Through case studies from the sector and Greenwich students as told by the Students' Union, we present a model for radical rescoping of what we consider student voice through embedding it into the curriculum. We propose that giving academic credit to programme representatives will solve the problem of students being too 'time poor' to engage with traditionally 'extra curricula' activity (see Seuwou et al, 2023). More so, it would reduce barriers to engagement for the 'hard to reach' student demographics, impacting student satisfaction and the awarding gap by using the student and their background as a central tenant to pedagogy.

DIVERSITY AMONGST EDUCATORS – THE CHALLENGES AND BENEFITS OF EMPLOYING A WHEELCHAIR USER EDUCATOR

Meeting Room 4 (Online, via Microsoft Teams), 11:30 - 11:40
Patricia Perlman-Dee
University of Manchester

Lightning Talk

In higher education, the discussions in Equality, Diversion and Inclusion are often about students. How about the discussions around working with disabled colleagues? This lightening talk will discuss some of the prejudice and perceptions around working with a colleague who is a wheelchair user. The session will reflect on preconceptions/challenges and perceived obstacles from educators as a new tutor (wheelchair used) was about to start working at the university. The session will also reflect on students' perception. The students did not sense obstacles, but inspiration

and opportunities. What do you feel? Let this lightening talk open your mind; what really is diversity and inclusivity amongst educators?

TO SHARE OR NOT TO SHARE? RECOMMENDATIONS AND RESOURCES FOR MODULE DESIGN AND ENHANCEMENT FROM A QAA FUNDED COLLABORATIVE PROJECT ON SHARED MODULES

Meeting Room 4 (Online, via Microsoft Teams), 11:45 - 11:55
Sallayanne Decker, Emma Pullen, Ryan Girdley, Mariya Eranova, Paul Caussat, Giulia Achilli, Stuart Sims, Rachel George
University of Greenwich

Lightning Talk

This talk will present recommendations and resources and developed out of research undertaken by a team of academic and student researchers in 3 universities to explore how best to design curriculum for shared modules. These are modules taught to students enrolled on different degree programmes and identifying with different disciplines. Significant work has been done in the sector around explicitly recognising and catering for diversity in HE teaching and learning. Yet, disciplinarity and interdisciplinarity are important but overlooked contexts when conceptualizing diversity and inclusivity in the curriculum. Module design is crucial in promoting inclusivity, particularly in cases where modules are shared by students enrolled on different degree programmes.

Shared modules offer opportunities and challenges for inclusivity and interdisciplinarity that remain largely under-researched. To enhance inclusivity in HE further, it is important to consider how the curriculum is delivered via shared modules and how to evaluate these modules for curriculum enhancement. While shared modules can present logistical, resource and coordination challenges, thoughtful and intentional design can help to unlock the opportunities for collaboration and interdisciplinary learning that they offer. Measures that can optimise the use of shared modules include improving awareness and transparency of these modules, embedding disciplinary interaction in learning activities, using programme planning to identify opportunities for interdisciplinary learning and involving key stakeholders strategically in the design and delivery of shared modules.

LUNCHTIME SESSION

UNIVERSITY OF GREENWICH COMPASS JOURNAL EDITED COLLECTION: STUDENT CO-CREATION WITH INTERNAL AND EXTERNAL PARTNERS

Meeting Room 1 (Online, via Microsoft Teams)
Access room 1 online here

12:10 -12:40

Rachel George, Angeliki Voskou, Silvia Colaiacomo, Sara Gorgoni
University of Greenwich

Taking place during the lunch break, this session will engage you in a collaborative discussion around an edited collection on practice-based learning and student co-creation with internal and external partners, which we aim to publish at Compass, the University of Greenwich peer-reviewed journal on Higher Education teaching and learning. The edited collection aims to showcase and share exemplary practices, experience and expertise developed to shape authentic learning environments with and for our students.

In this lunchtime session you will be informed about the edited collection suggested themes, paper formats, deadlines and guidelines for submission. As this session will be led by both the editors of this edited collection and of the Compass Journal, you may ask any questions you may have and brainstorm your ideas and views around this area.

This session is open to all and will take the format of a café discussion where everyone may contribute and engage in a collegial discussion. Please feel free to have your lunch and coffee with us!

KEYNOTE PRESENTATION

WHAT LIES AHEAD FOR STUDENT ENGAGEMENT IN HIGHER EDUCATION

Online (Via Microsoft Teams)
Access Meeting Room 1 here

12:45-13:45

PARALLEL SESSION 3 SUMMARY

Meeting Room 1 (Online, via Microsoft Teams)
Access room 1 online here

14:00 – 15:00
Practical ways to embed academic and digital skills in the curriculum

Meeting Room 2 (Online, via Microsoft Teams)
Access room 2 online here

14:00 – 14:25
It's everyone's responsibility: empowering Higher Education staff to support disabled students via our e-learning

14:30 – 14:55
Managing group assessments to minimise the impact on students' wellbeing

Meeting Room 3 (Online, via Microsoft Teams)
Access room 3 online here

14:00 – 14:25
AI and Academic Integrity Unplugged: Exploring Views of Chinese Postgraduates in Global Education

14:30 – 14:55
Google's NotebookLM: A Powerful Tool for Reliable AI-Assisted Learning in Higher Education

Meeting Room 4 (Online, via Microsoft Teams)
Access room 4 online here

14:00 – 14:25
Fostering employability skills and experience among undergraduate public health students

14:30 – 14:55
Using 'Educational Apps' to Enhance Learning: Increasing Awareness of, Access to and Engagement with Hidden University Art Collections

PARALLEL SESSION 3 SESSION ABSTRACTS

PRACTICAL WAYS TO EMBED ACADEMIC AND DIGITAL SKILLS IN THE CURRICULUM

Meeting Room 1 (Online, via Microsoft Teams), 14:00 – 15:00
Sharon Perera, Silvia Colaiacomo
University of Greenwich

Workshop

The University of Greenwich's Student Success sub-strategy (2022) envisions an inclusive educational experience that prepares our graduates for the world of life and work, during which they will develop their professional and real-world skills. As a university, we are committed to enabling our students to engage in and develop pathways to professional practice and enterprise.

The Academic and Digital Skills team will showcase their framework of skills, listing recommended core skills to scaffold students' learning and academic development. The framework distinguishes between academic, information and digital literacies, and includes generic professional tasks for the workplace and real-world activities. The skills are linked to students' learning stages, e.g. Level 4, transition; Level 6, assessment. A resource bank of generic activities and tools complements the framework, facilitating the embedding of these skills in the curriculum.

This practical workshop will include a discussion on the pedagogical benefits of embedding skills in the curriculum, at the point of need, by establishing clear links to programme learning outcomes and will provide opportunities for participants to tailor generic resources to their respective disciplines and learning objectives.

This workshop will be co-delivered by colleagues from the Academic Learning and Enhancement and the Academic and Digital Skills teams.

IT'S EVERYONE'S RESPONSIBILITY: EMPOWERING HIGHER EDUCATION STAFF TO SUPPORT DISABLED STUDENTS VIA OUR E-LEARNING

Meeting Room 2 (Online, via Microsoft Teams), 14:00 – 14:25
Tahera Mayat, Susan Darlington
Go Higher West Yorkshire

Presentation

Inclusivity and equity underpinned Go Higher West Yorkshire's (GHWY) development of an e-learning course that aims to ensure all staff are equipped to support the growing number of disabled students in Higher Education (HE).

The free course empowers HE staff with knowledge and understanding to support disabled students. This creates an inclusive learning and teaching environment in HE that benefits the wellbeing of disabled students, their non-disabled peers, and staff.

We will present learnings and best practice from the development of the accessible course. This will include insights on inclusive learning, pedagogy, active learning and specific examples of practice for all staff. The most important takeaway is be guided by disabled students, dispelling the (mis)perception that individuals have to be an expert on disabilities to offer support.

The session will also consider the benefits and challenges of partnership working. GHWY is a consortium of 13 HE providers that covers HE providers, HE-in FE providers, and specialist providers. In developing the course, it was necessary to balance the needs of each member while staying focused on the key outputs of increased staff knowledge and student support.

We will present the role of collaboration at each stage of the course. These included identifying a need for inclusivity training to empower all student-facing staff to support disabled students; finalising content that covers but is not limited to definitions, transition impact of disability on access and success, and support in HE; and how feedback from a pilot informed the final version of the course.

MANAGING GROUP ASSESSMENTS TO MINIMISE THE IMPACT ON STUDENTS' WELLBEING

Meeting Room 2 (Online, via Microsoft Teams), 14:30 – 14:55
Tony Mann
University of Greenwich

Presentation

Group assessments are very valuable in preparing students for the workplace, and employers encourage their use. But groupwork can be stressful for students and can impact their physical and mental health. Some of the issues are discussed by Takeda and Homberg (2014).

In industry, in my experience managers take care to avoid risk factors. In this talk I will present the approach developed by colleagues in mathematical sciences to arrange groupwork in such a way that it delivers the benefits while mitigating as far as possible some of the risks. This approach, based on work by Bradshaw (2009),

minimises student dissatisfaction with group assignments and helps all to achieve their potential.

This presentation will offer useful, practical tips based on many years' experience of managing group assignments, and will lead to useful discussion following the presentation. Attendees will be able to consider applying these ideas in their own group assignments and may gain confidence in setting useful and authentic groupwork for their students.

With increasing recognition of the importance of authenticity of assessment, assessed groupwork is likely to feature in most degree programmes. But students often dislike assessed groupwork and it can result in dissatisfaction, while the experience can be stressful.

This presentation will discuss how to mitigate any impact on students' wellbeing, support students from different backgrounds, manage students' expectations and make groupwork a valuable experience for students.

AI AND ACADEMIC INTEGRITY UNPLUGGED: EXPLORING VIEWS OF CHINESE POSTGRADUATES IN GLOBAL EDUCATION

Meeting Room 3 (Online, via Microsoft Teams), 14:00 – 14:25
Michael Day
University of Greenwich

Presentation

Artificial Intelligence (AI) is rapidly reshaping higher education globally, with China emerging as a leader in AI development and implementation. The country's AI industry has been suggested to likely surge to create a huge economic value by 2030, shifting the educational landscape and trajectory of HE graduate destinations. As China expands its presence in transnational education, particularly with partnership in the United Kingdom (UK), the number of active UK-China partnerships has grown substantially. This presentation, therefore, explores research into the perspectives of Chinese postgraduate students on AI's role in their academic journey, focusing on challenges to academic integrity within this technologically advanced context, in a different cultural learning context to the UK but sharing in its degree awarding. Conducted at a joint-venture university in China, research is shared involving over 100 postgraduate students engaged in English Medium Instruction (EMI) in an international degree programme. Using a mixed-method action research approach, findings revealed that students exhibited strong ethical awareness regarding AI use, countering expectations of widespread abuse. Many, the study found, felt current AI technologies were insufficient for meeting their

learning objectives, and not especially useful for misconduct. This highlights the importance of cultural context in shaping perceptions of AI in education. The study, therefore, offers recommendations for policymakers working in HE settings with significant international study presence, and fosters discussion around guidelines for AI use and AI literacy programs that develop student knowledge of ethical considerations and academic integrity in higher education.

GOOGLE'S NOTEBOOKLM: A POWERFUL TOOL FOR RELIABLE AI-ASSISTED LEARNING IN HIGHER EDUCATION

Meeting Room 3 (Online, via Microsoft Teams), 14:30 – 14:55
Asegul Hulus
University of Greenwich

Presentation

Within the rapidly progressing realm of educational technology, Large Language Models (LLMs) present unparalleled possibilities for enhancing learning experiences. Nevertheless, the inclination to produce hallucinations, which involve believable yet inaccurate data, presents notable obstacles in educational environments (Azamfirei, Kudchadkar, & Fackler, 2023). This presentation serves to introduce the experimental Retrieval-Augmented Generation (RAG) tool developed by Google, known as NotebookLM. The proposal is being put forward as a potential solution to the previously mentioned problem and a notable advancement in the realm of AI-assisted education (Ruminer, 2024).

The exploration of NotebookLM's key features will include RAG-based question answering, automatic summarisation, and its distinctive citation feature. The purpose of this demonstration is to highlight the effective ways in which these features meet current educational needs and prepare students for future research methodologies (Modran et al., 2024). Attendees will have the opportunity to witness the capabilities of NotebookLM through a live demonstration, which will showcase features such as uploading educational materials, generating study guides, and verifying sources.

This presentation will additionally explore the future advancements of NotebookLM, including its integration with advanced AI models and audio overview capabilities, and will discuss the potential implications for personalised learning experiences (Azamfirei, Kudchadkar, & Fackler, 2023). I intend to conduct a thorough analysis of the tool's strengths and limitations, considering ethical considerations and challenges associated with its implementation in higher education environments. This presentation will contribute to the wider discourse on the responsible integration of AI tools in the field of education (Modran et al., 2024).

FOSTERING EMPLOYABILITY SKILLS AND EXPERIENCE AMONG UNDERGRADUATE PUBLIC HEALTH STUDENTS

Meeting Room 4 (Online, via Microsoft Teams), 14:00 – 14:25
Genevieve Breau, Linda Cole
University of Greenwich

Presentation

The focus of the BSc. (Hons) in Public Health and Public Health Extended programmes are to develop skills in students to facilitate gaining graduate employment in the public, private, voluntary and social enterprise sectors. Therefore, students are encouraged to volunteer in public health-related roles in the community from the beginning of their studies. This experience in the classroom and in the community culminates in a 15-credit module compulsory for Year 3 students in which they are required to identify and take part in a 40-hour unpaid work placement in the community.

In 2022-2023 and 2023-2024, group personal tutorials in Year 1 included presentations by Employability Skills Advisors from the university employability services centre to encourage students to engage with the services on offer. These tutorials included presentations by local organizations in the community with a social determinants of health focus, to foster volunteering among Year 1 students. During this time, changes were also made to a second-year, 30-credit compulsory module to encourage employability engagement among students, such as inviting guest speakers from the community and encouraging volunteering among Year 2 students.

Data from an evaluation survey will be shared to complement descriptions of students' experiences with employability, both in modules and in personal tutorials. This survey was conducted in October 2024 with the aim to gather descriptive data on students' experiences with employability, especially with group personal tutorials. This presentation will include participation from 1-2 public health students who will share their experiences with employability across the programme.

USING 'EDUCATIONAL APPS' TO ENHANCE LEARNING: INCREASING AWARENESS OF, ACCESS TO AND ENGAGEMENT WITH HIDDEN UNIVERSITY ART COLLECTIONS

Meeting Room 4 (Online, via Microsoft Teams), 14:30 – 14:55
Ana-Maria Herman
University of Greenwich

Presentation

Universities in the UK have, at times, inherited significant art collections that are held in their libraries, special collections, and museums. Such university art collections provide rich learning resources for the university to use in educational programmes and curriculums, as well as in activities related to wider public initiatives. However, since most universities have limited exhibition space, their art collections are often held in closed storage spaces that keep them hidden from view and frequent use. This can leave art collections unknown to student and staff populations, as well as publics for whom access can be even more restricted – and it thus results in missed opportunities for engaging with rich art resources in pedagogic activities as well as in wider research practices. This paper explores the use of 'educational apps' to raise awareness of, access to, and engagement with university art collections for students, staff and wider publics. It discusses two case studies: the WAL App created for the Women's Art Library held in the special collections at Goldsmiths Library and the Dorothy Mead App created for the A David Bomberg Legacy – The Sarah Rose Collection at London South Bank University. Taking into consideration the process of making the apps, their release on the App Store and the outcomes of releasing them, the paper sheds light on the benefits and challenges of using apps to increase and enhance pedagogic possibilities.

PANEL DISCUSSION

Meeting Room 1 (Online, via Microsoft Teams)
Access room 1 online here

15:15 – 16:15

CONFERENCE ONLINE DAY CLOSING

Meeting Room 1 (Online, via Microsoft Teams)
Access room 1 online here

16:15 – 16:30

Join Stuart Sims, Head of our Academic and Learning Enhancement Team and conference co-chair, reflect upon the day and our conference theme.

SHIFT 2025 CONFERENCE COMMITTEE

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Peter Brown (Co-chair)
Alex Cheung
Susanne Martin
Eve Rapley
Emma Kennedy
Michael Day

Silvia Colaiacomo
Rachel George
Suzan Koseoglu
Angeliki Voskou
Ada Lee
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