SHIFT 2025

University of Greenwich Annual
Learning & Teaching Conference

Thursday 9th January 2025
In-Person 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

IN-PERSON DAY SCHEDULE

Our in-person day will be taking place in the [Stephen Lawrence Building on our Greenwich Campus](). Our in-person day is intended only for Staff and students from the University of Greenwich.

All sessions on this day will be taking place in-person.

09:45 – 10:00	[Conference Opening]()
10:00 – 11:00	[Parallel session 1]()
11:00 – 11:15	Break
11:15 – 12:15	[Parallel session 2]()
12:15 – 13:00	Lunch
13:00 – 14:00	[Keynote Presentation]()
14:00 – 14:15	Break
14:15 – 15:15	[Parallel session 3]()
15:15 – 15:30	Break
15:30 – 16:30	[Parallel session 4]()
16:30	End of Conference

KEYNOTE SPEAKER: PROFESSOR ANDREW MIDDLETON

EXPLORING SPACE… AND HOW WE NEGOTIATE AND NAVIGATE IT IN POST-DIGITAL EDUCATION

SL101, 13:00-14:30

ABSTRACT

Today technology is everywhere – it is part of everything we do. We have seen over the past three decades how technology has rapidly grown and become part of our everyday life, including learning and teaching. A recent sector-wide QAA Collaborative Enhancement project 'Harnessing Multimodalities in Digital Education' invited four UK universities to explore teaching and learning in the post-pandemic world. From this 2 year project emerged new realities and possibilities. It showed how certainties in the higher education sector have been disrupted and how modalities are shifting and expanding what is possible. From pre-pandemic boundaries being renegotiated, changes in the role of the campus, to the proliferation of AI: education is always shifting. It is clear that volatility, uncertainty, complexity and ambiguity characterise our experiences and outlooks more than stability in education. This flux demands we develop innovative mindsets if we are to thrive as students, graduates, and educators.

In this Keynote, we will explore how multimodalities in learning and teaching, with a focus on the spaces and technologies we use, can help us to address various strategic priorities. We will explore how education can harness multimodalities in relation to:

- Spatial Fluency – how our use of space and technologies has changed since the pandemic, and the implications of this for education.
- Multimodal Assessment – ensuring assessment reflects technological and spatial shifts, opening opportunities for more authentic and personalised learning experiences.
- Creativity in higher education – how space affects the creativity, agility and resilience of staff and students.

ABOUT OUR KEYNOTE SPEAKER

Andrew is Deputy Head of Anglia Learning & Teaching at Anglia Ruskin University where he lead the development of the Active Curriculum and other strategic initiatives. He is known for his leadership of academic innovation in UK higher education over 30 years. He has led projects and networks to explore the potential of digital media to enrich assessment and feedback and continues to be a leading voice in the Global Active Learning Network which has supported 100s of academics to share their innovative practices through annual conferences, festivals, and books. Andrew's research focuses on spaces and places for learning. This has led to the development of spatial fluency as a post-digital and post-pandemic appreciation of learning spaces and multimodalities – a broader range of possibilities for teaching and learning practices involving different modes of communicative action (audio-visual, spatial, and behavioural) that work together in the expression, creation, and representation of meaning in and through the learning of staff and students.

In all this work Andrew is committed to understanding and developing education from an experiential perspective in which the student and the teacher find a high degree of agency and enjoyment.

CONFERENCE PROGRAMME

CONFERENCE OPENING

SL101

9:45 – 10:00

Join Stuart Sims, our conference co-chair, welcome you to our second day of SHIFT. We'll be reflecting on the highlights from our first day and highlighting the upcoming events of our in-person day.

PARALLEL SESSION 1 SUMMARY

SL108

10:00 – 10:25
Creating a co-produced strategic framework for enhancing student engagement and outcomes through addressing inequalities experienced by healthcare students

10:30 – 10:55
Adaptation Challenges within UK Higher Education Sector: Insights into Academic Excellence through Diverse Student Backgrounds

SL106

10:00 – 10:25
Fostering engagement through student-led approaches to facilitate lifelong learning: the case study of BioMed Online Learning

10:30 – 10:55
Hands-On, Minds-On: The Use of Digital Educational Tools to Promote 21st Century Skills in CLIL Classes

SL103

10:00 – 11:00
Rethinking assessment design with AI power: Authentic assessment and academic integrity as key drivers

SL105

10:00 – 11:00
Leveraging Mentorship for Decolonisation and Anti-Racism in Legal Education: Lessons from Teaching Tort Law with a Decolonisation Advocate

PARALLEL SESSION 1 SESSION ABSTRACTS

CREATING A CO-PRODUCED STRATEGIC FRAMEWORK FOR ENHANCING STUDENT ENGAGEMENT AND OUTCOMES THROUGH ADDRESSING INEQUALITIES EXPERIENCED BY HEALTHCARE STUDENTS

SL108, 10:00 - 10:25
Jane Matonhodze, Hilary Orpin, Paul Newton, Yemi Onilude-, Liz Gale, Debbie Wallace
University of Greenwich

Presentation

Background: Students experience various inequalities within higher education institutions influenced by the intersectionality between socioeconomic, ethnicity, age and gender (House of Commons,2023; Richardson, Mittelmeier and Rienties,2020). To meet the central principle of the 2030 Agenda for Sustainable Development is to Leave no one behind (UNSDG,2022).
Aims: To investigate the relationship between socio-economic status, ethnicity, age, gender and students' educational outcomes; to inform the design and development of a framework co-created with students.

Principal research question: Is there a relationship between socio-economic status, ethnicity, age and gender in relation to students' educational outcomes and social identification with the university culture?

Methodology: A three-phase, cross-sectional, explanatory sequential mixed-method design using a purposive sample of students on healthcare professional programmes. Phase 1 was an online survey followed by phase 2 semi-structured interviews. Survey data was analysed using descriptive statistics and triangulated with interview data using thematic analysis. Phase 3 will be completed using Nominal Group Technique workshop with students and university representatives.

Findings: Preliminary findings from survey (n=144) and interviews (n=7) indicate various barriers to student identification with university culture, namely structure of healthcare programmes requiring intensive theory blocks and extensive time on work-based learning experiences compounded by personal life demands, as age and socio-economic status. Conversely, support from staff contributed to university belonging, connection and identification.

Conclusion: Phase 3 will lead to the development of an engagement framework co-created with students to support the school Equality Diversity Inclusion strategy and manualised for adoption by other faculties to enhance student experience university wide.

ADAPTATION CHALLENGES WITHIN UK HIGHER EDUCATION SECTOR: INSIGHTS INTO ACADEMIC EXCELLENCE THROUGH DIVERSE STUDENT BACKGROUNDS

SL108, 10:30 – 10:55
Muhammad Arsalan Nazir, Qazi Ahmed
University of Greenwich

Presentation

In today's globalized world, the movement of students across borders for higher education has become increasingly common, enriching the cultural diversity and economic vitality of host institutions (Morrison, 2024; Lisa et al., 2024). However, the UK's diverse international student body—comprising individuals from countries such as China, India, Pakistan, Nigeria, and Malaysia, and ethnic groups like South Asian, East Asian, and Middle Eastern—faces significant challenges related to cultural adjustment and social integration (Alma et al., 2024; UKCISA, 2023). These challenges include language barriers, differing academic expectations, and difficulties in forming social connections, which can hinder students' overall success (Azilah et al., 2018; Khawaja & Howard, 2021). Acculturation theory, first proposed by Berry (2005), offers a valuable framework for understanding the adaptation challenges faced by international students. However, existing research highlights gaps in our understanding of these challenges. Most studies focus primarily on initial culture shock and early adaptation, neglecting the long-term evolution of students' acculturation (Abdulrahman, 2015; Chiamaka, 2022). This study aims to explore the challenges faced by international students in UK higher education through the lens of acculturation theory. Specifically, it will investigate how this theory explains the adaptation processes of students from diverse backgrounds, analysing challenges related to cultural adjustment, social integration, and academic performance. Moreover, the proposed study is crucial for advancing theoretical understanding, informing practice, and shaping policy in international higher education. By applying acculturation theory, the research aims to provide valuable insights into the adaptation processes and challenges faced by international students in the UK.

FOSTERING ENGAGEMENT THROUGH STUDENT-LED APPROACHES TO FACILITATE LIFELONG LEARNING: THE CASE STUDY OF BIOMED ONLINE LEARNING

SL106, 10:00 – 10:25
Giulia Getti, Karim Mahmoud
University of Greenwich

Presentation

Online learning is the fastest-growing market in the education industry with a 900% growth reported since 20001. Currently most, if not all, universities deliver programmes through online distance learning. Amongst the many advantages to online learning, such as flexibility, accessibility and cost; challenges remain. The main challenge being the low completion rate, which was reported at 12.6% in the US2, with similar data in the Commonwealth, where only about 15% of Open Universities students completed a degree or other qualifications3.

The BioMed Online Learning provision has successfully overcome this challenge with a consistently high retention rate of over 93%. We discuss how successful online models focused on student-led learning approaches, encourage engagement and promote the development of a supportive learning community. Successful online provisions that offer flexible learning for working students, who are already workplace professionals, benefit of the inclusion of tutors with real-world work experience in delivery. These specialists facilitate practice-based discussions led by students to contextualise the module learning outcomes – on a wide range of subjects. Key to the programme's success and high degree of student satisfaction, we argue, is the engaging student-led and tutor facilitated sessions that are a defining feature of the BioMed programme. In this session, led by Giulia Getti and Karim Mahmoud, the BioMed Online co-directors, attendees will hear about the student-led model and receive pragmatic guidance and recommendations based on a real-world example. By providing actionable insights on the practice-based and student-led model, the session will provide an opportunity to explore alternative models of online student engagement.

HANDS-ON, MINDS-ON: THE USE OF DIGITAL EDUCATIONAL TOOLS TO PROMOTE 21ST CENTURY SKILLS IN CLIL CLASSES

SL106, 10:30 – 10:55
Temur Shamsutdinov
University of Greenwich

Presentation

This presentation discusses action research by Temur Shamsutdinov, ESOL Lecturer at Kimyo International University in Tashkent, exploring the use of digital tools to foster 21st-century skills in CLIL classrooms. The course '21st Century Skills' is conducted as a part of the English Education department curriculum with a focus on the 4 Cs (Communication, Collaboration, Creativity, and Critical Thinking) and digital literacy, integrated by framework P21 (2015). The research involved 120 Uzbek pre-service teachers, aged 18-25, using tools such as Google Educational Tools and Gamified Learning Websites. These tools align with Boonmoh and Kulavichian's (2023) application of the SAMR model to transform traditional learning. Geisinger (2016) further supports the assessment of 21st-century skills, emphasizing their relevance. Teacher-led reflections and students' survey feedback, evaluated using Fredricks et al.'s (2004) framework of engagement (behavioral, emotional, and cognitive), revealed improved engagement and critical thinking, with plans to expand into community-based projects. This approach aligns with themes of inclusivity, sustainable teaching, and technology-enhanced learning, offering practical strategies for educators. This presentation highlights the potential of digital tools to enhance student engagement and foster critical skills essential for the modern workforce, making it highly relevant to HE teaching and learning. The focus on international pre-service teachers emphasizes the adaptability of these strategies across diverse cultural and educational contexts, showcasing their importance for globalized education systems.

RETHINKING ASSESSMENT DESIGN WITH AI POWER: AUTHENTIC ASSESSMENT AND ACADEMIC INTEGRITY AS KEY DRIVERS

SL103, 10:00 – 11:00
Ada Lee, Silvia Colaiacomo, Jimmy Lo
University of Greenwich

Workshop

AI is now integral to our reality, transforming sectors including higher education. Effectively and responsibly using AI gives job candidates a significant edge. To stay current and prepare for the future, assessment practices in higher education must be relevant to the professional world and students' lived experiences. Recognizing AI's role, how should we adapt our current assessment designs and practices?

The three facilitators of this workshop has expertise in assessment and feedback, curriculum enhancement, and learning technology in HE. In this workshop, we will explore assessment design in the era of generative AI, focusing on authentic assessment and maintaining academic integrity. Participants will reflect on the potential for authentic assessment in their fields and evaluate whether existing practices effectively assess the complexities of disciplinary knowledge. Should we consider a multi-modal assessment framework, rather than just written reports and oral presentations?

Participants will then explore how AI-powered tools like Copilot could enhance their current assessment practices. Based on their interests, they will work on improving one of the following:

1. Assessment Tasks: Enhancing the design and implementation of assessment tasks.
2. Assessment Briefs: Revising assessment briefs.
3. Grading Rubrics: Reworking grading rubrics.

The session will remind participants which types of assessment changes require QA approval and which can be implemented without it. This will ensure participants understand the process and can effectively plan both short-term and long-term improvements to their assessment practices.

LEVERAGING MENTORSHIP FOR DECOLONISATION AND ANTI-RACISM IN LEGAL EDUCATION: LESSONS FROM TEACHING TORT LAW WITH A DECOLONISATION ADVOCATE

SL105, 10:00 – 11:00
Ewomazino Caulker
University of Greenwich

Workshop

The movement to decolonise legal studies is gaining momentum as institutions address colonial legacies (Moosavi, 2020). Adebisi's reflections emphasise the need to confront colonial impacts on content and methods (Adebisi, 2019). While some universities, like Greenwich, have reshaped their Tort Law curriculum, many institutions remain hesitant due to limited understanding and concerns about shifting focus (Shain et al., 2021).

In this workshop, I will explore the process of integrating decolonised, anti-racist approaches into the teaching of Tort Law, particularly focusing on my experiences as a junior lecturer and the mentorship I received. This narrative highlight both the obstacles and successes encountered in adapting traditional legal education to include a more critical, historically aware perspective.

First, attendees will gain insight into how to introduce decolonised approaches within traditional legal subjects like Tort Law. This includes selecting relevant case studies and sharing with participants that address colonial impacts, and encouraging students to critically examine how the law interacts with different communities.

Second, I will share how mentorship from a senior lecturer played a vital role in navigating institutional challenges and resistance. This is aimed at illustrating the importance of supportive networks in advancing curricular reforms and fostering a culture of equity and inclusivity in the University.

Finally, I will use my experiences from attending workshops and conferences on decolonisation to provide attendees with practical strategies for overcoming resistance and building support within their own modules and faculties.

By sharing this journey, I aim to contribute to the ongoing discourse on decolonising higher education, offering practical insights for educators and institutions committed to creating a more inclusive and equitable academic environment.

PARALLEL SESSION 2 SUMMARY

SL108
11:15 – 11:40
Examining the prevalence and impact of late- and non-submission of assessment on continuation, completion, and outcomes

11:45 – 12:10
The Enable and Support project - supporting at-risk students in the School of Human Sciences

SL106
11:15 – 11:25
Bringing Sustainability into the Classroom: An Investigation of Academic Attitudes and Awareness toward Education for Sustainable Development (ESD)

11:30 – 11:40
Giving students a voice through assessment and feedback

11:45 – 12:10
"I became that student that just turned up for the QR code": a deep-dive into students' experiences in large-group teaching

SL103
11:15 – 12:15
Rubric Revolution: Harnessing GenAI in rubric development

SL105
11:15 – 12:15
Pathways to Excellence: Insights from Outstanding Programmes in NSS

PARALLEL SESSION 2 SESSION ABSTRACTS

EXAMINING THE PREVALENCE AND IMPACT OF LATE- AND NON-SUBMISSION OF ASSESSMENT ON CONTINUATION, COMPLETION, AND OUTCOMES

SL108, 11:15 - 11:40
Ian Tharp
University of Greenwich

Presentation

Failing to submit assessment, or submitting assessment late, without extenuating circumstances (ECs), at best leads to "capped" grades (either at resits or grades obtained for work submitted late) and, potentially, fail-repeat outcomes. It is self-evident that such cases (cf. uncapped grades) will have substantial effects on attainment/GPA. However, while such instances may negatively affect core TEF metrics (e.g., continuation, completion, and academic outcomes), and may contribute to awarding gaps (Coulson & Loddick, 2021), they may also be indicative of risk factors amenable to intervention (e.g., managing deadlines-academic skills; awareness of support mechanisms–submitting ECs; etc.).

This presentation provides preliminary data from a UoG pilot project examining the scale of the issue – as data on the number of assessments either not submitted or submitted late, without ECs, is not routinely collected – and the impact on student outcomes. A subsequent aim is to establish a timely and efficient workflow to recognize and support students in these scenarios; an activity that may be ideally suited to the newly introduced Student Advisor role. Accordingly, the session will include time for open discussion of experiences of this phenomenon and suggestions to address it.

Recent changes to EC regulations (e.g., Grace periods; self-certification) may reduce the occurrence of capped grades (i.e., it would be expected that the proportion of late-without EC submissions should reduce). However, continued instances of this behaviour might be indicative of broader maladaptive behaviour (e.g., academic procrastination, itself related to dissatisfaction and dropout intentions, Lindner et al., 2023) and thus worthy of continued monitoring.

THE ENABLE AND SUPPORT PROJECT - SUPPORTING AT-RISK STUDENTS IN THE SCHOOL OF HUMAN SCIENCES

SL108, 11:45 - 12:10
Deborah Wallace, Natalie Blakely, Nazima Ahmed, Callum St Romaine, Charlotte Jeavons, Vincent La Placa
University of Greenwich

Presentation

The session's aim is to highlight the unique work being undertaken by Specialist Academic Support Lectures within the School of Human Sciences via the Enable and Support project. The project's aim is to improve continuation and retention rates within the School, assist in reducing reassessments, and enhance academic achievement and skills for students in most need of additional subject specific academic support and improve the University experience for at-risk students. Through this support the project seeks to enhance equity for these at-risk students through developing their independent learning skills to enable them to reach their full potential. The session will begin with a brief overview of evidence-based framework of 'Self-Regulated Learning' used to develop the project (Zimmerman, 2002), moving on to the key purpose of the role and the key performance indicators it seeks to address. The project team will then highlight the ways in which they support students to enhance independent learning and development, some of the challenges they are facing as well as some of the rewards and how the project will be evaluated. The session will end with a Q&A session to allow conference delegates to ask questions to team members.

BRINGING SUSTAINABILITY INTO THE CLASSROOM: AN INVESTIGATION OF ACADEMIC ATTITUDES AND AWARENESS TOWARD EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

SL106, 11:15 - 11:25
Jiawei Li
University of Greenwich

Lightning Talk

As higher education confronts a rapidly shifting global landscape, preparing students with the skills and mindset needed for a sustainable future becomes paramount. This research idea focuses on Education for Sustainable Development (ESD) as an approach that equips students to address complex, real-world sustainability challenges. ESD not only aligns with current educational trends but also responds to growing student interest in sustainability and the increasing demand from employers for sustainability-focused competencies. However, despite its importance, the implementation of ESD faces considerable challenges. Among these is the engagement of educators themselves, who often struggle to fully integrate a holistic understanding of sustainability—encompassing social, economic, and environmental dimensions—into their teaching. This research seeks to explore academic staff's awareness, motives, and attitudes toward embedding ESD within their practices. Through this exploration, it aims to identify the barriers that educators face and the opportunities for fostering a culture of sustainability within higher education. The presentation will begin with a review of recent literature and discussions around ESD, outlining the current gaps in engagement and understanding among educators. Ultimately, this research contributes to the theme of "Higher Education in a Changing World," offering insights into how institutions can adapt to the needs of the present while equipping students for a sustainable future.

GIVING STUDENTS A VOICE THROUGH ASSESSMENT AND FEEDBACK

SL106, 11:30 - 11:40
Giulia Getti
University of Greenwich

Lightning Talk

This session will describe how a group assessment developed for level 6 students has provided students with opportunities to share their voices.

The assessment is based on a microbiology critical review. Students are given a case study to solve, once the infectious agent has been identified, they come together as a group to decide how to best produce a critical review on the topic. Each student has a choice of what aspect to cover, allowing them a first opportunity to share their voice, by choosing an aspect which is of relevance to them. Moreover, learners are invited to publish their work through a website, which allows them to express themselves by choosing from many options how to present their work. For example, they can create videos, presentations, MCQs etc to support their critical writing.

Submission of draft material is encouraged halfway through the course. Students can use draft submission as a further point of discussion, as they are urged to not only share their writing but also questions, integrating their voice within the assessment itself. Submission of drafts is rewarded by extensive feedback but does not receive a mark.

To further encourage students to critically consider the feedback received, a proportion of the summative mark is associated with how learners to choose to apply the feedback. The latter means that they are not just told what to do, but expected to become an active part on the discussion and effectively told that their voice matters.

"I BECAME THAT STUDENT THAT JUST TURNED UP FOR THE QR CODE": A DEEP-DIVE INTO STUDENTS' EXPERIENCES IN LARGE-GROUP TEACHING

SL106, 11:45 - 12:10
Emma Kennedy, Suzan Koseoglu, Punitha Puttuswamy, Shreyashi Chakraborty, Harriet Togwell
University of Greenwich

Presentation

As cohort sizes grow in higher education, large-group teaching is increasingly prevalent – and the definition of 'large-group' grows and is contested. While a few decades ago groups of 30-40 would be considered large in some disciplines, it is now becoming common for students to be taught in groups of over a hundred. Interactive teaching tools such as Mentimeter may allow 'interaction' at large scale, but large classes often result in lower levels of interaction and satisfaction (Wang & Calavano, 2022). This impacts staff and student wellbeing, which, as Brewster et al (2022) found, are intimately linked. As technology cannot reduce the need for social connection (Veletsianos et al, 2024), we must attend to the human factor of students' and teachers' wellbeing as individuals in contemporary Higher Education.

This session will report original research on students' experiences of large-group teaching, including lectures. How do students experience these teaching situations? Do they feel seen and known? How do issues with behaviour, atmosphere and engagement within a large group affect students' wellbeing? We used surveys and focus groups to explore students' experiences, including their sense of how they learn, in large-group teaching. Findings clearly show how learners' experiences are affected by a multitude of factors, from digital technologies to room layout, from policy to pedagogical practice. In this session we will discuss what can be done to enhance student learning and wellbeing in large-group teaching situations and related structural challenges.

RUBRIC REVOLUTION: HARNESSING GENAI IN RUBRIC DEVELOPMENT

SL103, 11:15 – 12:15
Stacey Duvenage, Micael De Andrade Lima, Chahna Gonsalves
University of Greenwich
King's College London

Workshop

The "Rubric Revolution: Enhancing Assessments with AI Power!" framework is an innovative approach designed to transform the way educators create and implement assessment rubrics. Leveraging the capabilities of AI, it streamlines rubric development, ensuring consistency, clarity, and alignment with learning outcomes and university assessment requirements. By integrating AI, the framework greatly reduces the time and effort required to design comprehensive assessment tools, allowing educators to focus more on teaching and student engagement.

The framework empowers educators to quickly generate detailed, highly relevant, and customised rubrics that reflect various levels of achievement, from exceptional to failing performance, across diverse criteria. In this interactive session, you'll work in groups to use the AI-powered framework to design your own customised rubrics. Through guided activities, you'll see how AI can streamline the development of clear, consistent, and effective assessment tools across various criteria and achievement levels.

The workshop is designed to be practical and collaborative, giving you the opportunity to experiment with the AI framework and see first-hand how it can enhance your assessments. By the end of the session, you'll have a deeper understanding of how AI can support your teaching practice. The ""Rubric Revolution"" is all about equipping you with the tools and skills to create meaningful, transparent, and fair evaluations for your students. The ""Rubric Revolution"" aims to equip educators with cutting-edge tools that not only elevate the quality of their assessments but also contribute to more transparent, fair, and meaningful evaluations of student performance.

PATHWAYS TO EXCELLENCE: INSIGHTS FROM OUTSTANDING PROGRAMMES IN NSS

SL105, 11:15 - 12:15
Kevin William, Maureen Mounty, Julianne Morrison, Harry Derbyshire, Keeran Jamil, Darrenlloyd Gent
University of Greenwich

Showcase

This session will showcase innovative approaches to inclusive teaching, impactful feedback practices, and outstanding performance against subject benchmarks – all designed to prioritise the needs of students.

Featured programmes include:
- BA Hons Accounting and Finance – Outstanding NSS Results in a Large Programme.
- BSc Hons Adult Nursing (Degree Apprenticeship) (18-Month Transfer) – Outstanding Results in Teaching on My Course and Assessment & Feedback.
- BA Hons English Literature with Creative Writing – Outstanding NSS Result in Teaching on My Course.
- BSc Hons Games Design and Development – Outstanding NSS Result Against Subject Benchmarks.

These programmes will share their initiatives, focusing on:
- Optimising the Student Experience in Large Programmes: Feedback, Support, and Teaching Commitment, presented by Kevin Williams, Academic Portfolio Lead, Programme Leader for BA (Hons) Accounting & Finance.
- The Power of Inclusive Language in Teaching: Its Academic Impact on Shaping the Student Experience, presented by Dr Maureen Mounty, Principal Lecturer and Jullianne Morrison, Senior Lecturer in Adult Nursing, School of Health Sciences.
- Transforming Teaching with Student-Centered Approaches, Collaborative Marking, and Teamwork, presented by Dr Harry Derbyshire, Associate Professor of English Literature and Drama.
- Empowering Students through Timely Feedback and Strong Support Systems, presented by Keeran Jamil, Principal Lecturer and Academic Portfolio Lead – Computing and Darrenlloyd Gent, Associate Head of School for Student Success, School of Computing & Mathematical Sciences.

Join us to discover how these programmes achieved excellence, speak with the speakers, and learn how they got such excellent NSS results.

KEYNOTE PRESENTATION

13:00 – 14:00

Keynote: Exploring Space… and how we negotiate and navigate it in post-digital education

PARALLEL SESSION 3 SUMMARY

SL108
14:15 – 14:40
Immersive modules and authentic assessments: a step towards block teaching?

14:45 – 15:10
Co-Creation: Shaping Future Innovators with The Generator's Collaborative Edge

SL106
14:15 – 14:40
Breaking the fourth wall: an approach to embedding employability within FEHHS

14:45 – 14:55
Squeezing the power-distance between student and practitioner to allow for deep and practical learning for the real world – a Pracademic's view

15:00 – 15:10
Motivation for study on the BA Hons Early Years programme University of Greenwich pilot project

SL103
14:15 – 15:15
Real-world problems = real-world skills; A practical approach to embedding recognisable contexts to develop transferable skills for the workplace and beyond

SL105
14:15 – 15:15
Supporting students for success: four tools to enhance your students' learning from the Academic and Learning Enhancement and Academic and Digital Skills teams

PARALLEL SESSION 3 SESSION ABSTRACTS

IMMERSIVE MODULES AND AUTHENTIC ASSESSMENTS: A STEP TOWARDS BLOCK TEACHING?

SL108, 14:15 - 14:40
Tim Reis, Ana Paula Palacios, Ebrahim Patel, Tony Mann
University of Greenwich

Presentation

Universities are increasingly concerned about student retention, engagement, and fostering a strong sense of belonging and community. Could block teaching be the key to enhancing student success and engagement?

Block teaching—also known as intensive or immersive learning—condenses subjects into shorter, focused periods. By allowing students to concentrate on one subject at a time, this approach reduces stress and promotes deeper understanding, ultimately improving long-term retention and academic achievement. We trialled an immersive module for new undergraduate mathematics students at the university Greenwich, aiming to give students a more supportive transition into university and at the same time give them a sense of some authentic mathematical problems. We argue that authentic problems and assessments were key to the success of this mode of delivery, as they required students to work together and build a sense of belonging – long gone are the days of mathematicians working alone without connection to the "real world"! Indeed, immersing students in authentic problems given them a genuine connection to how a mathematician works in industry.

 This presentation will discuss and reflect on our experience of block delivery and making it work with authentic assessments. We will share our approach, the challenges we faced, and the views and outcomes of the students.

CO-CREATION: SHAPING FUTURE INNOVATORS WITH THE GENERATOR'S COLLABORATIVE EDGE

SL108, 14:45 - 15:10
Lynette Lisk, Christy Llewellyn, Ishan Thakkar, Siobhan Abdurahman
University of Greenwich

Presentation

In an ever-evolving world, the ability to adapt, innovate, and lead is more crucial than ever. This presentation will highlight the unique approach of Greenwich University's Enterprise and Innovation team, The Generator, in co-producing programs with students to foster entrepreneurial confidence and essential soft skills. By engaging students in the design and delivery process, The Generator not only gives students the practical tools to launch successful businesses but also ensures they develop the competencies sought by today's employers. Join us as we explore how co-creation bridges the gap between education and industry, nurturing the diverse minds that will drive tomorrow's economy. The session will also explore how the Generator uses partnerships with external organisations and mentors to enhance its offering and embed itself in a global entrepreneurial ecosystem.

BREAKING THE FOURTH WALL: AN APPROACH TO EMBEDDING EMPLOYABILITY WITHIN FEHHS

SL106, 14:15 - 14:40
Luisa Ares Vilas
University of Greenwich

Presentation

Can an approach to employability promote students' ability to step confidently into the spotlight to voice their narratives to the wider world?

This presentation will examine this question through a two-year initiative within select FEHHS programmes: BSc Public Health, BA Early Years and BA Top-up Health & Social Care, its challenges and early findings. This approach focused on addressing students' diverse needs, many of whom come from widening participation backgrounds and likely to face disadvantages finding experience and graduate jobs, primarily due to a lack of social capital.

The sessions utilised experiential and embodied learning as pedagogical strategies intertwined with inclusivity, to develop students' employability with emphasis on their psychosocial capabilities and lifelong learning. With these strategies, we promoted students' self-awareness, skill articulation and authentic experiences.

Inclusivity was woven throughout this approach, for example, involving employability (peer) champions as role models within the classroom and adopting a sociolinguistic strategy mirroring students' language to promote self-expression and belonging.

In collaboration with academics, we introduced a staged career development tool, providing students with a structured path to success. This tool is grounded in the career readiness framework and underpinned by Krumholtz's adaptability and Arthur & McMahon's multicultural career theories.

A critical component of this initiative was the involvement of employers in the curriculum, integrating real-world applications to bridge the gap with academic subjects and conducting authentic recruitment activities to offer direct exposure to employers.

Early evaluations suggest fully integrating employability into the curriculum, using these pedagogical methods inclusively, co-delivered with academics and employers to facilitate authentic learning experiences, identification of skills during the degree and students' self-reflection. This approach can ultimately contribute to meeting several institutional agendas, such as improving graduate outcomes, student retention and fostering a sense of belonging.

SQUEEZING THE POWER-DISTANCE BETWEEN STUDENT AND PRACTITIONER TO ALLOW FOR DEEP AND PRACTICAL LEARNING FOR THE REAL WORLD – A PRACADEMIC'S VIEW

SL106, 14:45 - 14:55
Nevin Bayoumi-Stefanovic
University of Greenwich

Lightning Talk

It has never been as hard as today for a graduate, even a good one, to find employment.

My talk will look at a variety of ways that have successfully allowed the embedding of 'real world' skills and approaches into both Level 5 and level 6 modules within a Business Degree and which have helped students be ready for a variety of graduate challenges ranging from interview requirements through to business creation considerations independently or within family businesses.

The talk will cover 3 key points:

- The specific ability of Pracademics to take students 'back to the future'. As a Pracademic will have experience of what the real world of work requires, they can apply their past experiential understanding and project forward to students what is core for them to learn and achieve for a more successful graduate outcome post-graduation.
- How this can be embedded on a practical level – this will include examples of not the assessments themselves (which are often somewhat standard), but how engagement with these and approaches to these are ''sold'' to the student.
- Relational and compassionate pedagogy use in the process, specifically, how the first months and years (even) of a Pracademic's journey within academia

can very much mirror those of students and the mutual struggles they may both face which allows for a particular form and level of empathy to be built which is probably different to that of the traditional academic.

CONSIDERING THE MOTIVATION FOR STUDYING IN HIGHER EDUCATION

SL106, 15:00 - 15:10
LouiseAtkins, Heather Munn, Rebecca Thistle, Lauren Whale, Dianne Harris, Jill Harrison, Jill Trinder
University of Greenwich

Lightning Talk

Through the lens of the vocational programme, Ba (Hons) Early Years, on which the researchers teach they will explore the changing landscape of the students lived experience and the implications for studying at university.

Research tells us early years education lays the foundations for a child's lifelong development, future education and success across the life course.
There is both national and international focus on the potential of the Early education and care (ECEC) to make a difference in supporting early child development and later educational achievement, with good evidence that having a graduate in a setting improves outcome for babies, toddlers, and young children.

The project sets to explore a cohort of student's motivation for study, with the aim of understanding how students are similar or differ from students who choose non vocational programmes.

We invite you to reflect with us and consider your own understanding of why students choose
1. To come to university
2. The programmes that they select
3. To attend and engage

REAL-WORLD PROBLEMS = REAL-WORLD SKILLS; A PRACTICAL APPROACH TO EMBEDDING RECOGNISABLE CONTEXTS TO DEVELOP TRANSFERABLE SKILLS FOR THE WORKPLACE AND BEYOND

SL103, 14:15 - 14:40
Silvia Colaiacomo, Sharon Perera
University of Greenwich

Workshop

The 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.

In this workshop, the Academic and Digital Skills and Academic Learning Enhancement teams will model practice to develop a consistent approach for embedding real-world problems in learning and teaching activities. To work with real world problems across the curriculum enables learners to develop transferable and professional skills in preparation for the workplace, society and the future.

Participants will examine methodologies for embedding a real-world problem (based on the Sustainable Development Goals) in the curriculum, e.g. gender equality, considering ways to differentiate and adapt activities for appropriate levels and disciplines.

This practical workshop will include a discussion on the pedagogical benefits of embedding real-world problems 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.

SUPPORTING STUDENTS FOR SUCCESS: FOUR TOOLS TO ENHANCE YOUR STUDENTS' LEARNING FROM THE ACADEMIC AND LEARNING ENHANCEMENT AND ACADEMIC AND DIGITAL SKILLS TEAMS

SL105, 14:15 - 15:15
Sharon Perera, Various Members from the Academic and Digital Skills Team (TBC)
University of Greenwich

Showcase

Contemporary university students are working in a challenging and ever-evolving educational environment. Various factors impact university students' learning, including the rise of AI, the growing reliance on digital tools, navigating a complex information environment, and the widespread marketing of contract cheating services.

Recognising these challenges the Academic and Learning Enhancement and Academic and Digital Skills teams have developed the following learning tools to support students through their educational journeys:

Integrity matters

Integrity Matters is a self-paced e-learning module, designed to assist students in recognising potential academic offences to help students acquire an understanding of academic integrity principles and how to avoid academic misconduct.

Information Skills for Success

Information Skills for Success is a self-paced Moodle course that uses digital tools to make information literacy education engaging and interactive for students. The course is structured around essential research skills in finding and evaluating information, referencing, social media literacy, and AI ethics.

Digital Backpack

The Digital Backpack aims to equip students with the essential digital skills they need to succeed in the 21st century. The core components of the Digital Backpack are the onboarding processes for new students, personalised learning pathways, and the use of Moodle as a key delivery platform.

Studiosity+

Studiosity is an online study success service that provides routine, personalised, formative feedback for students. The university has recently upgraded to Studiosity+, which provides near-instant feedback on students writing.

PARALLEL SESSION 4 SUMMARY

SL108
15:30 - 15:55
Our programme hub: Using technology to provide a personalised learning experience

16:00 – 16:25
From AI Anxiety to AI Agency: Co-constructing Knowledge in Postgraduate Education Through GenAI-Enhanced Innovation Tasks

SL106
15:30 – 15:55
Considering how assessment can affect students' wellbeing

16:00 – 16:25
Creating inquiry-rich teacher education: leading or being led

SL103
15:30 – 16:30
Game Map Workshop – Gamify Your Course Navigation for an Engaging Learning Pathway

PARALLEL SESSION 4 SESSION ABSTRACTS

OUR PROGRAMME HUB: USING TECHNOLOGY TO PROVIDE A PERSONALISED LEARNING EXPERIENCE

SL108, 15:30 - 15:55
David Watson, Prisca Schmarsow
University of Greenwich

Presentation

University online systems have improved in recent years and there is a continuing process of integration between different internal systems. However, to most students the digital environment they must negotiate still feels overly complex and not tailored to their specific needs. Our programme hub is an attempt to provide a single point of access for students on the MA Web Design and Content Planning programme. The layout and content of the hub has been refined over the last couple of years, based on student feedback. The hub provides links to relevant module pages on Moodle, links to university support services, and links to external resources that they may find useful. The hub also includes specific content intended to help students prepare for study and materials to help them understand what their weekly learning cycle should look like. The hub is also used to help students develop skills in self-directed learning by providing specific content related to their programme of study. It includes a full schedule of teaching sessions, improving on a simple timetable, and a schedule of summative assessments, showing progress through the academic year. More than anything else, the hub provides a "home" for students on this programme, helping to build a sense of belonging and community.

FROM AI ANXIETY TO AI AGENCY: CO-CONSTRUCTING KNOWLEDGE IN POSTGRADUATE EDUCATION THROUGH GENAI-ENHANCED INNOVATION TASKS

SL108, 16:00 – 16:25
Guido Conaldi
University of Greenwich

Presentation

This presentation examines an innovative approach to integrating Generative AI (GenAI) in postgraduate education through a series of industry-relevant 'innovation quests' implemented within the GradElevate initiative. Drawing on social constructivist learning theory, we designed collaborative tasks where Business Analytics students work in teams to develop innovative solutions while explicitly incorporating GenAI tools. The initiative represents a response to the rapid emergence of GenAI in professional practice, aiming to develop students' capabilities in ethical and effective AI integration while maintaining authentic learning experiences.

Our approach positions GenAI as a learning stakeholder within a collaborative framework, building on Zhou and Schofield's (2024) conceptualisation of AI in social learning environments. The initiative's design incorporates Perkins et al.'s (2024) AI Assessment Scale to support ethical AI integration, while Lodge et al.'s (2023) network of co-regulation framework guides our understanding of how students navigate learning with both peers and AI tools.

Initial findings from our first cohort suggest that professional students develop sophisticated strategies for combining human expertise with AI capabilities, particularly when tasks are authentically aligned with industry practice. The presentation will share practical insights about task design, student engagement patterns, and assessment approaches that support meaningful learning with GenAI. We will also discuss how cross-institutional collaboration enhanced our understanding of GenAI integration in postgraduate education.

CONSIDERING HOW ASSESSMENT CAN AFFECT STUDENTS' WELLBEING

SL106, 15:30 - 15:55
Tony Mann, Gwen Thomas, Noel-Ann Bradshaw
University of Greenwich

Presentation

Assessment is a major factor affecting inclusion and student success. Particularly since the pandemic, some forms of assessment are clearly stressful for students, with a potentially negative effect on their mental health. Supporting students' wellbeing is increasingly important for a university which aims to be inclusive. Greenwich has hosted two workshops in 2023 and 2024 (both supported by the Institute of Mathematics and its Applications, London Mathematical Society, and Royal Statistical Society) on how assessment can be designed to minimise adverse impact on students' wellbeing (IMA, 2023; Bradshaw & Mann, to appear). The presentation will summarise the workshop held at the University of Greenwich in July on "Designing assessment to promote students' wellbeing", presenting ideas which are relevant to all disciplines. The workshop, which attracted academics from all round the UK and Ireland, explored, amongst other topics, issues around neurodiversity and mental health, and several academics presented their approaches to mitigate some of the adverse effects assessment such as traditional examinations can have on students' wellbeing. This presentation will focus on two areas discussed at the workshop – the relationship between exams and wellbeing, and the value of reflective writing in assessments - and aims to encourage participants to design and manage inclusive assessments which minimise the stress they create for students.

CREATING INQUIRY-RICH TEACHER EDUCATION: LEADING OR BEING LED

SL106, 16:00 - 16:25
Lorraine Smith, Michelle Best
University of Greenwich

Presentation

Teacher inquiry is recognised as a vital tool for enhancing teaching and learning, playing a crucial role in teacher development by fostering knowledge generation and challenging the status quo (Sergis and Sampson, 2017). This workshop examines the emerging research findings from the dual-phase approach to inquiry within my institution, contrasting secondary education and further education.

In further education, the inclusion of a research module within the program structure elevates the importance of research. Students engage in writing research proposals, obtaining ethical approval, and conducting research in their placement settings. This process culminates in a group activity where research analysis is celebrated through a conference event involving students and stakeholders.

Conversely, in secondary education, while research remains integral to evidence-based pedagogy, trainee-generated research has diminished due to the time constraints imposed by ethical approval processes within an already packed curriculum. Consequently, research has been replaced by alternative assessments that do not require ethical approval.

Promoting teacher inquiry in Initial Teacher Education (ITE) aims to transform trainees' practices as an Early Careers Teacher (ECT). This presentation explores the positioning of inquiry in Initial Teacher Education (ITE), both with and without trainee-initiated research and research modules, and discusses the emerging findings from our research on the potential impact on trainee teachers and their careers.

GAME MAP WORKSHOP – GAMIFY YOUR COURSE NAVIGATION FOR AN ENGAGING LEARNING PATHWAY

SL103, 15:30 – 16:30
Jingyang Ai
University of Greenwich

Workshop

This workshop introduces participants to the concept of using game maps as a navigational tool for structuring learning in higher education. By engaging as both designers and gamers, participants will explore how game elements can create engaging learning journeys. The session will cover the pedagogical foundations of game maps, different formats such as linear and exploratory maps, and practical tools for creating both printed and digital versions. Using game maps to design course content in a structured way can greatly benefit higher education students by supporting the visualisation of their learning journey, making complex content easier to understand and navigate. Game maps add an interactive and engaging layer to course design, encouraging students to actively participate in their learning. This structured approach also allows students to be reflective, providing clear checkpoints that help them track their progress and understand the broader context of their learning path, ultimately enhancing their motivation and engagement. Participants will use printed paper maps during the workshop, while also being introduced to digital tools like H5P and Adobe Express. Through interactive group activities, participants will design their own game maps and discuss their application in their teaching practice. By the end, they will have the knowledge and tools to effectively incorporate game maps into their courses.

CONFERENCE LAYOUT

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

- **Workshop Room 103** (SL103)
- **Workshop Room 105** (SL105)
- **Presentation Room 106** (SL106)
- **Presentation Room 108** (SL108)
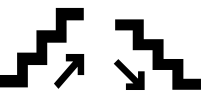
In addition to this, there will also be:

- **Lecture Theatre 101** (SL101) will be used for our opening speech and Keynote talk. For the remainder of the day this can be used as a general seating area. Hot and cold refreshments will be available at the front of the theatre when entering.
- **Quiet Room** (SL107) for those needing to get away from the hustle and bustle of the conference. Please note that this room is <u>not</u> intended for phone calls or online meetings.
- **Registration desk** (SL109) Located next to the lift, and directly opposite the stairwell entrance to the first floor. Please make sure to sign in when arriving. . A member of our conference team will be located there throughout the whole event.

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
	Quiet Space		Refreshments
	Seating Area		Registration Desk

Main Entrance – Located on the West face of the building that runs parallel with the main road and TFL bus stops. You will require a Greenwich ID pass to access the building.

To access the main Conference area – When entering the building take the stairwell straight ahead of you through glass double doors to the first floor. Alternatively, there is a lift located on your right before the stairwell.

Male and gender-neutral toilets – these are located next to each other on the ground floor in the main stairwell (opposite the main entrance) on the right of the staircase.

Female toilets - these are located on the mezzanine level (after the first floor), taking the main stairwell opposite the main entrance to the building. The toilets are located on the right.

Registration desk – This is located opposite the glass double doors from the main stairwell on the first floor in room SL109 and on the left when exiting the lift.

Lecture theatre 101 – Located right of the registration desk. Follow the corridor/lobby space to the end, the entrance to the lecture theatre will be on your right. An additional entrance to this space can also be found on the mezzanine level opposite the female toilets.

Refreshments and seating area - Refreshments and lunch will be found in Lecture theatre 101. When this space is not being used for the open speech and keynote presentation, it can be used as a general seating area.
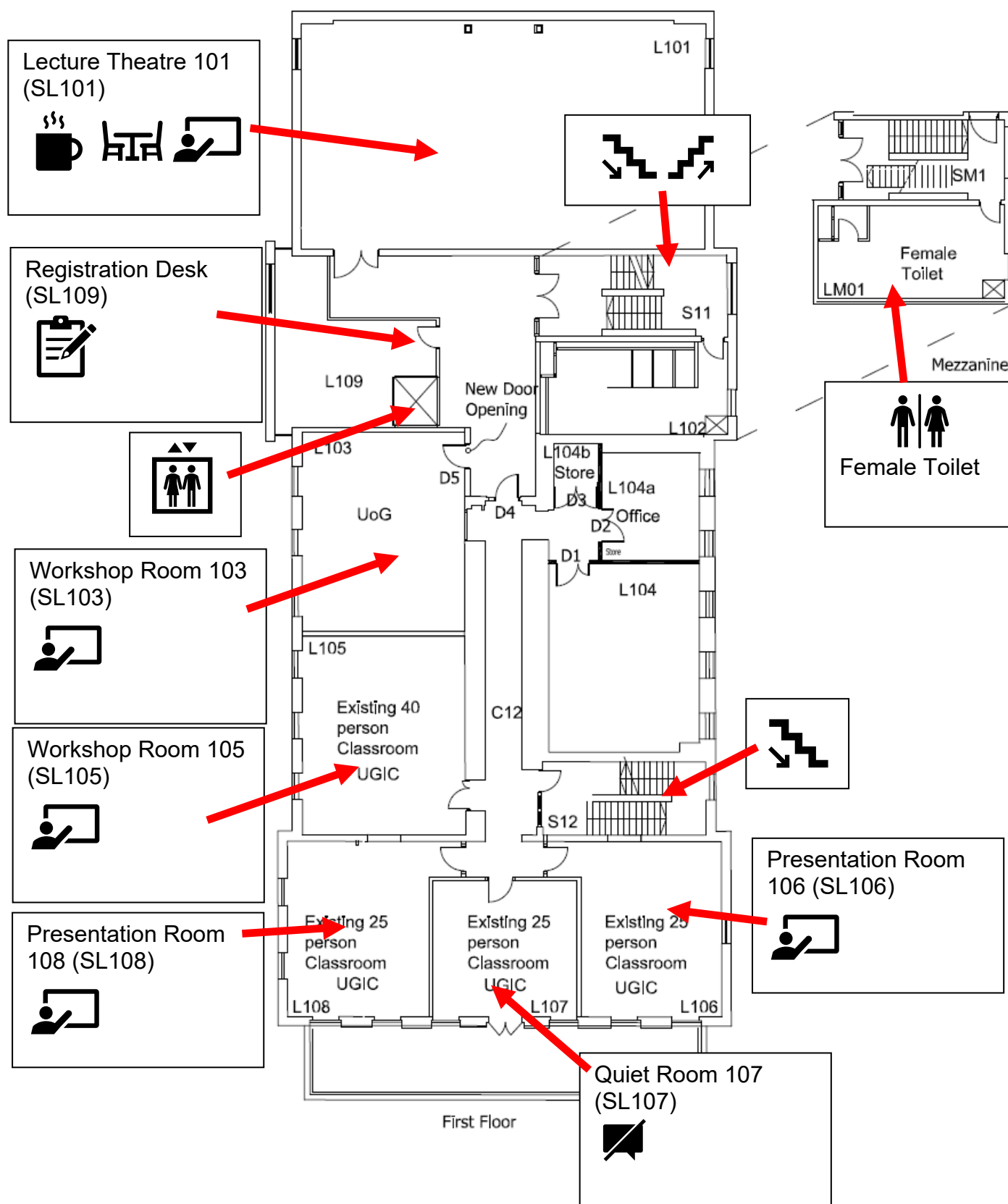
Workshop Rooms 103 and 105 - These are located down the long corridor left of the registration desk (or right when exiting the lift). The doors to both rooms are located on the right of the corridor, Room 103 being first, followed by 105.

Presentation Rooms 106 and 108 - These are located at the end of the long corridor left of the registration desk (or right when exiting the lift). When at the end of the corridor, Room 106 will be on your left, Room 108 will be in your right.

Quiet Room 107 - This is located between the Presentation rooms 106 and 108. When reaching the end of the long corridor left of the registration desk (or right when exiting the lift), the entrance to 107 will be in front of you.

If you require any assistance with directions or navigating our conference area, please speak to a member of our conference team at the registration desk or contact us in advance via SHIFT@gre.ac.uk.

FIRST FLOOR – MAIN CONFERENCE AREA

Lecture Theatre 101 (SL101)

Registration Desk (SL109)

Female Toilet

Workshop Room 103 (SL103)

Workshop Room 105 (SL105)

Presentation Room 106 (SL106)

Presentation Room 108 (SL108)

Quiet Room 107 (SL107)

L101

SM1

S11

Female Toilet

LM01

Mezzanine

L109

New Door Opening

L102

L103

L104b Store

L104a Office

L105

UoG

D5

D4

D3

D2

D1

L104

Existing 40 person Classroom UGIC

C12

S12

Existing 25 person Classroom UGIC

L108

Existing 25 person Classroom UGIC

L107

Existing 25 person Classroom UGIC

L106

First Floor

GROUND FLOOR – ENTRANCE

Please take the stairs or lift to the first floor to get to our conference area.
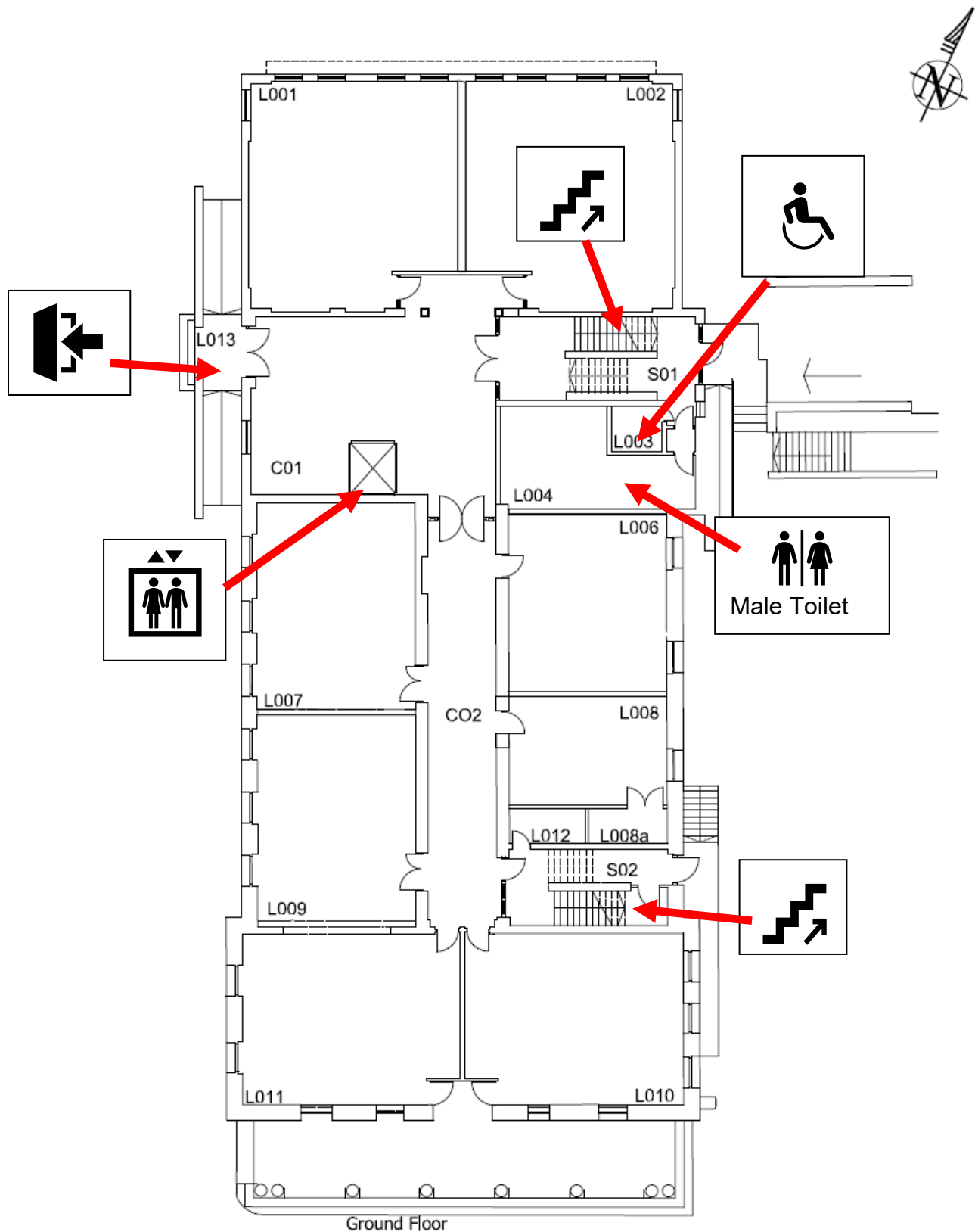
ACCESSING OUR IN-PERSON DAY

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 – Lewisham – North Greenwich
177	Thamesmead - Peckham	9-11	Greenwich Station - Greenwich High Rd - Cutty Sark / Nelson Rd - National Maritime Museum - Maze Hill
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 Female and Male toilets, and Accessible Toilets available to use in the Stephen Lawrence Building.

The Male and Accessible Toilets are located on the ground floor in the stairwell closest to the main entrance. The female toilets are located on the mezzanine level (after the first floor) in the main stair well closest to Lecture Theatre 101.

SEATING AREAS

There is seating available in all rooms where sessions are being held. Additional seating is available in our Quiet room in SL107 and in the lecture theatre SL101.

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 lecture theatre SL101.
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 (SL109) to check in.
- ✓ **Refreshments:** Help yourself to free refreshments in our refreshments room (SL101) or feel free to purchase additional refreshments from the Dreadnought Building Café.
- ✓ **Schedule:** Check the posters located in the conference building for the up-to-date schedule of all sessions.
- ✓ **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.
- ✓ **Finding your way:** 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.

SHIFT 2025 CONFERENCE COMMITTEE

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

Silvia Colaiacomo
Rachel George
Suzan Koseoglu
Angeliki Voskou
Ada Lee
Jingyang Ai
Jimmy Lo

Special thanks to our additional reviewing panellists:

Alex Leonard
Trudie Amarh
Ewomazino Caulker
Temur Shamsutdinov
Caroline Devonport
Jonathan Weinel
Tony Mann
Emma Pleasant
Juliane Thieme

David Watson
Patrica Perlaman-Dee
Muhammad Nazir
Sharon Perera
Genevieve Breau
Yvonne Fryer
Amal Elamin
Lorraine Smith
Ian Tharp

Special thanks to our session chairs:

Eve Rapley
Emma Kennedy
Ganapathy Ganeslingam
Jo Fiore
Azar Mahmoumgonbadi
Stuart Sims

Ada Lee
Rosie Fean
Shapna Compton
Jingyang Ai
Suzan Koseoglu

Special thanks to our student conference support officers:

Arosha Raza
Rakshit Arora