

**Title:**

**Reimagining Belonging and Student Voice through Inclusive Assessment and Generative AI Pedagogies**

**Author:** Dr Zunaira Aman (Z.Aman@gre.ac.uk)

**Key Words:** Inclusive Pedagogy; Co-creation; Student Belonging; Generative AI; Assessment Design; Higher Education

**Abstract (Approx. 250 words)**

This presentation examines how inclusive assessment design and generative AI pedagogies can reframe the student experience by strengthening belonging, agency, and co-creation in higher education. Drawing on the author's experience leading large postgraduate modules such as *International Data Analytics (COMP-1913)* and *Ethics and Global Corporate Citizenship (MBA Global)*, this practice-based study explores how authentic, real-world assessments can promote inclusion and reflective learning across diverse cohorts.

Underpinned by constructivist and social learning theories, the approach positions students as partners in meaning-making rather than passive recipients of content. The use of generative AI tools is embedded not as a technological novelty but as a dialogic learning partner, prompting critical engagement, ethical reflection, and personalised exploration. This reframing encourages students to interrogate their digital practices while developing analytical and self-regulatory competencies essential for future professional contexts.

The presentation also reflects on the iterative redesign of assessments following the author's PGCert in Higher Education, highlighting how feedback literacy, transparent criteria, and culturally responsive assessment tasks have enhanced student confidence and participation. Emerging insights reveal that inclusive assessment practices, combined with guided AI use, can bridge attainment gaps and promote authentic learning that transcends disciplinary boundaries.

- **Reference:**

- Vygotsky, L.S., 1978. *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.

- Holmes, W., Bialik, M. and Fadel, C., 2023. *Artificial Intelligence in Education: Promises and Implications for Teaching and Learning* (2nd ed.). Boston: Center for Curriculum Redesign.

**Format : 25 minutes presentation**

**This proposal aligns with the SHIFT 2026 subthemes:**

- Embracing Diversity and Inclusive Practice

- Co-creation and Collaboration
- Technology and Dynamic Learning Environments
- Fostering Belonging and Wellbeing

### **Learning Outcomes**

By the end of this session, participants will be able to:

- Identify key principles of inclusive assessment design that promote belonging and student voice across diverse cohorts.
- Evaluate how generative AI tools can be embedded ethically and constructively within teaching and assessment to enhance engagement and reflection.
- Reflect on how co-creation and feedback literacy can be operationalised to strengthen agency and reduce attainment gaps.
- Apply insights from the presented practice to reimagine assessment strategies in their own disciplines or programmes.

### **Audience Engagement and Session Plan (max 500 words)**

- This session will adopt an interactive and dialogic format, modelling the inclusive and participatory principles it advocates. The presentation will begin with a brief overview of the pedagogical rationale and institutional context, introducing how inclusive assessment and generative AI have been integrated into large postgraduate modules such as *International Data Analytics (COMP-1913)* and *Ethics and Global Corporate Citizenship (MBA Global)*.
- Following this, participants will engage in a short **polling activity** (via Mentimeter or Padlet) to surface their current perceptions of AI in assessment and inclusive practice. This will be followed by a **case-based exploration** of assessment redesign, illustrating how authentic, real-world tasks can enhance belonging and reflective learning. The discussion will highlight student feedback excerpts and examples of iterative assessment modification informed by co-creation and feedback literacy.
- A key element of the session will involve a **collaborative task**, where attendees, in small groups, will map their own assessment or teaching contexts against inclusive design principles and consider where generative AI could meaningfully enhance learning. This hands-on component will enable participants to link theory with practical implementation, while drawing on the collective expertise in the room.
- The session will conclude with a **reflective synthesis**, inviting participants to share one actionable step they plan to implement in their own practice via an open Padlet wall or post-it notes. These reflections will be anonymised and collated into a shared resource after the conference, supporting ongoing professional dialogue.

- Throughout the session, the emphasis will remain on co-creation, reciprocity, and critical engagement with AI, not as a replacement for human judgment, but as a catalyst for inclusion and transformation in higher education.