

**Oxford Brookes International Teaching and Learning Conference 2024**

# **Academic Ambition for Social Justice:**

The challenges and possibilities of leading authentic change in higher education



## **Keynote Speakers**


Professor Kalwant  
Bhopal, University of  
Birmingham

## **Conference Co-Chairs**

Professor Patrick Alexander, Professor of Education and  
Anthropology, Oxford Brookes University

Ben Walker, Senior Lecturer in Educational Development,  
Oxford Brookes University

Dr Robert Curry, Associate Director of Learning  
Resources - Academic, Oxford Brookes University



**Oxford Brookes International Teaching  
and Learning Conference 2024**

**Academic Ambition for Social Justice:  
the challenges and possibilities of leading  
authentic change in higher education**

**Tuesday 18 June** - for Oxford Brookes Colleagues

**Wednesday 19 June** - open to all

[www.brookes.ac.uk/bitlc24](http://www.brookes.ac.uk/bitlc24)

## **Academic Ambition for Social Justice: the challenges and possibilities of leading authentic change in higher education**

Academic ambition for social justice encompasses our commitment to progress Higher Education's role in creating a fairer, safer and more just society (Watermeyer et al., 2022). Integral to this ambition is the creation of a more inclusive, democratic and compassionate academy (Buitendijk, 2019).

Many of us are motivated by, find personal satisfaction, and even professional recognition, in the positive difference we might make for our students, teams or discipline. We exercise a satisfying degree of 'academic agency' (Lawrence, Morón-García and Senior, 2022) in creating a course to be proud of, where students have every opportunity to benefit from HE, and where we might indulge the love of our discipline and, through our teaching, inspire the next generation of scholars or practitioners (Lawrence, Morrell and Scott, 2023).

This academic agency is integral to our 'quest for fulfillment' (Cleary, 2021), to our authentic educational leadership, and is an antidote to the tumultuous rip-tide of contemporary HE, where due to external factors beyond our control, we might feel overworked (Morrish, 2018), underappreciated (Hulme, 2022), even vulnerable (Lemon, Harju-Luukainen and Garvis, 2022).

Academic fulfilment comes from leading positive change:

- in challenging pedagogic power structures, for example, working in partnership with students to co-create curricula (Dalrymple et al., 2023) and effective feedback practices (O'Donovan et al., 2021)
- constructing pedagogic practices mindful of students historically excluded from HE (Bhopal, 2019)
- rethinking brutalising institutional structures, for example reshaping educational systems, process and practices with those that use them (Lawrence et al., 2023)
- in repositioning graduate potential as active citizenship, for example in service-based learning (Peace, 2023).

We can all be 'scholar activists' (Clarke, 2022) and leaders of positive change, whatever our role supporting teaching and learning. Should we be perhaps hopeful that the collective impact we might have on our immediate and wider learning communities, if not society as a whole, is increasingly embedded in measures of academic success such as, in the UK, REF, TEF and KEF?

However, pursuing our academic ambition for social justice presents challenges. How do we remain true to the values of our discipline, practice and ethic whilst working within and across epistemological subject boundaries and a complex, sometimes conflicting regulatory terrain (Watermeyer et al., 2023)? Striking a careful balance across these forces is essential to maintaining integrity and effecting authentic change: 'Every critical practice has to be precisely designed for the specific time and space, with humility and care' (Harcourt, 2020, p. 434)

'Academic Ambition for Social Justice' will celebrate those that have led educational change in the name of creating a fairer, safer and more just academy and society, and provide inspiration for those of us wishing to become the poets of our academic destinies.

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## Themes

**Inspiring Strategic Change:** reshaping our institutional educational structures, processes or practices to be more humane, inclusive and effective.


**Leading Programmes and Modules:** creating modules and programmes of study to inspire the next generation of scholars and practitioners or in service to our partners and place.

**Driving Educational Innovation and Enhancement:** creating inclusive and inspiring teaching, learning and assessment that enables every student to benefit from HE.

**Student Leaders Shaping Hopeful Futures:** students co-creating curricular, challenging institutional practices and rethinking processes.

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## Abstracts

You can read the abstracts for each session by clicking the  icon after the session titles in the schedule (pages 4-8). They are also listed in the PDF bookmarks, which you can click to locate the relevant page.

## Brookes International Teaching and Learning Conference Day 1, Tuesday 18 June 2024

Time	Session	Room
09.30	Arrival and social networking	Glasgow Room
09.45	Brookes community welcome	Glasgow Room
10.00	Stories of Programme Leadership	Glasgow Room
10.20	The road to PLESE & Professor of Education & Student Experience	Glasgow Room
10.40	Break	Glasgow Room
11.00	Open space: What are the priorities for meaningful change in Higher Education?	Glasgow Room
12.00 - 12.15	Celebrating fellowship	Glasgow Room
12.15 -12.40	Lunch & activities	Refectory
12.40	Poster speed dating & pre-recorded pecha kucha	Glasgow Room
13.00	Plenary	Glasgow Room








**Travel arrangements:** Please note this event is taking place, in person, at Harcourt Hill Campus.

Brookes Bus is available from Sea Court Park and Ride and /or the Headington Campus.

Parking is available for those with a Brookes parking permit on Harcourt Hill campus.

# Brookes International Teaching and Learning Conference Day 2, Wednesday 19 June 2024

 - click to see abstract

Time	Session	Strand A Driving Educational Innovation & Enhancement	Strand B Driving Educational Innovation & Enhancement	Strand C Inspiring Strategic Change	Strand D Leading Programmes and Modules, Driving Educational Innovation & Enhancement	Strand E Workshops and Round Tables	Strand F Driving Educational Innovation & Enhancement & Various Themes	
09.30	Opening	<p>Welcome. Academic Ambition for Social Justice: the challenges and possibilities of leading authentic change in higher education led by Professor Patrick Alexander and Professor Jenny Lawrence.</p> <p>Academic ambition for social justice encompasses our commitment to progress Higher Education's role in creating a fairer, safer and more just society (Watermeyer et al., 2022). Integral to this ambition is the creation of a more inclusive, democratic and compassionate academy (Buitendijk, 2019). We will celebrate those that have led educational change in the name of creating a fairer, safer and more just academy and society, and provide inspiration for those of us wishing to become the poets of our academic destinies.</p>						
09.45	Keynote	<p><b>Keynote: Professor Kalwant Bhopal, University of Birmingham. How has Black Lives Matter affected racism in education?</b> </p>						
10.45	Break	15 minutes						
11.00 - 12.30	Parallel Session 1	<p>Paper 11.00 - 11.20 <b>Hearing maps: sharing the experience of understanding speech in HE.</b> </p> <p>Carmel Capewell</p>	<p>Paper 11.00 - 11.20 <b>Becoming an HE learner – ongoing lessons from the redesign of UG induction and transition at Oxford Brookes Business School.</b> </p> <p>Jonathan Louw and Helen Liddar</p>	<p>Paper 11.00 - 11.20 <b>An examination of dyslexic students' responses to feedback on their written summative assignments.</b> </p> <p>Hossein Sadeghi-Movahed</p>	<p>Paper 11.00 - 11.20 <b>Connecting the dots: from tracking student engagement to coordinating intervention.</b> </p> <p>Matthias Rolf</p>	<p>Round Table 11.00 - 11.50 <b>Community legal outreach collaboration – student, staff, local legal and charitable groups collaborating to redress social injustice caused by limited access to justice.</b> </p> <p>Gayle McKemey, Achas Burin, Rosanna Savoury, Sherinah Craig, Scarlett Curl, Jonathan Sisokin, Caroline Wright, Lucy Pullinger</p>	<p>Paper 11.00 - 11.20 <b>Using Gen AI in teaching, learning and assessment: inclusive, ethical and sustainable pedagogic practice and innovation.</b> </p> <p>Jenny Lawrence, Sue Beckingham, Peter Hartley, Stephen Powell</p>	


Time	Session	Strand A Driving Educational Innovation & Enhancement	Strand B Driving Educational Innovation & Enhancement	Strand C Inspiring Strategic Change	Strand D Leading Programmes and Modules, Driving Educational Innovation & Enhancement	Strand E Workshops and Round Tables	Strand F Driving Educational Innovation & Enhancement & Various Themes
11.00 - 12.30	Parallel Session 1	Paper 11.25 - 11.45 <b>Flexible learning in higher education – an example of an entirely online part time programme.</b> ⓘ Ye Xu	Paper 11.25 - 11.45 <b>Inclusive teaching innovations from the third space: the Learning for Every Body project.</b> ⓘ Christopher Sutton	Paper 11.25 - 11.45 <b>Gender based violence: survivor experiences to elicit institutional change.</b> ⓘ Rachel Payne, Rachel Hobin, Jennifer Kirman, Jacob Callicott	Paper 11.25 - 11.45 <b>Speech, agency and change: what teacher values of low-income female teachers in India can tell us about the classroom as a space of empowerment.</b> ⓘ Ruth Samuel	Round Table 11.00 - 11.50 (continued)	<b>OER launch 11.20 - 11.30</b> ⓘ  11.20 - 11.30 <b>Using Gen AI effectively in HE teaching, learning and assessment: inclusive, ethical and sustainable innovation.</b> Jenny Lawrence, Mary Davis, and Adrian J. Wallbank Letizia Gramaglia and Isabel Fischer, Lesley Morrell, Lee Fallin, and Mike Ewen
		Paper 11.50 - 12.10 <b>Can we balance students' learner and consumer identities? Evaluating a psychologically-informed teaching intervention.</b> ⓘ Louise Taylor  12.10 - 12.30 Discussion	Paper 11.50 - 12.10 <b>Navigating the awarding gap: insights from Edinburgh Napier University.</b> ⓘ Sofia Shan, Opeyemi Akindehin 12.10 - 12.30 Discussion	Paper 11.50 - 12.10 <b>Oxford Brookes feedback systems soft-wear: a speculative approach to developing systems literacy and empathy.</b> ⓘ Sarah Britten-Jones  12.10 - 12.30 Discussion	Paper 11.50 - 12.10 <b>Caregiving and the curriculum: strategic change to support student parents.</b> ⓘ Alex Banister (Pre-recorded)  12.10 - 12.30 Discussion	Mini Round Table 12.00 - 12.30 <b>Student partner reflections on a year of working with staff as curriculum consultants.</b> Ella Matthews, Hazel Taintor, Miranda Peredo. Chaired by Nik Beer.	

Time	<b>Session F</b> <b>Driving Educational Innovation &amp; Enhancement &amp; Various Themes</b>
11.30 - 12.11	<b>Series of Pecha Kuchas</b>
11.30 - 11.35	<b>Enhancing design thinking in education with Gen AI: a case study at Flinders Innovation and Enterprise.</b> Vishal Rana, Bert Verhoeven, Jamil Locker (Flinders University)
11.36 - 11.41	<b>Empowering AI literacy in higher education: co-creating an online learning resource with medical and dental students.</b> Paula Funnel
11.42 - 11.47	<b>Opening using AI in a French hotel management school: learning about sustainability, including all students and challenging the narrative.</b> Loykie Lomine, Raphael Taillandier and Alexis Bontems
11.48 - 11.53	<b>Developing counselling skills through AI client simulation.</b> Beverley Pickard Jones
11.54 - 11.59	<b>Above board: results of the explicit use of ChatGPT and other online tools in foreign language translation coursework.</b> Enza Siciliano Verruccio and Cam Powell
12.00 - 12.05	<b>Integrating ChatGPT in authentic peer making assessment for process synthesis and design in chemical engineering.</b> Salman Shahid
12.06 - 12.11	<b>The AI assessment scale: ethical use of Gen AI in assessment.</b> Mike Perkins and Jason MacVaugh
12.12 - 12.30	<b>Panel Discussion</b> <b>What have we learned about using Gen AI in HE teaching and learning? Where are we with Gen AI in HE? and what next?</b> Jenny Lawrence, Sue Beckingham, Peter Hartley, Stephen Powell, Mary Davis, and Adrian J. Wallbank Letizia Gramaglia and Isabel Fischer Lesley Morrell, Lee Fallin, and Mike Ewen  The session will close with what we hope will be a lively discussion with contributing authors, editors and educational leaders from across the globe.

12.30 - 13.00	Lunch	30 mins
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13.00 - 14.00	Panel	<p>Panel of possibility: a panel of educational leaders discuss their experience of working in service to social justice and consider how we might enable and sustain visionary educational leadership.</p> <p>Chaired by Patrick Alexander</p> <p>Professor Martha Caddell, Dr Lindsay Williams, Dr Paul Chin, Kris Oblepias</p>					
14.00 - 14.15	Break	15 mins					
14.15 - 15.15	Parallel Session 2	<p>PechaKucha 14.15- 14.25 (Pre-recorded)</p> <p>Providing an inclusive learning environment by using serious Lego play: catering towards neurodivergent students in higher education. ⓘ</p> <p>Rebecca Beech</p> <p>PechaKucha 14.26- 14.36</p> <p>Professional identities: exploring perceptions of entrepreneurship in undergraduate mathematics students. ⓘ</p> <p>Eleni Elia, Jo Skelton</p>	<p>Paper 14.15 - 14.35</p> <p>Achieving marking consistency: reviewing the literature and considering ways forward. ⓘ</p> <p>Berry O'Donovan</p> <p>Paper 14.40 - 15.00</p> <p>The Hope Wheel: a model to enable hope-based pedagogy in climate change education. ⓘ</p> <p>Cathy d'Abreu, William Finnegan</p> <p>15.00 - 15.15 Discussion</p>	<p>Paper 14.15 - 14.35</p> <p>Coaching as universal critical pedagogy: the transformative impact of treating students as 'thinking equals' in tutorials. ⓘ</p> <p>Melanie Pope</p> <p>Paper 14.40 - 15.00</p> <p>Bringing everyone in: how an inclusive approach to academic literacies was embedded to address the hidden curriculum. ⓘ</p> <p>Martha O'Curry, Mary Deane, Kevin Watson</p> <p>15.00 - 15.15 Discussion</p>	<p>Workshop 14.15- 15.05</p> <p>A 'roots-to-shoots' approach to more inclusive learning design - opportunities and challenges. ⓘ</p> <p>Virna Rossi, Edward Misawa, Nokuthula Vilakati, Charles Wachira</p> <p>15.05 - 15.15 Discussion</p>	<p>Workshop 14.15 - 15.05</p> <p>Understanding genetics to counter racial discrimination. ⓘ</p> <p>Emanuela Volpi, Khalid Akram, Moonisah Usman, Lorna Tinworth, Khadijat Dako</p> <p>15.05 - 15.15 Discussion</p>	<p>Round Table 14.15 - 15.05</p> <p>Inspiring inclusive teaching across the disciplines. ⓘ</p> <p>Lucy Panesar, Claire Boucher, Jo Phillips, Mark Cornell</p> <p>15.05 - 15.15 Discussion</p>



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14.15 - 15.15		PechaKucha 14.37 - 14.47 Enhancing student learning through innovative module design.  Hashem Dehghanniri, Samia Kamal, Muhammad Hilmi Kamarudin					
15.15 - 15.25	Break	10 mins					
15.30 - 16.00	End and informal chat space	<b>Playful plenary: Dr Rowena Senior, Heriot-Watt University, UK. Turn on, tune in... and tap into your academic ambition.</b> Enjoy 'story creation for academic ambition', allowing you to reflect on the day, consolidate your learning, and hone into your own academic ambition.					

### The impact of teaching & learning fund enquiries

Every year the Oxford Centre for Academic Enhancement and Development (OCAED, or its precursor, OCSLD) have funded a variety of investigations into aspects of teaching and learning. The following colleagues, who have benefitted from different iterations of these awards, offer these posters and one pecha kucha to provide an insight into their work and the impact of this funding.

A place for we - mapping student pathways in community collaborations (Rachel Barbaresi)

Rapid “popcorn” coaching: a concentrated focused intervention (Gabriella Barody)

Co-designing responsive student feedback mechanisms (Sarah Britten-Jones)

Hearing maps (Carmel Capewell)

Working together - co-creating ways to meet international postgraduate students' needs (Sarah Hennelly)

Preparing graduates for interdisciplinary collaboration in the workplace: what happened next? (Esra Kurul)

Taking a STEAM approach to education: changing futures building skills (Antonia Mackay)

Can ChatGPT be used to detect “FakeNews”? (Jamelia Dominguez, Aaron Worsley, Simon Llewellyn, & Nikhil Kamaraj Ranjana)

Student-staff trust in the age of Gen AI (David Nelson, Lucy Widdowson, Nikhil Kamaraj Ranjana & Namratta Chakraborty)

## **Keynote abstract**

### **How has Black Lives Matter affected racism in education?**

**Professor Kalwant Bhopal, University of Birmingham.**

Professor Kalwant Bhopal MBE, FAcSS is Professor of Education and Social Justice and Director of the Centre for Research in Race & Education at the University of Birmingham. Professor Bhopal's work explores the achievements and experiences of minority ethnic groups in education with a focus on how processes of racism, exclusion and marginalisation operate in predominantly White spaces. Professor Bhopal will discuss how Black Lives Matter has affected racism in education.

## Parallel sessions 11.00 - 12.30

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### Hearing maps: sharing the experience of understanding speech in HE.

Carmel Capewell SFHEA, Oxford Brookes University, UK.

#### Strand A: Driving Educational Innovation & Enhancement | Paper

The aim of this project was to provide Higher Education students, who have been identified as having Auditory Processing Difficulties (APD) and/or its associated conditions, with a means of creating a more inclusive learning environment and inspiring academics to make minor changes for the benefit of all students. This project aims to raise awareness of the impact of APD among staff and non-affected students. It built upon work with younger children (Capewell, 2015).

#### Research Questions:

1. What are the barriers/enablers for students with APD to understanding a targeted speaker in an environment with background noise?
2. How can students develop agency in identifying and sharing enablers/barriers to processing speech in noise, to those around them?
3. What information would help academic staff to implement minor adaptations in learning/teaching environments so that there could be a more inclusive environment for students with APD difficulties and evaluate such implementation?

In this presentation, the findings of Research Question 3 are shared from the responses of those academics who implemented some of the students' suggestions. Their reports of higher student engagement identify the impact of the small changes.

The ability to process and interpret speech in noise, block out extraneous noise or the voices other than the person to whom the student needs to attend, is generically called Auditory Processing Difficulties (APD). This condition is not well-understood by many (Moore et al., 2013). It is generally also impacts people with dyslexia (Richardson et al., 2004), dyspraxia, autism (O'Connor, 2012), ADHD (Witton, 2010), as well as students with hearing impairments and those learning in their non-first language. APD in the HE environment is under-researched. For the purposes of this research, students with the associated conditions were recruited to overcome the limitation of APD being less understood/identified.

This is among the first research to investigate the impact of APD on learning and teaching in the HE environment. It enabled students to analyse and evaluate their experiences of processing what a target speaker says to them in noisy environments and be central to the data collection and analysis. It provided lecturers with insights into how students can co-create pedagogical practice and make minor adjustments needed to improve the learning and teaching environment for all students. This accords with the Equality Act (2010) with its emphasis on making minor adjustments. This project was funded by OCAED and is becoming part of the IDEAS framework (Dalrymple et al., 2023).

## **Becoming an HE learner – ongoing lessons from the redesign of UG induction and transition at Oxford Brookes Business School.**

**Jonathan Louw SFHEA, and Helen Liddar FHEA, Oxford Brookes University, UK.**

### **Strand B: Driving Educational Innovation & Enhancement | Paper**

The aims of this action research project are to (1) to create an induction and orientation programme for UG students that informs and excites a community of engaged learners (2) to support student transition to (and during) Level 4 by ensuring any learning disruption or learning loss (Education Policy Institute, 2021) is acknowledged and understood. The project was prompted by (1) perceptions of post-pandemic adjustment difficulties experienced by first year intakes (2) longer running perceptions of decreasing engagement and attendance (3) behaviours demonstrating reduced institutional belonging. In addition, the university Access and Participation commitments, award gaps as well as internal research in relation to the belonging challenges that certain student groups experience, created incentives to understand student experience from multiple identity perspectives.

The pedagogic lens has been based on Thomas et al.'s (2017) model of student retention and success within the wider framing and sequencing of induction and transition interventions suggested by the Transitions Model for Practitioners (Improving the student experience, 2023). Reflecting insights from recent studies by Trowler et al. (2022) and Kahu and Nelson (2018) a decision was made to principally investigate student experience from the perspective of self-efficacy, academic self-efficacy and belonging.

Methodologically, this Ethics Committee approved study has adopted a mixed methods approach involving student surveys (two cohorts to date, September 2022 and 2023 starters), student focus groups in both years and staff interviews. The surveys have utilised existing instruments in relation to self-efficacy and academic self-efficacy (Hakyemez and Mardikan, 2021) and belonging (Rovai, 2002)

The late 2022 and early 2023 data collection provided baseline insights that shaped the redesign of the induction process applied to September 2023 starters, the impact of which is being measured currently. Insights from both cohorts will then shape the redesign of a full year long transition process that will apply from September 2024 and be measured in 2025. This submission therefore provides insights at the two year mark from a three year enhancement project.

Findings to date – and full second year findings will be available by the time of the BITL conference – include (1) a mismatch between the School's traditional focus during induction week on academic/institutional knowledge and students' social and relational needs (2) the absence of some 20% of students from induction week and the learning as well as belonging impact of this on particular student groups e.g. international (3) low levels of self-efficacy beliefs within certain demographics.

Our aspiration for this research is to contribute insights into the ways in which concerns with self-efficacy and belonging can lead to a more meaningful, impactful and inclusive induction and transition process for ALL students.

## **An examination of dyslexic students' responses to feedback on their written summative assignments.**

**Hossein Sadeghi-Movahed FHEA, Oxford Brookes University, UK.**

**Strand C: Inspiring Strategic Change | Paper**

The research described here contributes to creating inclusive and inspiring assessment that enables dyslexic students to benefit from HE. Although summative written feedback remains one of the most common methods of assessment in HE (Rand 2017) research suggests students prefer verbal feedback with a personal approach (Mulliner and Tucker 2015). Bacon and Handley (2010) recommend the use of images and visual aids for dyslexic students to help their learning and perhaps play a compensatory role for their difficulties. Pino and Mortari (2014) suggest training for academic staff to increase their understanding of dyslexic students' needs.

The research approach used Photovoice, a critical pedagogy approach for data generation, with nine dyslexic students sharing their insights and feelings regarding receiving written summative feedback. The participants were asked to construct images with caption(s) to discuss in individual/group Photovoice feedback sessions. Thematic Analysis (Braun and Clarke 2022) was applied for the analysis of the empirical data.

## **Connecting the dots: from tracking student engagement to coordinating intervention.**

**Matthias Rolf FHEA, Oxford Brookes University, UK.**

**Strand D: Leading Programmes and Modules, Driving Educational Innovation & Enhancement**  
**Paper**

Learning analytics is a heavily investigated field that aims to use data on students' engagement and past achievements to predict future success and detect and address problematic engagement patterns. Much of the field focuses on either the delivery of descriptive analytics through dashboards or the development of longer-term predictive capabilities indicating a student's success chances across a whole course.

The present work contrasts these two approaches with a radically action-oriented approach. Data from online engagement, in-person attendance, and assessment submissions across students' modules is fed semi-automatically into a Student Tracker application that shows academic advisors and programme teams which students are lacking engagement as early as week two into the semester, and then repeatedly every other two weeks. Instead of attempting a very nuanced but hard-to-explain quantitative assessment of each student, the system only reports clearly identifiable and explainable problems, such as missing particular teaching sessions/activities or assessment submissions. This allows academic advisors to immediately identify struggling students within their cohort and reach out to them. Any actions are logged on the same Tracker so that other stakeholders including module leaders, student support coordinators, and programme team, are aware of the status of a student and what has been done about it already. The strength of this Tracker system stems from the high level of automation that gives academics a comprehensive view of a student at a glance, combined with the focus on follow-up and coordination of action.

The Student Tracker was piloted in the first semester of 2023/24 in our first year of computing courses. Feedback from advisors highlights the unique and comprehensive understanding they gain of their students' status. This allowed them to intervene with many students even before submissions were missed and modules failed. Academic results should be viewed with caution until the academic year is completed, but the results so far are highly encouraging, with the biggest module (double, shared across courses) reaching its high pass rate since at least 2016. In particular, the early and repeated interventions seem to have led to fewer missed assessment submissions across the course. After positive initial feedback and results, the system has been further developed and more automation for data collection has been added. The system is currently piloted across all years of our computing courses.

## **Community legal outreach collaboration – student, staff, local legal and charitable groups collaborating to redress social injustice caused by limited access to justice.**

**Gayle McKemey AFHEA, Achas Burin, Rosanna Savoury, Scarlett Curl, Sherinah Craig, Jonathan Sisokin, Caroline Wright, and Lucy Pullinger, Oxford Brookes University, UK.**

### **Strand E: Workshops and Round Tables | Round Table**

Transforming legal education by training future lawyers for social justice through engagement in local social justice projects is an aim for global higher education institutions (Bloch, 2010; Waters and Ashton, 2018). At Oxford Brookes University, this transformative approach has been realised through the Community Legal Outreach Collaboration which seeks to enhance law students' training to understand the complexity and intersectionality of client needs, while providing direct experience of engaging with the court process (Krishnadas, 2022; Peace, 2023; Buitendijk, 2019). This also aligns with the Quality Assurance Agency for Higher Education (QAA) revised Benchmark Statement for Law published in 2023 which specifies legal educators' role of encouraging students to actively engage in alleviating the 'challenges and inequalities which arise at personal and wider organisational, systemic, cultural and societal levels' (QAA [2023] at para 1.3).

Since the Legal Aid Sentencing and Punishment of Offenders Act, 2012 significantly withdrew legal aid in civil law, the consequence has been a reduction in the provision of law firms providing legal aid, and the rise of 'advice deserts', increasing the numbers of litigants in person (Waters and Ashton, 2018 p.6).

The Community Legal Outreach Collaboration, Keele (CLOCK) was established over 10 years ago by Dr. Jane Krishnadas, following her work with a local domestic violence organisation 'Voices of Experience.' The organisation shared their complex needs in family, housing, and asylum issues, and their fear of going through the court process without legal representation. The project was co-created by Keele University, the legal profession, the court, and charitable organisations to develop a collaborative mechanism to train law students (as Community Legal Companions) to assist litigants in person while also creating opportunities for research to monitor, inform and progress social and legal policy at national level (Krishnadas, 2014). The scheme has since been rolled out across a number of universities including Oxford Brookes. CLOCK at Brookes encourages Student Leaders to shape the project through their experience, presenting practical advice during training and sharing ideas for improvements with staff (Peace, 2023).

Through listening directly to the voices of students in their role as Community Legal Companions, this round table discussion will focus on the recognition that awareness of and empathy for the barriers faced by litigants in person, at an early stage in legal education, can enhance training of future lawyers who will emerge with better understanding for vulnerable members of society seeking to redress injustice.

## **Using Gen AI effectively in HE. Teaching, learning and assessment: ethical and sustainable pedagogic practice.**

**Jenny Lawrence** PFHEA, SFSEDA, NTF, Oxford Brookes University, UK. **Sue Beckingham** SFHEA, NTF, Sheffield Hallam, UK. **Peter Hartley** PFHEA, NTF, HE Consultant, UK. **Stephen Powell** SFHEA, HE Consultant, New Zealand.

### **Strand F: Driving Educational Innovation & Enhancement & Various Themes | Paper**

As HE teachers, we have an important role to play in ensuring generative artificial intelligence (Gen AI) is used for the global, common good (Fengchung and Holmes, 2023). This means adopting pedagogic practices that embrace the ‘critical, ethical and sustainable use of Gen AI, so future graduates might use such technologies with a mind to the planet and society’ (Beckingham, Lawrence, Powell and Hartley, in press). This paper will present an overview of established and evaluated pedagogic practices that use Gen AI to increase student engagement (Farrell, in press); analytical skills (Hatley and Penny, in press) and enhance authentic assessment practices (Powell and Forsyth, in press) that, for example, build decision making capability (Riemers and Myers, in press) and critical-information literacy (Smith and Francis, in press). The paper will conclude with a reflection on the challenges and rewards inherent to supporting emerging graduate skill of Gen AI literacy (QAA, 2023) with a mind to data-security (Department of Education, 2023), ethical practice (Foltynek, Bjelobaba, Glendinning, Khan, Santos, Pavletic, and Kravjar, 2023) and in the face of lightening-fast-digital development (Beckham, Lawrence, Powell and Hartley, 2020).



## **Flexible learning in higher education – an example of an entirely online part time programme.**

**Ye Xu FHEA, Oxford Brookes University, UK.**

### **Strand A: Driving Educational Innovation & Enhancement | Paper**

Flexible learning has existed in the UK higher education (HE) for decades and it has continued to grow. 'If it was previously not a given, it probably is today, given the realities that universities have to live with since the impact of Covid-19 in early 2020' (Loom 2022, p.6).

Flexible learning is one of the 10 different types of learning identified by Race (1998) and Advance Higher Education (Advance HE) suggests that 'flexible learning is about empowering students by offering them choices in how, what, when and where they learn: the pace, place and mode of delivery' (Advance HE, 2019, p. 2). 'The goal of flexible learning is to leverage the benefits of pedagogy and technology to provide an engaging, personalised learning experience that supports all students to achieve their potential (Advance HE, 2019, p. 1). 'The advantages of flexible learning have been amplified by the internet, with online learning now considered a mainstream mode of learning' (Loon, 2022, p. 13).

The purpose of this paper is to reflect on the experience gained from designing and the delivery of an entirely online programme, and how it could help higher education to potentially widen participation and create an online community around the world. It firstly looks at the programme structure and timetable to enable students to choose when to conduct their studies. It then evaluates the use of both formative work and summative assessment and technology-learning to engage students during their studies (How, where and what they learn). Thirdly, the paper also discusses the importance and potential to introduce continued development opportunities for students once they complete their studies. This is because McLinden (2013, p.27) suggest that to show institutional commitment for student progression beyond the course of study, 'it will be important therefore to outline potential study progression routes that a student can follow on completion of a particular award whether this is at the award-bearing institution or another HE provider'. Finally, the paper reviews the challenges and difficulties of flexible learning and suggests the potential way forward.

## **Inclusive teaching innovations from the third space: the Learning for Every Body project.**

**Christopher Sutton SFHEA, University of Manchester, UK.**

### **Strand B: Discursive | Paper**

For much of healthcare education, the ‘normal body’ as presented in visual teaching resources is White, slim, young, non-disabled, cis-gender and male, which is not only ‘inadequate and unrealistic’ (Parker, Larkin and Cockburn, 2017) but also a factor in the disparities faced by many marginalised people regarding student attainment, career progression and patient outcomes (for example, see: Woolf, 2020; Hotine, 2021; Marmot et al., 2020).

With a focus on anatomical illustrations, the ‘Learning for Every Body’ project piloted a socially just, collaborative process for commissioning more inclusive resources. The outputs and processes will be evaluated in early 2024 by participating artists and models as well as healthcare educators and students. The pilot and its evaluation will then be used to create guidance on good practices for each stage, from evaluating one’s use of visual teaching resources to working with artists and models to create new ones.

The first part of this presentation expands on the project’s outputs and findings. The second part examines the role of the project lead, a learning technologist without any teaching responsibilities, research expectations or medical training.

Much has been written about the ‘third space professional’ (Whitefield, 2008) as a potential ‘disruptor’ for positive change (Hall, 2022). And there is a growing discussion on driving social justice initiatives from the third space, particularly from libraries (Campbell and Sich, 2023) and learning development (Pollard, 2023).

Drawing on the application of critical pedagogy (Hooks, 1994), social justice education (Bell, 2007) and principles of allyship (Kluttz, Walker and Walter, 2019) to third space work generally and the project specifically, the presentation concludes with reflections and lessons for fellow third spacers seeking to drive inclusive teaching and learning as well as their would-be teaching collaborators and institutional enablers.

## **Gender based violence: survivor experiences to elicit institutional change.**

**Rachel Payne SFHEA, Rachel Hobin, Jennifer Kirman SFHEA, and Jacob Callicott, Oxford Brookes University, UK.**

### **Strand C: Inspiring Strategic Change | Paper**

Whilst gender based violence (GBV) is systemic in society, it is even more prevalent in universities. In UK higher education institutions (HEIs), the pervasiveness of sexual violence is around 20% of the student body in any given year (Bull & Blake 2023). Survivors tend to tell a friend, with very few reporting to their university (Fischer and Jephcott 2021). Part of the problem is a lack of confidence and trust in university systems, and limited shared language to help survivors identify and describe their experiences. In this presentation we outline our methodology to gather survivor experiences of studying at Oxford Brookes, drawing on the work of Bull & Turner-McIntyre (2023), Steele et al. (2023), Anyadike-Danes et al. (2023) and UniSAFE (<https://unisafe-gbv.eu/>), who have all successfully captured survivor voices in HE settings.

Having already generated institutional legitimacy through projects such as the Sexual Consent Education project at Oxford Brookes, we aim to support institutional change where it is needed. Where survivors are empowered to share their stories, universities are more likely to implement change, as survivors help to expose gaps in institutional behaviours, structures and attitudes. It shifts responsibility from individuals to HEIs and raises awareness of the groups that are most affected by GBV.

By understanding the University from a survivor's perspective, we can help encourage greater trust and confidence, generate a shared way of talking about GBV and raise awareness across the University. This can enable more accurate data gathering about GBV and increase survivor reporting. Through our presentation we will make explicit how we are generating a safer, more respectful and trusting environment where students and staff feel empowered to speak out against injustice and violence, and feel safe to learn and teach. This is transferable to other HE settings, and contributes to a small but growing group of UK universities who are capturing survivor voices to better understand the complexities of GBV on our campuses.

## **Speech, agency and change: what teacher values of low-income female teachers in India can tell us about the classroom as a space of empowerment.**

**Ruth Samuel SFHEA, Cranfield University, UK.**

**Strand D: Leading Programmes and Modules, Driving Educational Innovation & Enhancement  
Paper**

The aim of this paper is to demonstrate how teacher values expressed by a marginalised group within India contributes to an understanding of speech, agency and change in the UK HE context.

My examination of the complexities of speech and language for low-income female teachers in India have helped understanding of implicit values of power, positional authority and knowledge production within my role as an educational developer in a UK university. Implicit values held amongst Indian teachers were made explicit through sentence structure whilst describing their lives and views on achievement and aspirations for themselves and their students. Their views replicated structural inequalities, acting as a form of social reproduction. The classroom emerged as a space where they felt most empowered as women who exercise positional authority not afforded to them outside the classroom.

Language is a key component of my role (Roxå and Mårtensson, 2017; Cunningham and Mills, 2020; Cunningham and Cunningham, 2022). Feedback to staff on HEA Fellowship applications helps them navigate pedagogical terms through draft reviews and signposting appropriate terms. I have noticed similarities between how language and speech is used by staff in both India and the UK to articulate their professional values and personal aspirations. In particular, the role a situated space of learning, the classroom (both physical and virtual) plays in enacting teacher agency. Through describing how they teach and methods developed to support students, both groups prioritise their action and agency within the classroom with different purposes and teacher-student dynamics.

At a fundamental level, these similarities are based on the role language and speech plays within their teaching and how these underline their professional values. Both groups reproduce the normative social values in which they are embedded, made explicit in their speech and communication to students in the classroom. Both have implicit understanding and values about power relationships between themselves and students. Both negotiate (in different ways) the worlds outside and within the classroom (Flores and Day, 2006).

The classroom as a space of empowerment for a group of marginalised women in India underpins how I support learning and teaching enhancement within the UK. This is not just from an international or cross-cultural perspective but one founded in supporting transformation through a focus on speech and teacher agency within a situated space of learning. This emphasises the importance of professional development and transformation for staff and its impact on student learning.

## **Series of Pecha Kuchas**

Strand F: Driving Educational Innovation & Enhancement

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### **Using Gen AI effectively in HE teaching, learning and assessment: inclusive, ethical and sustainable innovation.**

Jenny Lawrence SFSEDA, NTF, PFHEA, Mary Davis PFHEA, and Adrian J. Wallbank SFHEA, Oxford Brookes University, UK. Letizia Gramaglia and Isabel Fischer PFHEA, University of Warwick, UK. Lesley Morrell NTF, PFHEA, Lee Fallin SFHEA, and Mike Ewen SFHEA, University of Hull, UK.

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### **Enhancing design thinking in education with Gen AI: a case study at Flinders Innovation and Enterprise.**

Vishal Rana, Flinders University, Australia. Bert Verhoeven, Newcastle University/Flinders University Australia. Jamil Locker, Flinders University, Australia.

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### **Empowering AI literacy in higher education: co-creating an online learning resource with medical and dental students.**

Paula Funnel, Queen Mary University, UK.

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### **Opening using AI in a French hotel management school: learning about sustainability, including all students and challenging the narrative.**

Loykie Lomine, Raphael Taillandier and Alexis Bontems, Ecole de Savignac, France.

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### **Developing counselling skills through AI client simulation.**

Beverley Pickard Jones, Bangor University, UK.

**Above board: results of the explicit use of ChatGPT and other online tools in foreign language translation coursework.**

Enza Siciliano Verruccio and Cam Powell, University of Reading, UK.

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**Integrating ChatGPT in authentic peer making assessment for process synthesis and design in chemical engineering.**

Salman Shahid, University of Manchester, UK.

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**The AI assessment scale: ethical use of Gen AI in assessment.**

Mike Perkins and Jason MacVaugh, British University of Vietnam.

## **Can we balance students' learner and consumer identities? Evaluating a psychologically-informed teaching intervention.**

**Louise Taylor PFHEA, NTF, Oxford Brookes University, UK.**

**Strand A: Driving Educational Innovation & Enhancement | Paper**

Identities are how we see ourselves and who we are, and they are inseparable from learning (Haslam, 2017). The way a student identifies with their education, for example, as a discipline member or 'customer', will affect their experience of belonging and learning outcomes (Bliuc et al., 2011; Bunce et al., 2017; Tomlinson, 2017).

In this talk, I will present a multi-site evaluation of an inclusive curriculum aid that I developed (published by Advance HE, entitled "Balancing Students' Identities as Learners and Consumers", Taylor, 2022) that facilitates conversations about identities between students and educators. Developed from psychologically-informed research, this curriculum aid comprises a series of activities that can be completed in a one-off 90-minute workshop (see [www.brookes.ac.uk/SIIP](http://www.brookes.ac.uk/SIIP)). The activities enable students to reflect on and discuss their identities as both learners and educational consumers, as well as take part in potentially identity changing activities. The evaluation is currently underway, with grant funding from the Association of National Teaching Fellows, and analysis will be completed by April 2024. Data are being collected from at least four institutions in England and Wales with a minimum of 300 students taking part. The analysis will compare learner and consumer identity scores as well as belonging scores of participating students before and after the workshop, as well as two weeks later. Scores will also be compared with a control group of students who did not receive the intervention yet. Based on previous research we expect that the identity enhancing activities will seek to reinforce and strengthen students' learner identities, as well as reduce consumerist identities. If the intervention is successful, this project will provide high quality evidence as to the impact of a teaching activity on student identities, and support the use of the workshop as a tool to improve student belonging. From this session, delegates will gain an understanding of an evidence-informed teaching resource that they can use immediately with their students to support student learning.

## **Navigating the awarding gap: insights from Edinburgh Napier University.**

**Sofia Shan FHEA, and Opeyemi Akindehin, Edinburgh Napier University, UK.**

### **Strand B: Driving Educational Innovation & Enhancement | Paper**

In the landscape of UK universities, the pervasive issue of the awarding gap between UK-domiciled Black and Global Majority (BGM) students and their White counterparts in the undergraduate (UG) programmes casts a stark light on the challenges of equity and inclusivity in higher education (Advance HE, 2022). Originating from disparities in attainment across demographic groups, the awarding gap underscores broader issues of systemic bias and social inequality within academia. (Arday et al., 2022; Rivas et al., 2021).

This paper presents insights gleaned from interviews and surveys conducted within Edinburgh Napier University (ENU), aimed at unravelling the complexities surrounding ethnic diversity, inclusion, and decolonisation in higher education. With a diverse cohort including staff members, UK-domiciled BGM students and White students studying in UG programmes, the study delved into the intricate dynamics that underpin the awarding gap phenomenon.

While the survey encountered challenges of representation, notably with a disproportionate number of responses from BGM students, the data nevertheless offers valuable insights. Amidst the unbalanced sample, a profound question emerges: is it imperative to adhere to the prevailing trend of investigating the awarding gap in a university environment dominated by White students? The scarcity of responses from BGM students raises critical questions about the relevance and effectiveness of current approaches to addressing equity in higher education.

Amidst these challenges, the interviews with staff members yielded rich and nuanced data, shedding light on their responses to school policies, shifting institutional focuses, and a pervasive lack of support. Staff members' accounts highlight a general lack of awareness regarding the awarding gap, however, a deep reflection on unconscious bias and profound empathy on the struggles of students of a variety of cultural and religious backgrounds, underscoring the need for targeted interventions and enhanced support mechanisms.

The findings highlight the imperative for sustained dialogue and action to dismantle systemic barriers and cultivate a more just educational landscape. By prioritising staff engagement, fostering awareness, and addressing institutional shortcomings, universities can take meaningful strides towards effecting positive change and nurturing inclusive learning environments.

In the face of complex realities, this research project at ENU serves as a catalyst for critical reflection and transformative action, challenging prevailing norms and advocating for a more equitable future in higher education.



## **Oxford Brookes feedback systems soft-wear: a speculative approach to developing systems literacy and empathy.**

**Sarah Britten-Jones, Oxford Brookes University, UK.**

### **Strand C: Inspiring Strategic Change | Paper**

This participatory workshop will build upon research completed with staff and students in 2022 to map our student feedback systems spatially and materially through the speculative design of institutional wearables.

Empirical insights gathered in 2022 from student representatives and the Brookes' Union highlighted a need to show students how representation and feedback systems work and how decisions are made in response. This practice-based research aims to involve students meaningfully and playfully in the visualisation and co-design of effective student feedback mechanisms and provide the University with a range of outcomes that might lead to increased understanding of our systems and the continuous improvement of the University.

This workshop combines a variety of methods, including human centred systems mapping (IDEO U), speculative design, (Dunne & Raby, 2013) and organisation design (Stanford, 2022). It aims to physically prototype these feedback systems by classifying them as a type of institutional 'arrangement' that can be arranged otherwise (Design Studio for Social Intervention, 2020). Design School for Social Intervention (DS4SI) developed the ideas, arrangements, effects framework that proposes the most effective intervention space within a system is its arrangements. This is because, 'ideas are embedded within arrangements, which in turn produce effects' (Design Studio for Social Intervention, 2020). My research proposes that systems such as student feedback action cycles, are arrangements that could be designed differently in order to effect change in other areas of the University.

During the workshop, participants will have a chance to experience existing student feedback systems using soft sculpture appendage prototypes. The group will then work together to propose alternative iterations to both the soft-wear prototype and the systems themselves. It is hoped that this soft-wear interactive systems prop could then be refined and available for teams to borrow from a lending repository such as the library.

## Caregiving and the curriculum: strategic change to support student parents. (Pre-recorded)

Alex Banister, Oxford Brookes University, UK.

Strand D: ILeading Programmes and Modules, Driving Educational Innovation & Enhancement

### Paper

This paper aims to break down barriers faced by students who have caring responsibilities outside of their studies. By considering existing pedagogic literature, combined with data collected from current Oxford Brookes University students, this paper will promote positive and authentic change and provide recommendations to create a more supportive and inclusive curriculum.

A survey study by the National Union of Students highlighted that parents enrolled on higher education programmes represent a very diverse population, including women (87%), BME (31%), and students over the age of 25 (89%) (NUS, 2009). In addition to the pressures of studying, student parents also face challenges to their time and finances, with many working as well as studying to cover the cost of childcare (Moreau, 2014). Described by researchers as 'present but invisible', authentic change is needed to help this underrepresented group balance study with the cognitive and emotional loads of caregiving (Moreau and Kerner, 2012).

This paper hopes to inspire strategic change by suggesting ways that we might reshape our institutional educational structures and processes to be more inclusive for students with care responsibilities outside of study. This is also intrinsically linked to driving educational innovation and enhancement: what changes can be made to create a more inclusive environment for studying and to ensure that all students benefit from inspiring learning and fair assessment, whilst being mindful of their family commitments? Possibility for change will take cues and evidence from existing academic studies, but will also be specific to Oxford Brookes University through data taken from interviews with current parents who are studying and caregiving.

Using interview methods to collect information and feedback on the family circumstances of the student population at Oxford Brookes, this paper hopes to challenge institutional practices and co-create curricular change with students, making a material difference to the learning community. Delegates can take away a greater awareness and understanding of the challenges facing those who balance study with caring, but also tools for improving teaching and assessment to better support this student group.

**Mini round table: student partnership and curricula enhancement.**

Ella Matthews, Hazel Taintor, Miranda Peredo. Chaired by Nik Beer SFHEA.  
Oxford Brookes University, UK.

Strand E: Workshops and Round Tables | Round Table

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**Where are we? And what next?**

Professor Jenny Lawrence PFHEA, NTF, SFSEDA, Oxford Brookes  
University, UK.

Sue Beckingham SFHEA, NTF, Sheffield Hallam, UK.

Peter Hartley PFHEA, NTF, HE Consultant, UK.

Stephen Powell SFHEA, HE Consultant, New Zealand.

Mary Davis PFHEA, and Adrian J. Wallbank SFHEA, Oxford Brookes  
University, UK.

Letizia Gramaglia and Isabel Fischer PFHEA, University of Warwick, UK.

Lesley Morrell NTF, PFHEA, Lee Fallin, SFHEA, and Mike Ewen SFHEA,  
University of Hull, UK.

Strand F: Driving Educational Innovation & Enhancement & Various Themes | Panel Discussion

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**Panel of possibility: a panel of educational leaders discuss their  
experience of working in service to social justice and consider how  
we might enable and sustain visionary educational leadership.**

Chaired by Professor Patrick Alexander FHEA, Oxford Brookes University,  
UK.

Professor Martha Caddell PFHEA, Heriot-Watt University, UK.

Lindsay Williams, Oxford Brookes University, UK.

Dr Paul Chin PFHEA, FSEDA.

Kris Oblepias, Curriculum Consultant.

## **Parallel sessions 14.15 - 15.15**

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### **Providing an inclusive learning environment by using serious Lego play: catering towards neurodivergent students in higher education. (Pre-recorded)**

**Rebecca Beech FHEA, Oxford Brookes University, UK.**

**Strand A: Driving Educational Innovation & Enhancement | PechaKucha**

Oxford Brookes University advocates the IDEAS toolkit which aims to provide curriculum that aligns with five elements, one of these is 'inclusivity'. Neurodivergence amongst students is recognised at Oxford Brookes University and support for neurodivergent students is echoed throughout a range of inclusive support services. The prominence of providing not only support but curriculum that is sympathetic to neurodiversity in students is coming to the fore within HE and requires further insights into how 'we' as academics can provide such an inclusive curriculum, to foster learning amongst neurodivergent students by aligning to their creative capabilities. This 'Recipe for success' presentation aims to address how we can imbed inclusivity into our curriculum for neurodivergent students through the use of Lego Serious Play. HE has moved away from the narrow interpretation of inclusivity consisting of awareness of special needs (Dyson, 2005). Alternatively inclusivity entails providing curriculum that overcome students barriers to participation (Ainscow, 1999) by changing the learning environment (Dyson, 2003). Neurodivergence is a topic gaining prominence in HE, calls from academics, associations and the public warrant inclusive teaching practices that foster neurodivergent students varying capabilities (Crutcher, 2023). As traction builds in HE towards this "societal disruption" of understanding neurodivergent students, it is pivotal that HE take action and join this movement. This includes stepping away from antiquated pedagogical practices that try to cater for the neuro-homogeneous nature of students (Crutcher, 2023), and see neurodivergent students as 'potential unlocked' rather than 'problems to be solved' (Advance HE, 2022).

We will explore how the following tools were used in a L4 Marketing module's curriculum to enhance the belonging of neurodivergent students and to engage them in activities that speak to their capabilities. Firstly, Serious Lego Play to unlock creativity (Crutcher, 2023); Simulation, used to bring theory into practice; and neurodivergent students working in groups with neurotypical students to support learning rather than working alone, an approach which has been found to be an issue during game play (Piedade et al., 2023).

## **Achieving marking consistency: reviewing the literature and considering ways forward.**

**Berry O'Donovan PFHEA, NTF, Oxford Brookes University, UK.**

**Strand B: Driving Educational Innovation & Enhancement | Paper**

A key responsibility of universities is the accurate certification of the knowledge and skills attained by their students. Indeed, fair marking is central to notions of academic justice. However, despite an intense focus on developing relevant quality assurance regulations, academic standards in much of higher education have remained resistant to explication and consistent application (see for instance: Biesta, 2008; Naidoo and Williams, 20015; Stolpe, 2021). This presentation will explore the nature of both sharp and relative academic standards as well as dominant practitioner approaches to assessment including techno-rational, sociocultural and socio-material practices as defined by Ajjawi, Bearman and Boud (2021). The limited prior research on the effectiveness of calibration and social moderation processes to assure standards will be reviewed, highlighting the significant challenges in representing and sharing uniform understandings of assessment criteria as attributes of quality and standards as levels of achievement (as defined by Sadler, 2014). Challenges that are particularly tricky to surmount across multidisciplinary programmes such as business and management (O'Donovan, 2019). The nature of marking, often undertaken as an individual, intuitive and private practice, will be considered (Watty, et al., 2014) along with the paucity of continued professional development for assessors (Beutal, Adie and Lloyd, 2017). Further complications arise from the varying expertise and power relationships of assessors many of whom are on sessional or casual contracts (Mason, Roberts and Flavell, 2022) along with the complexities inherent in the development and use of codified artefacts (such as marking rubrics) able to capture and share standards (O'Donovan, 2004) will be explored.

The presentation will conclude that marking consistency would be enhanced through sharing understandings on the nature of academic standards more widely, and refocusing away from the development of assessment codifications towards how they can be used to catalyse effective social moderation and calibration dialogues. Dialogues can be enhanced through the discussion of individuals' positions of consensus and dissensus at significant points of dissonant interpretation in the assessment process. Some of these will be shared in the presentation based on those identified by students in the Oxford Brookes Business School in previous research (O'Donovan, 2019). Such a way forward is likely to require resources, but to use a popular adage 'if you think education is expensive, try ignorance'.

This presentation will be of interest to colleagues involved in assessment policy, practice and quality assurance and interested in achieving greater marking consistency.

## **Coaching as universal critical pedagogy: the transformative impact of treating students as ‘thinking equals’ in tutorials.**

**Melanie Pope PFHEA, University of Derby, UK.**

**Strand C: Inspiring Strategic Change | Paper**

“... No man can reveal to you aught but that which already lies half asleep in the dawning of your knowledge...” (Gibran, 1923).

In the poem ‘On Teaching’ from his masterpiece *The Prophet*, Khalil Gibran reveals that teachers only bring to manifestation that which is already within the learner. One hundred years later, higher education pursues ‘teaching’ that is frequently driven entirely by the teacher. Though academics may deploy constructive alignment to ensure that learning is about “what the student does” (Biggs, 1999), teachers continue to drive the curriculum content, structure, assessment methods and activities to demonstrate that they are indeed teaching and students are getting value for money. It seems deeply ironic that a model of teaching intended to enable students to construct their own learning has evolved into a mechanistic methodology whereby students are potentially more constrained and have less agency over their learning (Klemenčič, 2015). The student becomes dehumanised (Freire, 1970), having to perform against outcomes rather than evolving and ‘becoming’ an improving human (Green and Lee, 1995).

However, coaching practices can be used to fulfill Gibran’s truth of teaching. Coaching is a democratic, non-directive process (van Nieuwerberg, 2016), in which a coach works from the fundamental principle that every person has the ability and knowledge within them to make decisions and take actions that align with their own values, beliefs and desires (Kline, 1999).

This paper presents research undertaken at the University of Derby (UK) into the strategic implementation of coaching approaches in university-wide personal academic tutorials as a critical pedagogy, designed to help students to develop from someone who is ‘coming-to-know’ to someone who is ‘coming-to-be’ (Green and Lee, 1995). The key principle is that of students as ‘thinking equals’ (Kline, 1999) who have agency, through a coaching dialogue, to explore topics that are important for their individual academic development, to challenge and view learning from their perspective, and to have agency over their actions and outcomes.

This paper presents the findings of the impact of coaching approaches from 214 students, and will reflect on the value of establishing a university culture of ‘thinking equals’. It will conclude with exploration of extension of the current coaching approach to further democratise the higher education experience, and the implications for invoking pedagogies of discomfort (Boler, 1999; 2017) that may be necessary with tutors and students for genuine student agency, transformation and ‘becoming’.

## **A ‘roots-to-shoots’ approach to more inclusive learning design - opportunities and challenges.**

**Virna Rossi PFHEA, NTF, Ravensbourne University, UK. Edward Misawa, Aga Khan University, Kenya. Nokuthula Vilakati, University of Eswatini, Eswatini. Charles Wachira, Johns Hopkins Carey Business School, USA.**

### **Strand D: Leading Programmes and Modules, Driving Educational Innovation & Enhancement | Workshop**

In my approach to more inclusive learning design, I emphasize the importance of inclusivity as a signature pedagogy, transforming it into a hallmark of the university courses you offer (or support).

The main questions I address are: How can you design more inclusive learning experiences and environments? How can you overcome some of the challenges of designing and implementing more inclusive learning?

My ‘roots-to-shoots’ approach (Rossi, 2023) is an invitation to tackle learning design from the perspective of inclusivity, intentionally, from the start and in all aspects. It is a more holistic, comprehensive way of designing learning, that challenges educators to critically assess the inclusivity of their teaching design and practice(s) from the outset, rather than as an afterthought.

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

In this interactive workshop, participants will be invited to share ideas about more inclusive course ‘content’ and ‘assessment’ and they will be prompted to consider opportunities and challenges of designing and implementing more inclusive learning experiences and environments within their professional contexts.

Colleagues will present two brief case-studies: (1) about the importance and impact of UDL to design more inclusive learning activities (Charles Wachira, USA) and (2) about the impact of using a tool to get to know the users of the design (the students) to tailor the learning experience (Thula Vilakati, Eswatini).

A final brief intervention will highlight the impact of using the ‘roots-to-shoots’ model to redesign a learning design workshop (Edward Misawa, Kenya).

## **Understanding genetics to counter racial discrimination.**

**Emanuela Volpi SFHEA, Khalid Akram, Moonisah Usman FHEA, Lorna Tinworth SFHEA, and Khadijat Dako, University of Westminster, UK.**

### **Strand E: Workshops and Round Tables | Workshop**

The murder of George Floyd in 2020 gave momentum to the Black Lives Matter movement, also encouraging discussions of anti-racist practices in higher education. The University of Westminster published a 15-point plan to strengthen the commitment to racial justice, including challenging racism, decolonising, and diversifying the curriculum (Westminster, 2020). At Westminster, we also have a well-established ‘Students as Co-Creators’ programme to facilitate collaboration between students and staff and co-develop transformation pedagogic practices. Student/staff partnerships have emerged as a democratic way of working towards decolonial and more inclusive higher education (Hall et al., 2021). They allow us to come together in conversation, ask difficult questions and tend to complexities and nuance, that is fundamental for anti-racist work (Fraser and Usman, 2021).

In our project, a team of students and academic staff at the University of Westminster investigated genetics and the origins of the concept of race in society. Our intention was to challenge racism through the lens of scientific evidence. The complete sequencing of the human genome revealed that there is no biological basis for race and that there are no characteristics, no traits, not even one gene that turns up in all members of one so-called race yet is absent from others (Umek and Fischer, 2020). Further inspired by the book “How to Argue With A Racist” (Rutherford, 2019), the team has developed an interactive workshop for undergraduate students in Biomedical Science that delves into the complexities of racial discourse, challenging common assumptions and misconceptions and presenting a set of tools for engaging in meaningful conversations about race using scientific evidence as a foundation.

This workshop encompasses four core themes: “Perceptions and Assumptions”, “Ancestors”, “Genetic Variation and Human Traits” and “The Future of Race. These core themes are explored using a variety of games, tools, and mediums.

In the conference session, we aim to share our methodology, critical reflections on developing the workshop, and evaluations from the participants. Overall, our workshop is an example of an anti-racist learning exercise for Biomedical Sciences students, drawing upon the scientific evidence-based, overarching argument that the idea of pure racial ancestry is a fallacy, as human genetic mixing has been occurring for thousands of years. We suggest that embracing the diversity of our genetic backgrounds can lead to a more inclusive and understanding society, and that this process can begin in the curriculum.



## **Inspiring inclusive teaching across the disciplines.**

**Lucy Panesar SFHEA, Claire Boucher, Jo Phillips and Mark Cornell,  
University of Kent, UK.**

### **Strand F: Driving Educational Innovation & Enhancement & Various Themes | Round Table**

Following recommendations of the 1997 Dearing Report, new university lecturers are required to complete some kind of postgraduate teacher training (Bamber, 2002). This round table discussion reflects on how such training can inspire inclusive teaching scholarship and practice in different disciplines.

At the University of Kent, new lecturers are required to complete an in-service Postgraduate Certificate in Higher Education. All PGCHE modules promote principles of inclusivity and lecturers have the chance to explore this more through the year 2 module 'The Inclusive University'.

On this module, lecturers are introduced to scholarship related to HE accessibility (Cumming and Rose, 2022) and intersectionality (Crenshaw, 2018), as well as diversified, decolonised and culturally sensitive curricula (Adewumi and Mitton, 2022; Shahjahan et al., 2022; Thomas and Quinlan, 2023). For assessment, lecturers are required to critically evaluate scholarly literature, policies and practices regarding inclusivity within their subject disciplines and in relation to student groups targeted by university access and participation plans, with intersectionality in mind.

In this round table discussion, Lecturer in Higher Education Lucy Panesar will talk about leading 'The Inclusive University' module and provide an overview of the inclusive practices and scholarly inquiries this has inspired. Lecturers Claire Melanie Boucher and Jo Phillips and Teaching Fellow Mark Cornell will then talk about their experiences of the module and the developments it has inspired in their scholarship and practice within their respective disciplines of sports science, social work and medicine.

The audience will be invited to join the discussion that follows, which will focus on the opportunities and challenges in inspiring and supporting inclusivity through postgraduate teacher training for lecturers across the disciplines.

## **Professional identities: exploring perceptions of entrepreneurship in undergraduate mathematics students.**

**Eleni Elia FHEA, and Jo Skelton SFHEA, Oxford Brookes University, UK.**

**Strand A: Driving Educational Innovation & Enhancement | PechaKucha**

Among Mathematics students, formation of professional identity could be problematic, and these students typically follow the 'beaten track'; namely, they follow careers like programming, software development, finance, investment banking, secondary education teaching, or accounting. Mathematics students have a range of transferable skills including, but not limited to, problem solving and creativity, and of course, sound knowledge of mathematics.

Enterprise education can help students think of a different career path (e.g. entrepreneurship), and give them the confidence to pursue it. There is growing evidence in the literature to support the use of Lego Serious Play (LSP) in higher education (e.g. arts, education, software engineering, civil engineering, marketing, chemistry) and demonstrating amongst other benefits of LSP, the 'formation of professional identity' (Warburton and Sanders, 2022). Formation of a professional identity (i.e. development of skills related to career planning, confidence, problem solving and decision making) early on in higher education students is associated with securing employment (Teychenne et al., 2019).

Enterprise education seminars were delivered to students to contribute to the development of an enterprising mindset. Interviews, LSP and creative coaching strategies were coupled for the purposes of this study to provide an in-depth exploration of the students' experiences and feelings regarding entrepreneurship. Photos of the LSP models were taken and the verbal responses from the group were transcribed.

Preliminary findings from this study will be presented, providing insights for both students and educators, as well as possible approaches to enhance professional identities and ways to enable them to be entrepreneurial.

## **The Hope Wheel: a model to enable hope-based pedagogy in climate change education.**

**Cathy d'Abreu SFHEA, Oxford Brookes University, UK, and William Finnegan, University of Oxford, UK.**

### **Strand B: Driving Educational Innovation & Enhancement | Paper**

How do we guide teaching, learning and research for a more just, equitable and sustainable future? How do we engage learners with the 'hard truths' of societal and planetary issues, while encouraging the willpower and waypower (Snyder, 2002) to empower action-oriented solutions?

In response to concerns about climate anxiety and distress, many researchers and practitioners in both education and psychology have increasingly acknowledged the need for hope-based approaches, the most prominent of which are those that headline constructive, active, critical and transformative ideas of hope-based learning (Kerret et al., 2016, Li and Monroe 2019, Ojala 2012). Whilst the theoretical framework around the importance of hope-based pedagogy gains traction, operationalizing these concepts can feel both daunting and abstract for educators faced with the practical realities of including Education for Sustainability in everyday teaching and learning settings. Synthesizing recent multidisciplinary research, alongside insights from the development of educational programmes, this paper presents a new theoretical model for hope-based pedagogy.

The Hope Wheel is a multidisciplinary evidence-based working model that aims to bridge the gap between research and practice around how to constructively cultivate hope in the face of planetary crises with learners of all ages, as well as encourage educator confidence in starting explorative discussions around challenging subject matter while avoiding oversimplified, discrete, concrete solutions. The Hope Wheel aspires to simplicity and accessibility while recognizing the complexities and challenges of engaging with a concept like climate hope. It is underpinned by transformative learning, germane to the societal transformations required, that necessarily involves engaging both knowledge and emotions - presenting moments of discomfort and challenge for both educators and learners alike (Mezirow and Taylor 2009).

In response to the complexity of these educational challenges, the Hope Wheel model was designed to bridge the gaps between multidisciplinary theory and practice and offers a visual synthesis of foundational 'handrails', 'guardrails', and 'lenses' for constructive engagement across a broad range of subjects and disciplines, in both education and research arenas. It signposts essential elements to include, as well as avoid, to engage honest, hope-oriented transformative learning possibilities.

Aggregating central current principles from diverse disciplines, it identifies pedagogical priorities that can 'challenge students to participate actively, think critically and reflect' (Scarff, Seatter and Ceulemans 2017: 47). The Hope Wheel champions challenging society's dominant narratives and supports 'transgressing the hidden curriculum of unsustainability: towards a relational pedagogy of hope' (Wals et al., 2009).

## **Bringing everyone in: how an inclusive approach to academic literacies was embedded to address the hidden curriculum.**

**Martha O'Curry SFHEA, Mary Deane SFHEA, and Kevin Watson SFHEA,  
Oxford Brookes University, UK.**

### **Strand C: Inspiring Strategic Change | Paper**

This paper presents a case study of an institutional response to the effective development of students' academic identities. The session will outline how by using an academic literacies approach (Lea and Street, 1998; Lillis and Scott, 2007; Wingate, 2015), structures were embedded within and across a Higher Education Institution to promote self-determination by building connectedness, fostering autonomy, and developing competence (Ryan and Deci, 2000).

Central to the success of the ambition was the need to situate the student voice in the centre of the conversation (Cook-Sather 2020). By listening to the needs of the Institution's most vulnerable students and by considering the 'culture, context, and feel' (Dalrymple et al., 2023, p.19) of our department we have designed a service that aims to improve the educational experience for all. We will show how the University's central 1:1 student learning development tutorials provided the springboard for institutional change, and outlines the channels and structures that were put in place to make sure that the (sometimes marginalised) voices emerging from the tutorials were amplified into effective systems and processes.

Using quantitative and qualitative service data on population demographics, student and staff evaluations, and areas of activity, this talk will show how the University scaled the size and scope of the provision sixfold to transition from delivering compartmentalised skills development to a multidisciplinary embedded literacies approach. The model presented is suited to post '92 institutions with a widening participation agenda and a growing international cohort. This presentation will be beneficial to both those within the Institution who wish to gain a deeper understanding of the role and place of the 'ethnographers of the university' (Tibbetts and Chapman 2023 p.150) that are academic literacies specialists, and those beyond the Institution who are seeking to formalise the structures which are needed to scaffold and embed similar approaches.

The talk clarifies our journey toward a student-centred model that promotes self-determination and enhances the educational experience. It highlights practical strategies for other institutions pursuing systemic improvements in academic literacies development and inclusion.

## **Enhancing student learning through innovative module design.**

**Hashem Dehghanniri FHEA, Samia Kamal SFHEA, NTF, and Muhammad Hilmi Kamarudin FHEA, Oxford Brookes University, UK.**

**Strand A: Driving Educational Innovation & Enhancement | PechaKucha**

This presentation will share initial findings of interventions and initiatives undertaken to improve student engagement on an undergraduate cybersecurity module.

Refinement of the Advance HE Framework for student access, retention, attainment, and progression in higher education has provided key constructs and the focus for this work.

Furthermore, sector evidence was examined and relevant literature reviewed. This was to explore potential solutions for the identified issues and enhance student engagement (Parsons et al., 2011), enrich the curriculum with required market skills (Almaleh et al., 2019, Hassan et al., 2023) and game-based learning (Bado, 2022), and address issues with large classes and solutions (Singer-Freeman et al., 2016). These elements all provided focus for the curriculum design, implementation of initiatives, and evaluation of the impact of these interventions.

The main focus of this effort was to enhance student engagement by creating an inclusive learning environment that provides practical experience in line with contemporary trends in cybersecurity research and industry demands.

In this presentation, we will share this case study of curricular and pedagogic developments designed to enhance inclusive engagement and learning with the aim to share good practice for inclusive curriculum and pedagogy. We will share an evaluation of the outcomes and challenges of these inclusive interventions and explore with the wider audience the benefits of inclusive teaching for student engagement and learning outcomes.

## **Playful plenary: turn on, tune in... and tap into your academic ambition.**

**Dr Rowena Senior SFHEA, Heriot-Watt University, UK.**

Enjoy 'story creation for academic ambition', allowing you to reflect on the day, consolidate your learning, and hone into your own academic ambition.

## **The impact of teaching & learning fund enquiries**

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### **A place for we - mapping student pathways in community collaborations**

**Rachel Barbaresi, Senior Lecturer in Art and Design, TDE**

#### **| Pecha kucha**

Live projects are a well established feature of the Foundation Art & Design and BA Architecture programmes at Oxford Brookes, enabling an “embodied, affective, relational understanding of the research process” (Page & Hickey-Moody, 2016).

Working with Oxford’s Windrush Generation on ‘pedagogic projects’ (Bishop, 2012), students and lecturers on the Foundation course collaborated with community groups and artists taking a non-hierarchical, situated approach to learning (Freire, 1968), (Wenger, 1998).

After the success of our students’ involvement in the 70th anniversary Windrush celebrations, initiated by local communities, museums and arts organisations, I applied for a BTAP award to enable us to build on these partnerships. The award funded our community collaborators to work with students, strengthening our relationships and enabling further creative opportunities to be explored.

Although our plans were curtailed by the Covid pandemic in 2020, the impact of the work we undertook was significant, with students deeply engaged with the narratives of Oxford’s Windrush generation. The project became a valued part of our course and further iterations followed.

In the five years since this small funding award, multiple interdisciplinary, pedagogic projects have been developed in partnership with artists and organisations from Oxford’s African Caribbean community involving colleagues from across Brookes, Oxford University and beyond. This pecha kucha highlights students’ journeys through projects with foundation art & design and first year architecture students, demonstrating the impact of our live projects. Euton Daley MBE, of ‘Unlock the chains collective’ shares his perspective on what these collaborations mean for the community.

## **Rapid “popcorn” coaching: a concentrated focused intervention Is this innovative intervention the answer to ensuring success for our 3rd year students? Can it enable self-perception and self-value?**

**Gabriella Barody, Senior Lecturer in Paramedic Emergency Care, HLS**

### **Poster**

Although there is access to the staff coaching pool (for staff), and there is general and specific well-being support for students alongside the peer mentor scheme and the student union, there is currently no regular coaching intervention that students can access from OBU. Mental Health and anxiety issues have increased amongst students and staff in Universities (Gorczynski, Sims-Schouten, and Wilson, 2020). They may already have learning challenges or anxiety related issues prior to starting and have to cope with the stressful demands associated with required learning and progression, expenses and managing finances, being away from home, coping and developing independence, and generally coming to terms with student life. (Hillman 2020, Post, 2024). Certain studies also indicate that at the end of university programmes, students do feel confident about finding work, but have anxiety related issues in relation to starting a career, and these anxieties have increased significantly since the recent and current Covid19 pandemic (Chatterjee, 2022).

The aim of the study was to assess the efficacy of this coaching intervention, in assisting the third-year students in transitioning towards confident and well-adjusted graduates and practitioners, ready for the challenge of employment

The study focused on utilising an accelerated coaching process, conducted in small bite size sessions, designed to be delivered across fortnightly intervals. The aim was to reduce said anxieties and promote a more confident, accomplished and well-adjusted student who would be successful, confident and ready for employment.

Two types of coaching theory underpin this approach. Performance Coaching in terms of moving the student forward as opposed to being “stuck”, and Transformative Coaching (Mezirow 1991, 2009), to enable the students to experience themselves as more accomplished and confident (self-actualised) practitioners. We also wanted to know if this process enables self-perception and self-value in supporting the above aims.

### **Outcomes**

On the whole the process of coaching helped the students in a variety of ways towards competently and confidently completing their BSc Paramedic Programme and taking up full employment. There were reports of altered experience in terms of confidence, risk taking, self-awareness and self-assurance. There was also evidence of an increase in performance, competency and progression overall from the students. This would suggest that the performance and transformational intention from the coaching was achieved. All fifteen of the students that participated in the coaching process passed their BSc Programme first time, and were fully employed within the three months that followed. Some stated that they felt ready to become NQPs.



## Co-designing responsive student feedback mechanisms

**Sarah Britten-Jones, Lecturer in Design, Head of Quality & Validations, TDE**

### Poster

The aim of this research project was to meaningfully involve students in the visualisation and co-design of effective student feedback mechanisms and provide the University with a range of speculative outcomes for continuous improvement.

Empirical insights from student representatives and Brookes Union (Stewart, 2021) highlighted a need to show students how representation and feedback systems work and how decisions are made in response. An initial audit of student feedback mechanisms revealed a lack of parity across faculties and an absence of a systems map of feedback processes. The transient nature of student university membership and the short tenure of representative positions frustrates students from gaining a holistic understanding of the whole system and their ability to influence it. Analysis from NTU shows that students want to know how their feedback brings about change in a timely way, and that universities are moving away from the “you said, we did” method of feedback towards a focus on partnerships and dialogue (NTU, 2016).

Student feedback impacts upon university decision making, but students mostly respond to our systems rather than help generate them. More partnership working with students is needed to co-design their interactions with Universities (Jisc, 2021). Analysis of student support by Wilson proposes that students have the answers, but we also need them to shape the questions (Wilson, 2021). Heimans and Timms observe a power shift in our institutions, reminding us that teenagers today expect to shape and actively participate in their world (2018).

In this research, design methods taught by Brookes are applied circularly within Brookes to reimagine feedback mechanisms. Systems thinking methods (Meadows, 2008) are used to visualise operational processes and co-design speculative alternatives with systems stakeholders (Sanders & Stappers, 2008). Systems thinking methods enable us to visualise, understand and share the complex, interconnected nature of student feedback mechanisms. These methods allow us to visualise relationships between different organisational parts and encourage us to ask “what-if” questions to stimulate a courageous and creative reimagining of our processes (Meadows, 2008).

In July 2022, three student co-researchers worked with the research lead, cross-university staff and Brookes Union to co-create a series of multiple-perspective maps representing a simplified version of reality. These maps were then translated into tangible wearable artefacts and exhibited at 571 Gallery in November 2022. They will now be shared with others to act as boundary objects to promote dialogue (Star & Griesemer, 1989).

## Hearing maps

### Carmel Capewell, Lecturer in Child Development and Education/SEN/Inclusion, Faculty of Humanities and Social Sciences

#### Poster

This OCAED funded project explored the barriers and enablers that OBU students with Auditory Processing Difficulties (APD) face in their academic and social interactions in HE.

APD occurs when a student has difficulty understanding what a specific person is saying in a noisy environment. This could be either a lecturer or another student in a group situation. The main observable aspect of APD is the speed of processing – between when someone says something, the student processes the speech and is then able to understand and/or respond. This can lead to students feeling isolated.

This condition is not well-understood by audiologists as it is difficult to diagnose and define. Research by Moore et al. (2013) suggest that it has educational and social implications for students in the classroom. It is an associated difficulty for people with dyslexia (Richardson et al., 2004) dyspraxia, autism (O'Connor, 2012), ADHD (Witton, 2010), as well as students with hearing impairments and those learning in their non-first language. APD in the HE environment is under-researched.

At Oxford Brookes, in semester 1 2023-24, there were 1871 disabled students with an Inclusive Support Plan for neurodiversity or hearing difficulties. It is likely that many of them will have APD issues. Access to HE by neurodiverse students is increasing. This research placed APD students' experience at the centre data collection. Each student was briefed on keeping a digital diary using a structured format to enable comparisons to be made between students and situations (Capewell, 2015).

The data from the students was analysed using an inductive approach (Creswell and Plano Clark, 2007) to identify key headings and sub-themes from the participants' comments and suggestions. Participants were asked to identify enablers and barriers to the extent that they could understand a targeted speaker in a noisy environment. Under the two headings the data was further categorised into Organisational factors (eg: the allocation of rooms); Student actions (eg: a student alerting an academic to a specific requirement – such as adjusting the lighting to see the academic's face); Academic actions (eg: giving students time to think about and process the information being shared).

In the last phase of this research, five academic volunteers were recruited from the Teaching and Learning Community to choose three actions from the Academic actions list which they could implement in their teaching. The volunteers came from across the university faculties (Health and Life Sciences, Humanities and Social Sciences and Business). Feedback from the academics was that by making small adjustments in their pedagogical practice, all students (not just those with APD) fed back greater satisfaction and engagement.

Further research into implementation within OBU and across other HE institutions is in action.

## **Working together - co-creating ways to meet international postgraduate students' needs**

**Sarah Hennelly, Senior Lecturer in Public Health, Faculty of Health and Life Sciences**

### **Poster**

We know that, as with international students everywhere (Cowley & Hyams-Sseki, 2018; Bell, 2016; Bond & Scudamore, 2012) Global Majority Master of Public Health (MPH) students at Oxford Brookes can experience a 'culture shock' transition into higher education, impacting their academic and personal outcomes. This project formed part of an ongoing effort to close the gaps between the MPH students' previous university experiences and our teaching, learning, and assessment environment. The objectives of this OCAED-funded project were to: identify the students' unmet wants and needs for induction and transition, co-create actions to fulfil these needs, and evaluate the implementation.

Eight MPH students volunteered to take part in a focus group to identify their needs and wants, prioritise targets, discuss how best to fulfil them, and transform them into plans for implementation.

Findings: The needs they identified were related to Arrival, Induction Day, Transition, and Next Steps. The priority was meeting members of the current international MPH cohort during the induction process, in order to generate informal peer support & a sense of belonging.

The co-created actions for Autumn 2023 were:

- Arrival: online welcome meetings.
- Induction: meeting academic advisers and other students before other activities; culturally appropriate food.
- Transition: "Meet the Module" and earlier academic skills sessions.
- Next Steps: the Careers team delivered special sessions on UK job hunting and applications.

Impact following implemented changes: new and current international students have made favourable comments about the changes which is evidenced by colleagues reporting better integration and engagement. We have transferred practice to another programme and plan further enhancements around academic integrity and welfare seeking

Key learning: international post-graduate students have unexpected needs, and they are willing to invest time in improving the experience of the next cohort. Valuing their input generates 'buddying' and peer support.

## Preparing graduates for interdisciplinary collaboration in the workplace: what happened next?

**Esra Kurul, Reader in Organisational Studies in the Built Environment & Emma Skippings formerly Wragg), Senior Lecturer in Planning, Faculty of Technology, Design and Engineering**

### Poster

This 2018 Brookes Teaching Excellence Innovation (BTEI) award (Kurul, E. Wragg, E, Spencer-Chapman, N. & Lim, R. 2018) aimed to develop a new systemic pedagogy for promoting the skills and common understanding required for interdisciplinary collaboration in the workplace. It was not completed due to lack of funding as a result of COVID, but it did produce a critical evaluation of existing literature, mapped existing practices and experiences within the School of the Built Environment and industry. This resulted in a conference paper on initial findings (Wragg et al., 2019).

At the same time Kurul worked with Sibilla, as part of his 2017-2019 Marie Curie Fellowship to develop a new pedagogical approach to foster interdisciplinarity in the context of low carbon transition. This work was founded on the combined use of Grounded Theory Method, Cognitive Mapping Technique and Meaningful Learning Activities (Sibilla and Kurul, 2021).

The initial BTEI findings challenged the perceived wisdom that creating opportunities for interdisciplinary collaboration: that live projects, as part of the curriculum, will, on their own, develop practitioners who can collaborate across disciplinary boundaries. Instead, they highlight the importance of the students to understand: the dynamics of working in heterogeneous teams; and the differences in ways of knowing, language and learning cultures in different disciplines. The students need to be supported to develop the necessary skills to develop and utilise these understandings to function well in these learning environments.

On the basis of the findings, we argue that learning and teaching should place more emphasis on:

1. Shared (across disciplines) modules or lectures based on case or problem-based learning which should identify problem situations which have occurred in practice. They should pay as much (or, ideally, more) attention on the process of interdisciplinary collaboration as an opportunity to learn about and from its dynamics than the output of that process;
2. Actively developing students' understanding of the dynamics of teams and personal relationships, and behaviours within teams; and their ability to effectively function in interdisciplinary teams, i.e. critical self awareness and personal literacy; and
3. Use of tools that facilitate engagement in interdisciplinary discussions and encourage diverse perspectives to explore problems simultaneously.

Recently, Kurul and Skippings have been working with Lucy Turner (Interim ADSE, TDE) and Laura Novo De Azevedo (Principal Lecturer, TDE) to re-energise their 2018 project as part of an initiative to design and deliver a transdisciplinary learning experience in TDE. This team secured funding from OCAED for one of their IDEAS toolkit projects for Sustainability Mindset. Some of this funding will be used to develop and test a toolkit (#1) to address #2 & #3 above.

## **Taking a STEAM approach to education: changing futures building skills**

**Antonia Mackay, Senior Lecturer in Publishing, Faculty of Technology, Design and Engineering**

### **Poster**

This project examined how Arts and Humanities (A&H) students could benefit from learning STEM (Science, Technology, Engineering, Arts, Maths) skills. This type of approach is known as STEAM (Science, Technology, Engineering, Arts, Maths) and it was informed by emergent debates about the value of STEAM as crucial in delivering the diverse needs of a resource-stretched world and the growing recognition of the limits of a singular focus on STEM skills (Hobbs 2019, Leighton & Mitchell, 2016).

Transdisciplinary curriculum innovation, and targeted interventions were designed to enable A&H students to envision alternate career futures, such as in STEM graduate employment roles. The students were third year and MA students in English and Media, Journalism and Publishing.

We (myself and Professor Alex Goody, HSS) ran 10 weekly voluntary workshops on basic coding, Twine writing and Python. We also invited several external speakers, to strengthen art students' perception of their employment in gaming and tech-related jobs. These external speakers were chosen as all were working in STEM related areas, but had arts qualifications; they offered first-hand experience of applying arts & humanities skills to STEM employment.

Questionnaires were conducted at the beginning, middle and end of the project to measure any changes in students' own perception of their tech skills. Our poster will explain the project's aims and objectives and provide an insight into the findings from the workshops.

We will also highlight projected outcomes, such as new programmes, initiatives and future events.

## **Can ChatGPT be used to detect “FakeNews”?**

**Jamelia Dominguez, Student Partner, BA (Hons) Business Enterprise and Entrepreneurship, Aaron Worsley, Research Liaison Lead, Learning Resources, Simon Llewellyn, Technology Enhanced Learning Advisor, Learning Resources & Nikhil Kamaraj Ranjana, Curriculum Consultant Student Partner, MSc Artificial Intelligence**

### **Poster**

In today’s digital landscape, fake news undermines academic integrity and critical thinking skills in higher education. Our research project uses Large Language Model (LLM) technology to develop ChatGPT for detecting fake news, aiming to mitigate misinformation’s spread in academic and societal contexts. Our LLM-based model effectively detects misinformation across languages and scenarios. While results are promising, there’s room to expand dataset diversity and refine complex pattern detection. This work highlights AI’s role in enhancing information literacy and preserving academic integrity.

## **Student-staff trust in the age of Gen AI**

**David Nelson, Pathways Lecturer, Oxford Brookes Business School, Lucy Widdowson, Pathways Lecturer, Oxford Brookes Business School, Nikhil Kamaraj Ranjana, Curriculum Consultant Student Partner, MSc Artificial Intelligence & Namratta Chakraborty, Student Partner, MSc Marketing and Brand Management**

### **Poster**

Higher education is rapidly evolving with the advent of Gen AI. Instead of fearing this change, we should embrace it and work with our students to enhance education. By fostering trust and openness between students and staff in the age of Gen AI, we can unlock new possibilities for learning. This poster aims to suggest ways to achieve this.

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