

Teaching and Learning Conference 2023: Future-Focused Education: Innovation, Inclusion, and Impact

Session abstracts

2-4 July 2024

Day One: 2 July 2024

Parallel Session 1, 10:50 - 11:50

D1.1.1, 10:50 - 11:50, Room: Lecture Theatre 7

Interactive Workshop session

[Did my intervention work: Examining effectiveness in scholarship](#)

Associate Professor Richard Remedios, Nottingham Trent University

In Higher Education, staff are constantly tweaking, re-imagining and creating content delivery and assessment with the aim of optimising student learning and motivation. However, trying to find out IF the interventions have been successful can be tricky. The gold standard for examining effectiveness is the randomised controlled trial (RCT). Unfortunately, for most practitioners, RCT designs are such are not practical because the interventions or curriculum development they are operating with involve small numbers of students or classes and there are often no control/comparison group. In these workshop/roundtable/oral presentation sessions, I'll outline how practitioners can resolve these issues.

D1.1.2, 10:50 - 11:50, Room: Lecture Theatre 8

Interactive Workshop session

[AI as a teaching tool: Tailoring ChatGPT for module-specific learning experiences](#)

Dr Caroline Clewley, Imperial College London

This workshop delves into how ChatGPT can be tailored to scaffold student learning according to our own requirements. We will showcase a custom-made GPT for the ImpVis project, created to guide students through the process of developing interactive visualisations for education. Using this example, together we'll conduct a hands-on investigation into effective ChatGPT strategies to enhance students' learning, emphasising prompt development and critical thinking skills. Targeted towards educators, learning technologists, and curriculum designers, we aim to provide practical insights for integrating AI into teaching, preparing participants and their students for a future where AI is an integral part of learning and professional development

D1.1.3, 10:50 - 11:50, Room: Lecture Theatre 9

Interactive Workshop session

[Articulating podcasts and podcasting as an inclusive pedagogy for learning: Teaching, research and community building](#)

Dr Tom Conroy and Donna Jones, London Metropolitan University

This workshop will facilitate activities concerning creative use of podcasts for multiple educational purposes (as supportive materials, as platforms for community dialogue, as an educational research method). We will prompt delegates to explore how podcasts have been and could be used for educational purposes and to consider how podcasts might address specific issues or questions. We will present our diverse approaches to podcasting and foster dialogue about how podcasts can be successfully used to deliver engaging, inclusive educational environments. Resources designed to support development of educational podcasts will be made available to delegates.

D1.1.4, 10:50 - 11:50, Room: Lecture Theatre 10

Interactive Workshop session

Stairway to progress: AI's role in the education landscape

Dr Kevin Campbell and Dr Nicola Shephard, Buckinghamshire New University

This session explores the transformative role of AI in higher education, emphasising its potential to broaden access, foster inclusivity, and enhance teaching, learning and assessment practices. Delegates will engage in proactive discussions about ethical considerations and responsible AI implementation, ensuring that AI tools empower learners rather than perpetuate educational inequalities. Active learning approaches will enable delegates to create or co-create their own outcomes from the session, empowering them to apply AI strategies in their own HEIs

D1.1.5, 10:50 - 11:50, Room: Lecture Theatre 1

Interactive Workshop session

Revolutionising education: Enhancing engagement and flexibility in online and blended learning environments

Dr Zemin Chen and Dr Ahmad Abu-Arja, University of Central Lancashire

Delving into innovative strategies for online and blended learning that cater to a diverse home and international student body from 26 countries. This session highlights an innovative project in an online MBA programme, showcasing the integration of technology like AI and digital avatars to enhance student engagement across cultural and time barriers. Join us to discover practical approaches for creating flexible, inclusive, and dynamic learning environments. Ideal for educators and policymakers, this session is a gateway to revolutionising digital education. Don't miss this chance to redefine learning.

D1.1.6a, 10:50 - 11:50, Room: Lecture Theatre 4

Oral Presentation

Transforming student comment analysis with AI: Experiences from Queen's University Belfast

Dr Duncan Berryman and Eimear Gallagher, Queen's University Belfast

This paper gives an overview of Queen's University's use of AI in analysing student comments from surveys. This innovative project used automated AI analysis of student comments to allow areas of the University to get the most out of the qualitative data. The features within the AI reports allowed these University areas to work out which themes were the most important to focus on when implementing change. The paper hopes to demonstrate the benefits of AI for highlighting improvements in teaching and learning, as well as showing how it can be implemented within the university.

D1.1.6b, 10:50 - 11:50, Room: Lecture Theatre 4

Oral Presentation

Building AI literacy: Assessment as a process to navigate the future

Dr Lynn Gribble and Dr Janis Wardrop, University of South Wales

Generative AI (GenAI) is now considered a widely available tool that students use in their research and writing. Preparing students for the future of work means ensuring they develop a sophisticated and critical approach to using GenAI. This presentation demonstrates how we supported our students to develop these skills through reimagined assessments that authentically align with the skills our students will need to apply in the workplace upon graduation. Participants will leave the session ready to integrate AI into their assignments considering what learning is being measured and how within their course enabling authentic incorporation of GenAI with the learning.

D1.1.6c, 10:50 - 11:50, Room: Lecture Theatre 4

Oral Presentation

Generation of student feedback using a multimodal AI model

Dr Eloise Monger and Sarah Trevenna, University of Southampton

This session will describe the feasibility testing of a novel multimodal AI model to generate individual detailed feedback for student nurses after completing a complex psychomotor task. This innovative development of the use of AI will be of interest to all educators involved in teaching psychomotor tasks to their students where individualised, detailed and meaningful feedback is

challenging. We will present the results of this feasibility study and discuss the lessons learned: including our experiences of developing an AI model and our summation of the advantages, limitations and possibilities for AI models to generate educational feedback.

D1.1.7a, 10:50 - 11:50, Room: Lecture Theatre 5

Oral Presentation

[Guiding principles for the application of generative AI in the context of employability, teaching, and learning in UK universities](#)

Dr Emmanuel Nartey, The Open University

Numerous higher education institutions perceive Generative AI (GenAI) as a potential threat to academic integrity, leading them to enact policies outright prohibiting the utilisation of programs such as ChatGPT. Conversely, some institutions have embraced the transformative aspects introduced by GenAI in academic practices, incorporating ethical usage guidelines. Reflecting upon the prohibition of GenAI, it is asserted that the premature restriction of its application in academic contexts is unwarranted, and the notion that a complete ban can deter student engagement is deemed implausible. While evidence indicates that essays generated by ChatGPT may evade plagiarism detection systems, it is imperative to recognise that rephrasing essays and pertinent assessment questions with an emphasis on authenticity could mitigate this issue. The contention presented is that ChatGPT is not inherently problematic; rather, the critical concern lies in the manner of engagement with this technology. Consequently, this paper aims to contribute to the ongoing discourse surrounding GenAI in higher education institutions. It endeavours to address the challenges associated with GenAI usage in higher education, subsequently formulating guiding principles tailored to its application within the realms of employability, teaching, and learning at UK universities. The paper is structured into three parts: the initial section reviews existing literature on GenAI, delineating its advantages and challenges; the subsequent section formulates guiding principles for the ethical use of GenAI in higher education; and the final section proposes recommendations for the application of GenAI in higher education and outlines potential avenues for future research.

D1.1.7b, 10:50 - 11:50, Room: Lecture Theatre 5

Oral Presentation

[Equity, ChatGPT and academic integrity regulation: Can you have it all? Yes, you can!](#)

Dr Marjory Da Costa Abreu, Sheffield Hallam University

Join us for the thought-provoking workshop, "Equity, ChatGPT, and Academic Integrity Regulation: Can You Have It All?" Dive into the transformative AI experience of Sheffield Hallam University's Artificial Intelligence Seminar Series module which is part of the MSc AI degree. We will explore the ethical landscape of ChatGPT (or any Large Language Model) in academia, fostering critical thinking and upholding academic integrity. Come and share practical solutions for an equitable AI-enabled higher education sector. It will be a unique opportunity to navigate the complex world of AI while ensuring integrity. Join us and learn to have it all!

D1.1.7c, 10:50 - 11:50, Room: Lecture Theatre 5

Oral Presentation

[Small and specialist, but not in AI: Exploring institutional approaches](#)

Dr Kate Wilkinson and Dr Darcy Bornemann, Hartpury University

This session will explore a small, land based institutional approach to generative AI from both staff and student perspectives. It will examine the effectiveness of specific programme delivered sessions on academic integrity in AI use, staff and student use of generative AI in their different roles and engagement with practical-based AI for study skills workshops. HE Academics can reflect on their own use of AI, how they can simply integrate it into their practice and provide case study evidence on areas in need of development and those we may have thought too much about!

D1.1.8a, 10:50 - 11:50, Room: Lecture Theatre 3

Oral Presentation

[Simulation-based active collaborative learning using the CAE Apollo Patient Simulator: A pilot study with Bioscience students as co-creators](#)

Dr Nelson Chong, Nottingham Trent University

Active collaborative learning and learning through simulations is an effective means to facilitate immersive learning of complex concepts in Biosciences. The CAE Apollo Patient Simulator mannequin with clinically validated modelled real-time physiology offers the closest facsimile to actual patient care. In this co-creation project, students designed a clinical case study, MCQs and a student survey in a flipped classroom.

D1.1.8b, 10:50 - 11:50, Room: Lecture Theatre 3

Oral Presentation

[A journey through blended learning and gamification strategies for Gen Z learners: A case study](#)

Dr Alrence Halibas, RMIT University Vietnam

Discover a compelling case study where a blended learning model, employing a Flipped Bloom's Taxonomy approach, seamlessly integrates pre-class, digital, face-to-face, and post-class elements. Learn how learning tools such as Canvas, Padlet, Miro, and ChatGPT were used to design engaging and interactive activities. Recognize the significance of learning analytics to measure and improve student engagement. By participating, you will be able to reflect on the needs of your institution and be inspired to create a transition plan integrating blended learning and gamification strategies into your courses. Join this session to transform your teaching approach and empower your students for success!

D1.1.8c, 10:50 - 11:50, Room: Lecture Theatre 3

Oral Presentation

[Understanding and improving student engagement with online and blended learning: A post-COVID case study](#)

Nick Prior, Nottingham Trent University

Concerned about post-COVID student engagement with online and blended learning? So were we at Nottingham Trent University, particularly with falling attendance and lower progression rates within the School of Architecture, Design and the Built Environment in 2021/22. Attend this session to find out what we discovered during a mixed methods research study, involving first year (level 4) UG students, including how they feel they have been influenced by their experience during COVID, what online learning works best for them and what they feel isn't working so well. Recommendations are offered to help boost student motivation, engagement and success.

D1.1.9a, 10:50 - 11:50, Room: Lecture Theatre 6

Oral Presentation

[Industrial-led learning in software development](#)

Dr Daniela Tsaneva, Cardiff University

There is a huge emphasis on team working in the software engineering industry. The National Software Academy (NSA) in Cardiff University is a centre of excellence for software engineering education in Wales. This is an example of industrial-led learning in Web Applications for MSc students at the NSA. The students worked in teams on group projects provided by industrial partners and produced results of commercial quality. They engaged with the industrial partners throughout the whole software development process and were assessed as a group through a commercial pitch and software demonstration.

D1.1.9b, 10:50 - 11:50, Room: Lecture Theatre 6

Oral Presentation

[Enhanced pedagogy through immersive technology](#)

Anna Kime and Dr Liam Bagley, Manchester Metropolitan University

The Manchester Metropolitan University VR CAVE is a unique immersive space which places learners into virtual environments using multiple projection systems onto the walls and floor. These technologies are increasingly being used in the context of simulation offering heightened interactive lessons where learning through experience can improve the rate at which we understand new concepts. Our submission will showcase how the CAVE has been used to enhance learning for students from across the university by focusing on a 'real world' scenarios which allow learners to fail fast in a safe and controlled environment.

D1.1.9c, 10:50 - 11:50, Room: Lecture Theatre 6

Oral presentation

INDAF: Using technology to provide individual student feedback on exams, in a business school context

Dr Katherine Martin, Loughborough University

Providing students with feedback on summative assessment is critical, but for in-person exam assessments traditional means of doing so may require a significant time commitment and/or be challenging for some students to access effectively. Business Schools often have a high proportion of summative exams, making a solution to this issue even more pressing. In this study, a software solution (INDAF) was piloted in a range of modules within Loughborough Business School to provide students with a breakdown of their marks plus qualitative feedback, in an efficient way. The effectiveness of the approach was evaluated through student surveys and staff interviews.

D1.1.10a, 10:50 - 11:50, Room: Bowden

Oral Presentation

Evolution of assessment methods in the international double degree program in Civil Engineering: Navigating cultural differences and overcoming academic misconduct challenges

Dr Oleksandr Menshykov, University of Aberdeen

Due to the challenges posed by the global pandemic, the first three years of the international double degree program transitioned to the distance learning format. It introduced new challenges, especially in the realms of assessment methods and cultural differences, prompting the consecutive evolution of assessments. As a representative example the Engineering Analysis and Methods course is considered, with the assessments evolving from susceptible individual programming tasks to in-class invigilated tests. Cultural disparities, notably in plagiarism norms, were addressed through educational modules fostering individual accountability. This presentation emphasizes adaptability, cultural awareness, and a commitment to academic integrity in international collaborations.

D1.1.10b, 10:50 - 11:50, Room: Bowden

Oral Presentation

Does the design of peer evaluation schemes matter: An investigation into the implications of using fixed vs variable point approaches

Dr Robert Riegler, Aston University

Many tutors in higher education use peer evaluation to address some of the challenges of using assessed group work. The implementation of these schemes can vary in many ways and the impact of several of these design variations have been investigated extensively in the literature. However, one area that has remained under researched is the impact of using fixed point (FP) vs variable point (VP) schemes. This research compares the experience of the same cohort of students who completed assessed group work using a FP scheme in a first-year module and then a VP scheme in a second-year module.

D1.1.10c, 10:50 - 11:50, Room: Bowden

Oral Presentation

Assessment literacy: A key skill for diverse learners transitioning into higher education

Dr Katherine Hargreaves, Manchester Metropolitan University

Manchester Metropolitan University's department of Life Sciences has developed a bespoke assessment literacy programme for students transitioning into higher education to enable them to succeed in their courses by providing training to support a strategic approach to tackle assessments and develop a proactive attitude towards assessments, including using feedback to improve their work, and recognising their strengths. Although there is not a "one size fits all" approach to these sessions, we have demonstrated that embedding bespoke assessment literacy training help equip students with the knowledge and confidence in tackling assessments, increasing their learner agency.

Parallel Session 2, 12:05 – 13:05

D1.2.1, 12:05 - 13:05, Room: Lecture Theatre 7

Interactive Workshop session

Augmented reality in engineering education: A case study

Dr Hossein Zanganeh and Dr Ghazi Droubi, Robert Gordon University

Augmented Reality (AR) provides fresh perspectives on the world, fostering innovative opportunities for education. This project explores the application of AR in teaching mechanical engineering topics, aiming to empower delegates with valuable insights for seamlessly integrating interactive virtual teaching practices. The session not only shares the latest experiences and findings but also provides practical illustrations of AR applications in teaching. Delegates will receive hands-on guidance for creating and implementing AR content, coupled with best practices, to ensure the smooth integration of AR into the learning environment. The overarching goal is to enhance student comprehension and confidence in engineering concepts.

D1.2.2, 12:05 - 13:05, Room: Lecture Theatre 8

Interactive Workshop session

Reclaiming the value of assessment in response to generative artificial intelligence

Dr Jacob Pearce, Australian Council for Educational Research

Generative artificial intelligence (AI) has rapidly disrupted the higher education landscape. This demands a significant rethinking of assessment. This workshop will explore the value proposition of assessment in higher education. Participants will be taken through a range of activities related to fundamental principles of high-quality assessment, to suggest implementations of assessment activities that embrace innovations in AI. This presents an opportunity to sharpen our focus on the value and role of assessment. The workshop intends to help practitioners better approach assessment practice from a nuanced perspective, embracing the benefits and responding to challenges of this new AI era.

D1.2.3, 12:05 - 13:05, Room: Lecture Theatre 9

Interactive Workshop session

Moving to learn

Nichola Woods and Bethany Karakashian, University of the Arts London

Moving to Learn is an interactive movement workshop offering an experience of a 'Moving to...' academic skills sessions from Central Saint Martins. The workshop uses movement to explore skills and learning approaches. You are invited to learn a simple movement sequence and follow directions to work collaboratively and experiment with movement. We welcome participants with diverse interests and abilities in movement and what movement might mean to you—no previous movement experience is required. There will be opportunity to discuss your experiences and we will share 3 practical ways that you can foster movement as/for learning within your own institution.

D1.2.4, 12:05 - 13:05, Room: Lecture Theatre 10

Interactive Workshop session

AI-resilient assessments through inclusive, group activity

Dr Zahid Pranjol and Dr Lorraine Smith, University of Sussex

Experience our cutting-edge workshop tackling the complexities of student assessment in the AI and online examination landscape. The benefits of this workshop are manifold. Firstly, it imparts the skill of designing exam-style questions, fostering preparation for coursework and online exams. Secondly, it serves as a platform for developing employability skills. Moreover, it contributes to building cohort identity among students. Notably, in case-based exams, as evidenced by recent exams, students were required to invest effort in writing authentic answers without GenAI, preventing academic misconduct. All welcome.

D1.2.5, 12:05 - 13:05, Room: Lecture Theatre 1

Interactive Workshop session

Creating interactive educational materials to enhance learning in higher education

Dr Sam Davenward, Luke Hobson, Dr Steve Rogers and Dr Adam Jeffery, Keele University

Digital technologies can help tackle educational challenges, by improving accessibility and inclusion, increasing teaching efficiency, and improving student engagement. However, there is an experience gap between the use of digital technologies within higher education and the expectations of students, with many students reporting that they receive only a basic digital

learning experience. This hands-on workshop aims to empower educators by using ThingLink, an interactive media platform, to create captivating educational content. Participants will learn to incorporate multimedia elements and enhance their digital materials to improve student experience and learning outcomes.

D1.2.6a, 12:05 - 13:05, Room: Lecture Theatre 4

Oral Presentation

Better the devil you know: The impact of exemplifying the ethical and unethical use of GenAI in academic work for undergraduate students

Jacqueline Davis and Maaya Modha, King's College London

Discover how King's College London pioneers a critical digital pedagogy to empower students in navigating Generative AI (GenAI) tools responsibly. Aligned with Russell Group principles, our Academic Skills Support workshop for medical students exemplifies ethical GenAI use. Dive into our session to explore pre- and post-survey data, workshop insights, and impactful findings.

Witness a paradigm shift as students transition from uncertainty to confidence, shaping the future of GenAI in academia. Ideal for educators across HE institutions, join us for a transformative journey bridging AI literacy and ethical academic excellence.

D1.2.6b, 12:05 - 13:05, Room: Lecture Theatre 4

Oral Presentation

Establishing best practices for the ethical use of generative AI (Artificial Intelligence) in ESL classrooms

Najia Nazir, Yanbu Industrial College

This study intends to initiate a collaboration among faculty members to evaluate the prevalence of generative AI, the importance of student involvement in ethical practices, and attitudes toward intellectual honesty to recommend best practices and a framework for responsible AI in higher education. The significance of this study lies in the specific challenges that ESL students confront in the Saudi Arabian higher education system. The participatory approach to gathering faculty perspectives through a pre-workshop survey, interactive workshop, and focus group discussion highlights the need for active face-to-face communication, novel ideas, and model approaches to foster intellectual development in Saudi students.

D1.2.6c, 12:05 - 13:05, Room: Lecture Theatre 4

Oral Presentation

AI, critical thinking and ethical practice: Work-ready management graduates in an AI-driven world

Associate Professor Nurun Nahar, Dr Iain Duncan Stalker, University of Bolton

This presentation will explore the intersection of AI, critical thinking, and ethical practice, specifically focusing on the readiness of management graduates for an increasingly AI-driven professional landscape. It will examine the symbiotic relationship between AI integration and human decision-making and present a case for how critical thinking skills remain pivotal in navigating ethical challenges posed by AI technologies. By carefully considering the ethical dimensions of AI applications, strategies to cultivate work-ready management graduates capable of ethically harnessing AI's potential will be discussed for multidisciplinary applications.

D1.2.7a, 12:05 - 13:05, Room: Lecture Theatre 5

Oral Presentation

It was useful when I was ill': Going dual in learning and teaching

Dr Tina Byrom and Dr Hilary McDermott, Loughborough University

There is no doubt that the Covid-19 pandemic forced a different approach to traditional pedagogical practices in higher education. The immediate disruption to learning and teaching was largely met through an emergency move to, and rapid adoption of, fully online teaching. This paper takes up the theme of digital legacy, with a focus on staff and student experiences of dual delivery. It outlines some on-going challenges to both groups, particularly in the context of a campus-based university. Audience members will be able to take away some key considerations to apply to their own practice.

D1.2.7b, 12:05 - 13:05, Room: Lecture Theatre 5

Oral Presentation

Come watch with me: Blending the synchronous with the asynchronous to enhance students' learning and sense of belonging

Dr Jennifer McBride, University of Manchester

A key challenge in blended and flexible learning is building students' sense of community and belonging in an increasingly digital environment. Here, I outline a "watch party" approach to teaching which combines the community and belonging associated with in-person learning, with the flexibility and inclusivity of on-demand materials, together with personalised expert- and peer-support. Our controlled experiments -- co-created with final year students -- show that this approach is effective in supporting students' learning and sense of community and elucidate the causal factors for the success of this approach so that we can embed these in all our activity.

D1.2.7c, 12:05 - 13:05, Room: Lecture Theatre 5

Oral Presentation

Decoding student perceptions: An evaluation of hygiene factors and motivators in virtual learning environments

Dr Crystal Tsay, University of Greenwich and Dr Alexander Kofinas, University of Bedfordshire

This study introduces a user-centric Virtual Learning Environment (VLE) design framework, integrating the rhetorical/relational goal theory and the two-factor theory of motivation. By identifying four groups of VLE factors, this study offers novel insights into learner satisfaction and dissatisfaction in the online learning spaces. Survey findings from 135 ranked responses highlight the importance of keeping rhetoric hygiene factors (e.g., structured learning content, flexible learning conditions) and rhetoric motivators (a sense of achievement and advancement) in place. Our data validated baselines for the effective design of digital learning environments for student experience.

D1.2.8a, 12:05 - 13:05, Room: Lecture Theatre 3

Oral Presentation

A reflective paper on enhancing student authenticity and engagement through gamification and problem-based learning

Dr Nitin Vihari and Dr Vijay Pujari, Middlesex University Dubai

The paper discusses the convergence of Gamification and PBL, aiming to address the lack of student engagement and motivation in contemporary education. Furthermore, the study proposes and evaluates several interventions, including Online Game-Based Learning Platforms problem-based learning strategies, and discussion forums, to enhance student engagement and authenticity. It concludes that the integration of Gamification with PBL offers a promising avenue for enhancing student engagement and motivation, provided it is grounded in established educational theories and empirical evidence.

D1.2.8b, 12:05 - 13:05, Room: Lecture Theatre 3

Oral Presentation

Leveraging AI in the design studio

Edward Ward, Arts University Bournemouth

Integrate AI with teaching: This dynamic workshop empowers educators to weave AI (ChatGPT) into their curricula in creative and critical ways. Discover innovative methods to provoke critical thinking and imagine future societal scenarios in your classroom. Attendees will leave with a versatile toolkit to navigate the intersection of technology, society, and education, ready to inspire a new generation of learners. Join us to redefine the learning landscape and foster critical engagement with AI in your discipline.

D1.2.8c, 12:05 - 13:05, Room: Lecture Theatre 3

Oral Presentation

Creating a learning adventure: Elevating engagement in blended and online learning through a student-centred approach with H5P and gamification

Yiqun Sun, Charlie Reis, Yexiang Wu and Yezi Yang, Xi'an Jiaotong - Liverpool University

Modern education relies heavily on blended and online learning, yet sustaining student engagement remains challenging. This presentation showcases the transformation of a seminar on

active learning into an interactive, gamified asynchronous course at Xi'an Jiaotong – Liverpool University. Using H5P, Level Up!, and Padlet, the course enables students to "escape" themed digital rooms, customizing their learning experience. The gamified approach enhances engagement, offering flexibility and tailored learning. The session also includes a live demonstration of the learning design and hands-on experience with H5P-supported gamified activities, which participants can easily adopt in their own teaching context.

D1.2.9a, 12:05 - 13:05, Room: Lecture Theatre 6

Oral Presentation

Hybrid delivery of physiotherapy practice-based learning: Innovation and impact

Dr Caroline Belchamber, AECC University College

Practice-based learning in the healthcare sector was significantly reduced during the pandemic and remains challenging. This led to the development of an innovative mode of learning for a new MSc Physiotherapy (pre-reg) course. The aim is to share this innovative mode of learning, with the objectives to demonstrate how it has increased practice-based learning capacity; how the use of real-world challenges developed competencies; and how the use of technology supported student and staff learning. Although developed to overcome an issue in the pandemic it can be used to increase practice-based learning opportunities and is transferable to other areas of practice.

D1.2.9b, 12:05 - 13:05, Room: Lecture Theatre 6

Oral Presentation

Empowering students through gamifying university regulations

Dr Gayatri Patel, Aston University

All students at any university across the globe will, at some point on their academic journey, interact with university assessment regulations. The application of these regulations is likely to have a profound impact on their academic journey, personal life plans, and finances. Within this context, the aim of this session is to share the approach, techniques, and processes on how key aspects of common university regulations can be made more accessible and to design and implement these techniques using digital technologies through gamification.

D1.2.9c, 12:05 - 13:05, Room: Lecture Theatre 6

Oral Presentation

Social and authentic learning in an online postgraduate Medical Education programme

Dr Jo Elliott, Thomas Hinks, Jorge Freire and Dr Michael Page, Queen Mary University of London

In this presentation, we will discuss the ways in which we designed asynchronous social learning opportunities into a fully-online postgraduate Medical Education course, to both build belonging and enable collaborative learning. We will discuss the challenges of designing for asynchronous social learning, and the strategies we employed to promote engagement with these activities. We will outline how these activities were designed to enable students to reflect on, share, discuss and receive feedback on their current and future teaching practice. Finally, we will share preliminary observations of students' engagement with these social learning opportunities, and student feedback.

D1.2.10a, 12:05 - 13:05, Room: Bowden

Oral Presentation

AI-enhanced lesson design: A new frontier in educational practices

Xiang Li, Arden University, Dr Chunxue Liu, University of the West of Scotland and Dr Kun Wang, The University of Manchester

Discover the future of education in our session 'AI-Enhanced Lesson Design: A New Frontier in Educational Practices.' Explore how AI, especially ChatGPT, is revolutionising lesson planning, making it more efficient, engaging, and tailored to diverse learning needs. We'll share practical steps for integrating AI into your teaching strategies, opening up new possibilities for curriculum design. Whether you're well-versed in AI or just beginning, this session promises to broaden your horizons and spark innovative ideas. Join us to be at the forefront of educational transformation and learn how AI can empower educators in today's dynamic learning environments.

D1.2.10b, 12:05 - 13:05, Room: Bowden

Oral Presentation

Use of technology tools and learning experience: Insight from business school students

Dr Olufunbi Adesina, Dr Mamunur Rashid and Dr Oluseyi Adesina, Canterbury Christ Church University

The United Nations' Sustainable Development Goal 4 (SDG4) promotes quality education, allowing all students to participate in and benefit from lifelong learning opportunities. There is an increase in the use of digital technology in higher education in the UK because of the shifting educational landscape and indicators for COVID-19 recovery. However, rising household costs and financial constraints have increased technological exclusion in universities. The researchers examine business school students' perceptions, agency, and literacy regarding growing educational and professional technologies in UK higher education. Long-term technology access may influence students' learning motivation and future employment prospects.

D1.2.10c, 12:05 - 13:05, Room: Bowden

Oral Presentation

Gather around! Virtual worlds and interprofessional education

Rebecca Ferriday, Cardiff University

When posed with the question 'How do you fit 450 Interprofessional Education students from nine healthcare disciplines into a 200-seat lecture theatre?' Cardiff University's School of Healthcare Sciences responded by building a virtual world with the space required to house a large group. The aims of this session are to look at how building this digital space allowed a large cohort to develop a community of practice, and how activities from treasure hunting (to gather information) to content creation and curation can be delivered using 'Gather Town', a platform that combines retro video role-playing games with traditional online meeting spaces.

Parallel Session 3, 13:55 – 14:35

D1.3.1a, 13:55 - 14:35, Room: Lecture Theatre 7

Oral Presentation

Empowering the next generation: Co-creating interdisciplinary AI literacy training with students at the helm

Dr Joanne Zhang, Dr Lesley Howell and Dr Aisha Abuelmaatti, Queen Mary University of London
Queen Mary University of London pioneered a collaborative approach to AI literacy, co-creating tailored workshops with students. This participatory design reshaped pedagogical strategies, emphasizing ethical AI application and practical skills. Our session illuminates the transformative role of AI in higher education, showcasing student agency in steering pedagogical innovation. Attendees will learn the benefits of student-educator partnerships in AI training, emphasizing ethics, bias, and real-world application. With insights from students involved in the workshop's design and delivery, we aim to inspire a more inclusive, student-driven approach to AI education, promoting critical thinking and responsible AI use across disciplines.

D1.3.1b, 13:55 - 14:35, Room: Lecture Theatre 7

Oral Presentation

Supporting university's AI initiatives through a student-as-partner's approach: Empowering collaborative innovation in higher education

Yiqun Sun, Charlie Reis and Dr Qing Zhang, Xi'an Jiaotong - Liverpool University

Generative AI's impact on higher education has led Xi'an Jiaotong-Liverpool University to adopt a students-as-partners approach, collaborating on projects such as the student AI survey, interactive AI pages, and creative research exploring AI in learning. This strategy integrates student input into AI initiatives and empowers them to co-create engaging learning experiences. For example, our AI for Learning page employs emerging technologies like Articulate and H5P, enabling students to transform intricate policies into interactive, student-centred materials that are clear and attractive to students. In this session, we will showcase these initiatives and present the learning resources created by students.

D1.3.2a, 13:55 - 14:35, Room: Lecture Theatre 8

Oral Presentation

Iterate! Academic policy development in the age of AI

Dr Brian Ho and Dr Jennifer Norris, University of St. Andrews

Keeping University policies and processes under constant review in a fast-changing technological environment - especially around the use of AI - has been a challenge across the sector. In this talk, we will discuss the approach undertaken at the University of St Andrews from an academic-policy maker's perspective, and share key lessons learned along the way. We will explore the importance of treating policy development as an iterative process and share how we tackled the delicate balance of creating a shared institutional position and practice that also enables local, School-based autonomy on pedagogical matters.

D1.3.2b, 13:55 - 14:35, Room: Lecture Theatre 8

Oral Presentation

Meaningful integration of technologies: A co-developed framework of AI literacy for higher education and beyond

Associate Professor Nurun Nahar, David Howard and Graeme Prescott, University of Bolton

This presentation will provide an overview of a collaborative project initiated to co-develop an AI literacy framework for students at the University of Bolton. This initiative focuses on empowering students to navigate the evolving landscape of AI, fostering a deep understanding of its applications for lifelong learning. The framework, a result of interdisciplinary collaboration, aims to equip students with skills to seamlessly integrate AI technologies into higher education learning, ensuring a meaningful and adaptive learning experience not only during their academic journeys but beyond.

D1.3.3a, 13:55 - 14:35, Room: Lecture Theatre 9

Oral Presentation

Students and AI and tech, oh my!

Dr Michael Alsford, University of Greenwich

Any robust pedagogy needs to consider the requirements of students and tutors. Supporting students in the deployment of technologies is as much to do with the tasks they are set and the requirements of their validated provision as it is their understanding of the function of a specific tool. Here we will consider some of the drivers impacting on staff and students as they seek to critically deploy digital technologies such as AI in an ethical and effective, problem-solving way. How a confident, critical tech strategy might feed into portable graduate attributes will also be touched upon.

D1.3.3b, 13:55 - 14:35, Room: Lecture Theatre 9

Oral Presentation

Enhancing research skills in higher education: Integrating AI as a supportive tool for MSc students using qualitative methods

Associate Professor Maggie Xiaowen Gao, University of Greenwich

Centred on enhancing MSc students' qualitative research skills, our innovative practice integrates ChatGPT into a UK university's research methods module. We employ a mix of traditional and digital pedagogies, engaging students in critical thinking through AI-supported activities. Our approach transforms student support, offering insights into ChatGPT's potential for qualitative research, strategies for AI integration, and ethical considerations. This practice contributes to the ongoing discourse on AI in education, preparing students for future careers in an evolving job market.

D1.3.4a, 13:55 - 14:35, Room: Lecture Theatre 10

Roundtable

Exploring academics' intentions to incorporate ChatGPT in their teaching practices

Dr Danaï Christopoulou and Dr Etieno Enang, University of Liverpool

The rapid development of Generative Artificial Intelligence and specifically ChatGPT is challenging the traditional teaching and learning methods utilised in Higher Education. With the rising popularity of ChatGPT's, academics are called to find appropriate ways to utilise it in their teaching practices. This study employs the Technology Acceptance Model in order to explore the academics' willingness and intention to utilise this new pedagogical approach. The key objectives

of this study are to; 1) understand the level of acceptance of the academic community towards ChatGPT, and 2) identify the potential benefits and risks associated with use of ChatGPT in Higher Education.

D1.3.5a, 13:55 - 14:35, Room: Lecture Theatre 1

Roundtable

[Safety-cybersecurity education: Enabled by deaf awareness, delivered through gamification](#)

Dr Emma A Taylor, Cranfield University

A combined approach to safety and cybersecurity is important for transportation, at sea, on land and in the air but it can be difficult to teach effectively. Embedding deaf awareness principles in engineering teaching design and delivery helps equality of communication, improving understanding of risk. Time constrained approaches also accelerate learning of combined safety-cybersecurity core principles when blended with gamification. Taking an approach based on a cybersecurity red team/blue team (attack/defend) model, the learners can be empowered to speak up, improving learning and raising visibility of risks.

D1.3.5b, 13:55 - 14:35, Room: Lecture Theatre 1

Roundtable

[Level up learning: Gamification strategies in teaching research methods](#)

Dr Chunxue Liu, University of the West of Scotland, Xiang Li, Arden University, and Dr Kun Wang, The University of Manchester

Discover the power of gamification in transforming the teaching of research methods in our dynamic session! We delve into innovative strategies like leaderboards, role-playing, and quest-based learning to enhance student engagement and application of research skills. Specifically tailored for postgraduate programs, this session will demonstrate how gamification can make complex research methodologies/methods more appealing and interactive. Join us to explore practical gamification applications, share insights, and collaborate on overcoming educational challenges. Whether you're new to gamification or seeking fresh perspectives, this session promises to energize your teaching methods and inspire your approach to student engagement.

D1.3.6a, 13:55 - 14:35, Room: Lecture Theatre 4

Oral Presentation

[Are flipped learners flipping learning? A data-driven approach to interventions](#)

Dr Adam Wootton, Keele University

The flipped classroom approach, augmented with asynchronous lectures, has become increasingly popular in recent years. However, there is one question that academics almost dare not ask – how much work have my students actually done? This presentation showcases the means available to us as academics to more effectively monitor student engagement and, more importantly, how to effectively use this to intervene and keep students on track. This work took place in the context of the Foundation Year at Keele University.

D1.3.6b, 13:55 - 14:35, Room: Lecture Theatre 4

Oral Presentation

[Teaching without PowerPoint slides in engineering: A pilot study](#)

Dr Olatunde Durowaju and Mohamed Kara-Mohamed, Liverpool John Moores University

Despite the benefits of PPT to provide smooth presentations and help to prompt the presenter, the use of slides in engineering teaching has its own drawbacks. It provides the information in a discontinued and very abstract format. However, students mainly depend on lecturing slides in their learning process and only use the slides to prepare for their exams. This creates a gap in knowledge, affects the overall student experience and, to a certain level, affects graduate employment. In this project, we review a pilot experiment to test a new teaching theme in engineering with no PPT slides.

D1.3.7a, 13:55 - 14:35, Room: Lecture Theatre 5

Oral presentation

[To play or not to play? Using escape rooms to make the teaching and learning experience more active, creative, and beneficial for staff and students in HE](#)

Maaya Modha, King's College London

A didactic Pharmaceutical Calculations workshop was redesigned into an interactive Escape Room experience using playful learning principles. This experience involved students engaging with five challenging calculations presented in creative ways. After participating, students (n=158) reported a significant increase in confidence and competence in completing pharmaceutical calculations, and a significant increase in self-perceived improvement of team-working and resilience skills, with 96% expressing a desire for similar learning experiences. In this interactive workshop, I will detail the Escape Room experience and empower participants with the skills and opportunity to innovate a teaching session of their own using an Escape Room format.

D1.3.7b, 13:55 - 14:35, Room: Lecture Theatre 5

Oral presentation

[The YouTuber educator: Why every academic should teach online!](#)

Dr Michael Okereke, University of Greenwich

In the contemporary landscape of education, the digital sphere has become a dynamic platform for knowledge dissemination. This presentation explores the pivotal role of online teaching, drawing parallels between academia and the realm of YouTube content creation. As YouTuber educators harness the power of digital media to educate and engage audiences, this discussion highlights the invaluable lessons academia can learn from this burgeoning trend. The paper presents the author's YouTube journey in delivery of computational modelling in a Level 7 course. The talk shows how he has been successful in integrating this mode of learning and others can do likewise.

D1.3.8a, 13:55 - 14:35, Room: Lecture Theatre 3

Roundtable

["Ah deadly! – I get it now!": Using mixed-method laboratory sessions to demystify electronics to non-specialists](#)

Dr Leah Ridgway, Dublin City University

Electronics underpins our world, but it's often viewed as a mysterious black box to non-specialists. How do you introduce students to the fundamentals of electronics and software to build confidence while supporting the development of problem-solving skills? Using a mixed-method of software (TinkerCAD Circuits) and practical laboratory elements, this session provides a retrospective from a course teaching electronics to non-engineers. Takeaway how to utilize the process; especially if you want to experiment with your own virtual or mixed-method labs; your physical laboratory space is at a premium; or you deliver outreach activities in STEM.

D1.3.8b, 13:55 - 14:35, Room: Lecture Theatre 3

Roundtable

[The perspectives of academic staff on student use of generative AI](#)

Professor Peter Kahn, University of Manchester

Generative AI offers new pedagogical opportunities for staff and students in Higher Education but raises issues about negative impacts on teaching, learning and assessment. This session will discuss findings from a 6-month project at the University of Manchester that investigated the perspectives of academic staff on student uses of generative AI. After hearing a 5-minute summary about ways that staff assumptions influence practice and policy at the host site, the session gives delegates 15 minutes to discuss how findings might be relevant to their own contexts, with a view to assisting the development of their own practice and policy.

D1.3.9a, 13:55 - 14:35, Room: Lecture Theatre 6

Oral Presentation

[Block and blend in higher education: Why? What to consider? Where to next?](#)

Paulo Vieira Braga and Dr Ellen Buck, University of Suffolk

Join our session on "Block and Blend" at the University of Suffolk, an alternative mode of delivery in higher education combining intensive face-to-face learning with online components. This presentation will cover implementation considerations, adaptability to diverse learning styles, and ongoing research impacts. Ideal for educators and administrators, it offers insights into this flexible delivery approach, its challenges, and benefits. Join us to learn, network, and collaborate, contributing to academic excellence in higher education.

D1.3.9b, 13:55 - 14:35, Room: Lecture Theatre 6

Oral Presentation

[Scaling the HyFlex summit: Navigating peaks and valleys in educational innovation](#)

Jacqueline Davis and Michael Detyna, King's College London

Embark on an educational odyssey with King's Foundations as we navigate the peaks and valleys of HyFlex delivery. In our session, 'Scaling the HyFlex Summit,' we share insights on conquering challenges, from increased cognitive load to technical hurdles. Discover our strategies for scaling the heights of educational innovation, providing a cohesive experience for both in-person and online students. Ideal for educators and course coordinators, join us for a condensed journey into effective design and pedagogical techniques, ensuring success in the ever-changing landscape of hybrid learning.

Parallel Session 4, 15:20 – 16:20

D1.4.1, 15:20 - 16:20, Room: Lecture Theatre 7

Interactive Workshop session

[Beyond blended: Curriculum and learning design to meet the evolving challenges of time, space and learner engagement](#)

Sarah Knight, Elizabeth Newall, Helen Beetham and Sheila MacNiell, Jisc

The shift to online modes of learning during the pandemic, followed by the return (for the most part) to campus, has raised opportunities and challenges for curriculum and learning design. There are questions about the use of place and platform in new arrangements, concerns over student engagement, and issues of presence and pace in the new learning modes. In this interactive workshop, participants will be invited to explore these questions by engaging with a range of digital and physical resources developed to support staff and students.

D1.4.2, 15:20 - 16:20, Room: Lecture Theatre 8

Interactive Workshop session

[A unified languages blueprint: Fostering ethical and inclusive AI practices in higher education](#)

Dr Manoj Ravi and Kashmir Kaur, University of Leeds

Explore AI's impact on professional competence in Higher Education. Our talk unveils insights from a university-wide interdisciplinary project addressing the lack of unified understanding and equitable and ethical use of AI among stakeholders. Engage with curated findings from workshops involving students, academics, professional and technical staff and employers. Discover how this collaboration enhances AI's accessibility, ensuring an enriching experience for all involved. Don't miss this opportunity to learn more about the evolving landscape of AI competence in Higher Education!

D1.4.3, 15:20 - 16:20, Room: Lecture Theatre 9

Interactive Workshop session

[Integrity matters: Nurturing a culture of integrity through situational learning and play](#)

Sharon Perera, University of Greenwich and Jason Plunkett, Bloom Creative Learning

Integrity Matters is an e-learning module which was created on principles of gamification and play, as a tool to engage learners and nurture a culture of academic integrity. The module design was developed through research, gathered from prior experience of using gamification in learning. This interactive workshop will offer participants insights into a range of activities used by the University of Greenwich in engaging their students in conversations around academic integrity. These include an e-learning module and a Student Voices symposium, raising awareness and offering students a platform to engage in the discussions around academic integrity.

D1.4.4, 15:20 - 16:20, Room: Lecture Theatre 10

TBC

D1.4.5, 15:20 - 16:20, Room: Lecture Theatre 1

Interactive Workshop session

Sustainability, art & empathy

Dr Lucy Gill-Simmen, Royal Holloway, University of London

This exciting interactive workshop will showcase approaches, through engagement in the arts, to bring empathy into the curriculum. Participants will have a chance to learn how through narrative pedagogy and critical reflection on art, empathic responses are evoked, facilitating an empathic mindset and a perspective of 'other', thus acquiring an understanding of sustainability challenges. Participants will engage in fun activities where they can experience, how by bringing in the arts, they can facilitate empathic responses in students. Participants will take away an innovative pedagogic approach which they can readily incorporate into their own curricula to help develop 'sustainability literate' graduates.

D1.4.6a, 15:20 - 16:20, Room: Lecture Theatre 4

Oral presentation

AI-generated avatars to innovate and make teaching inclusive

Dr Richard Wagner Figueroa Alfaro, The University of Manchester

The proposal will provide insights into how AI-generated avatars can be used to both innovate teaching and make it more inclusive. The avatars will be used to explore opinions based on a short statement delivered in two aspects: different English accents and different ethnicities. The session will focus on (1) providing insights on the use of avatars in teaching, (2) gaining feedback on whether teaching delivery can be inclusive by using avatars, and (3) proposing other alternatives in the use of avatars in teaching. The potential implications of AI-generated avatars in teaching which will be an essential point of discussion.

D1.4.6b, 15:20 - 16:20, Room: Lecture Theatre 4

Oral Presentation

Transformative pedagogies: Leveraging generative Artificial Intelligence for innovative, inclusive, and impactful case-based teaching and learning

Dr Natasha Katuta Mwila, Warwick Business School

After 100 years of the case method, we are innovating case method pedagogy by unlocking the educational potential of generative artificial intelligence. We explore cutting-edge pedagogical approaches that harness AI to revolutionise case-based teaching and learning. Discover innovative strategies to create captivating, inclusive, and profoundly impactful educational experiences. We delve into a range of techniques and tools in the context of their practical applications. This is an opportunity to be at the forefront of this transformative wave in pedagogy. With insights from experts, educators, and AI pioneers, we embark on a journey of redefining the way we teach and learn.

D1.4.6c, 15:20 - 16:20, Room: Lecture Theatre 4

Oral presentation

Developing AI-enabled inclusive practices towards intersectionality

Dr Olatunde Durowaju, Liverpool John Moores University

Understanding the distinct learning and performance challenges arising from various personal characteristics' disadvantage risks, compounded by their intersections, is crucial. Current inclusion practices often focus narrowly, lacking in plurality of scope and struggling with their effectiveness. Educators in Higher Education Institutions (HEIs) face substantial barriers—workload, time constraints, limited flexibility, and creativity—which further complicates addressing these issues. This work presents how Generative Artificial Intelligence (GAI) can mitigate these barriers and enable HEIs to develop better agency towards inclusion and be more purposeful in how we mitigate disadvantage risks and their intersections within the education space and support services.

D1.4.7a, 15:20 - 16:20, Room: Lecture Theatre 5

Oral presentation

A theory of change model for assessing AI assisted programmes in HE

Dr Rose Hong Ha Bui, Kingston University

Unlock the Future Skills: Join our session on creating a Theory of Change Model for assessing the impact of AI-assisted programmes in higher education, using the Kirkpatrick Evaluation Model.

Discover actionable insights, successful case studies, and replicable strategies to foster future skills for the future workforce. Tailored for educators, policy makers, and researchers, this session offers a roadmap for implementing AI tools and measures their impacts effectively. Engage in a hands-on workshop, building your vision for AI success in your institution. #AlinEducation #FutureSkills #Innovation

D1.4.7b, 15:20 - 16:20, Room: Lecture Theatre 5

Oral presentation

Education development in the age of Artificial Intelligence

Shivani Wilson-Rochford and Alice May, Birmingham City University

This session will focus on an institutional take on AI through the collaborative development of staff and student guidance at Birmingham City University (BCU). The presentation will highlight the new AI staff and student guidance project and will discuss how effective integration of AI education has been implemented at BCU. Furthermore, it will also provide insight into some of the positive influences of AI through our new staff and student workshops which bring together existing and new knowledge around academic integrity and assessment literacy. Finally, it will highlight next steps around AI integration for the Education Development Service at BCU.

D1.4.7c, 15:20 - 16:20, Room: Lecture Theatre 5

Oral presentation

The textbook revisited: Blending old and new methodologies for an enhanced student experience

Dr Adam Wootton, Keele University

As educators, we have more digital learning tools at our disposal than ever before, but can we also adapt more traditional approaches to enhance the overall student experience? This session showcases an integrated multimodal course textbook created as part of a Foundation Year Computer Science pathway and which brings together all of the innovative asynchronous resources that had been produced in a form that is equally accessible both digitally and on paper.

D1.4.8a, 15:20 - 16:20, Room: Lecture Theatre 3

Roundtable

Evidence-driven approaches to supporting students through extenuating circumstances

Professor Helen Williams and Martha Longdon, University of Nottingham

This project looks at the connections between physical and digital engagement and use of extenuating circumstances (ECs), identifying the clearest predictors for later use. We analyse a range of factors, including degree stage, assessment type and weight, different subject 'cultures', and the impact of some protected characteristics. We also look at student perspectives and decision-making in applying for ECs, and differences between students who use the system once (roughly half of users) or multiple times in a year (the other half of users). We finish with a series of changes to institutional policies, allowing us to reflect on what works.

D1.4.8b, 15:20 - 16:20, Room: Lecture Theatre 3

Roundtable

Paving the path to success: Exploring the student experience across further and higher education

Stefanie Campbell, Queen's University Belfast

Paving the path to success – exploring the student experience across Further and Higher Education. This session will offer an opportunity for individuals to discuss and surface challenges and opportunities for exploration of the relationship between Further and Higher Education, and how we can collaborate effectively to create meaningful and impactful learning experiences.

D1.4.8c, 15:20 - 16:20, Room: Lecture Theatre 3

Roundtable

"Tell me what I need to know": Advocating for the necessity of uncertainty in higher education

Dr Luciana De Martin Silva, Hartpury University and Dr Joana Fonseca, St Mary's University

If we really want to encourage student intellectual development, it is key that we consider the complexities inherent within teaching and learning. This session will be for Higher Education teaching staff as well as those responsible for teaching & learning strategies and policies. Our intended impact is to encourage the audience to consider their own views on teaching and learning

and the potential impact on staff development (and their students) related to the necessity of uncertainty.

D1.4.9a, 15:20 - 16:20, Room: Lecture Theatre 6

Oral Presentation

[Pub quizzes for learning: Gamification of consolidation sessions for hybrid delivery](#)

Dr Jennifer Stott, St George's University of London

In hybrid delivery, there can be a challenge to create useful, engaging in person sessions for students to supplement online content. Peer to peer learning and gamification of learning are potential ways to counteract this. On our course we have created consolidation sessions which utilise these techniques to create fun and valuable sessions for students to enable consolidation of learning. In this session we will consider – What are the issues with hybrid delivery? How can we create student-focussed consolidation sessions? How can a 'pub quiz' format be used for consolidation sessions? And are they any good?!

D1.4.9b, 15:20 - 16:20, Room: Lecture Theatre 6

Oral Presentation

[Making it miniature: A game-based approach to developing field-based skills](#)

Dr Sam Davenward and Ben Davenward, Keele University

Game-Based Learning (GBL) enhances learning experiences by merging gaming principles with learning objectives. GBL miniaturisation was applied to a primarily field-based geoscience module, replacing traditional fieldwork with an inclusive, interactive boardgame. This innovation not only simulated real-life scenarios but also addressed accessibility and boosted student engagement. By miniaturising experiences, it empowered students with crucial field skills and provided a holistic view of the topic, allowing fieldwork and processing to be combined into a single session. This presentation showcases how GBL offers students immersive learning experiences, fostering teamwork, problem-solving and communication to enhance essential skills for their academic and professional journey.

D1.4.9c, 15:20 - 16:20, Room: Lecture Theatre 6

Oral Presentation

[Minecraft education as a digital learning and teaching resource in higher education](#)

Alexander Wood, Teesside University

Minecraft Education is widely available within institutions, but it rarely used at HE level within the classroom. Researchers at Teesside University have developed Minecraft Education Worlds for teaching forensic science and paramedic studies by allowing students to immerse themselves within an interactive scene. By using gamification techniques, researchers have found students are more engaged with their studies, have higher enjoyment levels and are provided with a space in which they can exercise their existing knowledge. Minecraft Education is readily available within the HE environment making it the perfect vehicle for innovative and engaging L&T practices.