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# 2025 SOLSTICE & CLT Conference

## Day 1: Wednesday 18 June

### 8.45-9.15: Arrival and registration

### 9.15-10.00: Welcome and Opening Talk

### 10.10-11.00: Parallel Sessions

#### 10.10-11.00: Playful leadership and psychological safety (workshop)

Playful environments provide a workspace grounded in psychological safety. Although we are approaching this from the starting point of supporting neurodivergent colleagues in the workplace, in the spirit of Universal Design for Learning, a Universal Design for Leadership provides support for all.

In the *Feminist Killjoy Toolkit* Sara Ahmed lists the objects, books and ideas that can support the “feminist killjoy”. Our proposal is to use this format for identifying the elements that are playful and support neurodivergent colleagues (or just what you’d like to see at work) and share them. The format of this session will be

1. 10 minutes where we discuss the ideas and answer questions
2. 15 minutes treasure hunt – find an image on your phone (or on the internet, or take a screenshot of an app) of something that reflects their toolkit element (an object, a person, an idea, a quote, anything), talk about it with other people on your table, and then upload it to Padlet with a short comment.
3. 15 minutes where we discuss the ideas that people have shared.

John Brindle, Learning Design Manager and SOLSTICE Fellow
Andy Walsh,
Dr Mark Childs, Senior Learning Designer, Durham University

#### 10.10-11.00: In search of 'responsible' GenAI (presentation)

The use of GenerativeAI (GenAI) continues to expand across education and more generally across all our working and social lives. Recent developments in both the technology and its applications mean that we need to review and update educational practices and policies with increasing urgency. For example, the latest survey results from HEPI (February, 2025) show 88% of students using GenAI for their assessments, a significant increase from the 2024 results. Although an increasing proportion of students say university staff “are ‘well-equipped’ to work with AI” (18% in 2024 cf 42% in 2025), only 36% have received direct training in GenAI use from their institution. The survey also highlights “a growing digital divide in AI use.” For example, “socioeconomically advantaged students (are) more likely to use AI than others.|”

The latest announcements from leading GenAI producers such as OpenAI (the company behind ChatGPT) suggest some major changes to the technology which will become commonplace in the near future (e.g. the use of ‘agents’, new ‘reasoning’ models), also with important implications for access.

We suggest that a new focus on ‘responsible’ use of AI is needed to help students (and staff) to make the best use of this technology.

Once we have highlighted key developments in the technology and its educational application, our starting point is to acknowledge and debate the costs of using GenAI – costs which are typically overlooked in many GenAI guides and textbooks. We define costs to and for the individual users, to the environment, to knowledge, and to future jobs, and we analyse these in turn.

We then suggest and discuss specific guidance to enable GenAI use which is effective, ethical AND responsible. Ensuring that all staff and students can benefit from GenAI requires the strategic and collaborative focus advocated in this presentation.

Sue Beckingham, Associate Professor (Learning and Teaching) and National Teaching Fellow at Sheffield Hallam University, and Visiting Fellow at Edge Hill University
Professor Peter Hartley, Visiting Professor, Edge Hill University

#### 10.10-11.00: Thinking About Tomorrow: Creative Use of Technologies in Higher Education (workshop)

As higher education evolves, the creative integration of technology offers unparalleled opportunities to enhance teaching, learning, and research. This workshop, Thinking About Tomorrow: Creative Use of Technologies in Higher Education, explores innovative ways to leverage emerging tools and platforms to address contemporary challenges and shape the future of academia.

Designed for educators, researchers, and academic leaders, the workshop provides actionable strategies and hands-on experiences. It shows how transformative technologies such as virtual and augmented reality for immersive learning, artificial intelligence for personalised feedback, digital collaboration tools for interdisciplinary research, and data analytics can enhance student engagement, and efficiency and create impactful educational experiences. Real-world case studies and examples will illustrate the potential impact of these technologies, alongside discussions of practical and ethical considerations.

The suggested activities aim to inspire educators and researchers to think about the future of higher education and to collaborate to design tech-enhanced solutions for challenges in higher education, fostering creativity and teamwork. The workshop concludes with a discussion to share ideas, reflect on ethical concerns, and identify institutional strategies for supporting innovation. In doing so, it highlights practical insights, tools, and inspiration to integrate technology into academic practices in meaningful and impactful ways.

Dr Shereen Shaw, Senior Lecturer in Education, Edge Hill University
Dr David Allan, Reader in Education, Edge Hill University

#### 10.10-11.00: 'Aim for the bushes!': All the wrong moves for rapid change in Teaching and Learning and how to avoid them (workshop)

The need to innovate and adapt teaching and learning practices in Higher Education often requires change at breakneck speed. But this frequently feels less like progress and more like a desperate leap where we're told to *'Aim for the bushes!'*

This session directly confronts the common, often costly, missteps institutions and individuals make when implementing pedagogical change under pressure.

To counter the cautionary tales, we will take participants through recent worked examples of effective rapid transformation initiatives within HE settings. These cases will showcase practical methods for maintaining quality, fostering buy-in, and achieving meaningful improvements even on compressed timelines. The session will also include an example of extending AI into the physical environment to support such processes and lots of postit notes!

Dr Charles Knight, Director of Leadership, Governance and Management at Advance HE
Dr Andrea Wright, Senior Lecturer in Teaching and Learning Development, Edge Hill University

#### 10.10-11.00: Enhancing teaching excellence in medical education: insights from creating an Educator Development Programme (presentation)

Edge Hill University Medical School (EHUMS) consists of two distinct departments – the Department of Undergraduate Medicine and the Department of Postgraduate Medical Education. The flagship medicine degree (MBChB programme) welcomed its first intake of Foundation Year students in 2019 with the first cohort of students expected to graduate in July 2025 (pending GMC approval).

The increase in educators involved in delivering teaching on the MBChB programme as well as other courses in the medical school, coupled with the demand for high-quality medical education led to the session presenters identifying a need for educators to continually refine their teaching practice. We recognised the importance of supporting our internal medical school staff as well as external educators in their professional development to enhance teaching effectiveness and to foster a culture of collaboration and networking between the two departments.

This presentation will share the journey of establishing an Educator Development Programme aimed at improving teaching excellence in EHUMS. The first iteration of the programme began in the 2024/25 academic year. Moreover, this presentation will highlight the success and challenges encountered during the implementation of the series, including staff engagement, scheduling, and session topics. It will also showcase the positive impact on teaching quality, as well as lessons learned in fostering a collaborative environment for educator growth.

Attendees will gain practical insights into creating an educator development programme with an exploration of plans for future growth and sustainability. This session will offer inspiration and actionable ideas for other others looking to enhance their own educator development frameworks and ultimately advance teaching excellence.

Dr Peter Leadbetter, Senior Learning & Teaching Fellow, Edge Hill University
Dr Alykhan Kassam, Senior Lecturer in Medical Education, Edge Hill University

### 11.00-11.20: Refreshment break and opportunity for informal discussions of Poster Presentations (Health Building Foyer)

#### Poster: Empowering New Educators: A Self-Paced E-Learning Course for University Teaching

In an effort to enhance the onboarding experience for new university teachers, we have developed a comprehensive e-learning course that allows educators to learn at their own pace while maintaining the high quality of in-person lessons. This course was meticulously crafted using ThingLink, a versatile software that enables the creation of interactive and engaging content. To further enrich the learning experience, we integrated external tools such as Padlet, which facilitates collaborative activities and motivational learning quizzes. These tools also support formative assessments, ensuring that new teachers receive continuous feedback and opportunities for improvement. Feedback from educators who have participated in the course has been positive, with many highlighting its usefulness and easy navigation experienced. This innovative approach not only makes learning more accessible but also fosters a supportive and dynamic educational environment.

Beth Derbyshire, Learning Technologist, University of Salford

#### Poster: Why don't these patients look like me? Skin colour of simulation mannikins for medical students

The Clinical Skills and Simulation centre has a range of manikins which enhance learning sessions by providing students with a simulated patient to practice with before clinical placement. This poster examines the discrepancy between the distribution of skin colour in the manikins (neonatal, child, adult and elderly), and that of the first year medical students here. Drawing on themes around decolonising medical education, the poster invites reflection on how we should choose skin colour of manikins, and which group we aspire to represent – the students, the patients, or another group?

33% of our student cohort is white, vs 72% of the manikins are white.

The manufacturer refers to “medium” skin tone, which aims to represent the colour of Hispanic/middle eastern/Asian skin. 6% of our manikins are “medium”, whereas 58% of students are Asian/British Asian.

We know that CPR manikins have long been disproportionately white, slim, and male (Veigl et al, 2025). There is an emerging conversation around the student perception of belonging, and racial community representation in the context of manikins used in medical simulation (De et al, 2023). When faced with a manikin in a simulation, some students can easily form an emotional connection, and might say “She looks just like my grandmother did”; while others feel that patients from their communities are not included in experiential learning. Healthcare students respond differently to a manikin that looks like someone they love and identify with (Graham et al, 2018). We know that UK doctors struggle to treat those of different ethnic groups due to disempowerment and perceived lack of knowledge, which may affect health outcomes (Kai et al, 2007).

We welcome debate amongst academics and learners as to how to choose what our manikins look like, so that we can all feel represented and valued.

Dr Bridget Bell, Lecturer in Clinical Skills and Simulation, Edge Hill University

#### Poster: Dance Dialogues: building and sustaining the multiplicity of students’ voices

'Dance Dialogues' is a tri-annual forum that brings together students from all years of the Dance programme and teaching staff, providing them with the opportunity to discuss and project collectively all things dance. Launched in 2019, the aim of 'Dance Dialogues' was to exercise and promote transparency and inclusivity, and to listen to the rich multiplicity of student voices. This poster presentation will share events and outcomes that have emerged from the 'Dance Dialogues' gatherings, which have enabled an ethos of building for educational gain and enhanced pedagogical approaches. Paolo Freire places dialogue at the heart of education, positioning it as “an indispensable component of the process of both learning and knowing” (Freire and Macedo, 1995: 379), and argues that it “should never be viewed as a mere tactic to involve students in a particular task”, but one that recognises the social aspects of knowing” (ibid.). It is with the values that resonate with Freire and bell hooks (1994, 2003) that 'Dance Dialogues' has become a point of reference as a practice for community building. It has gained recognition of its merits not only as a Blue-Sky thinking space and but has also been adopted in the Department of English and Creative Arts to complement and be the site of operation of the Staff Student Consultative Forum (SFCC).

Dr Michelle Man, Senior Lecturer in Dance and FAS Senior Fellowship Lead for Learning and Teaching, Edge Hill University

### 11.20-12.30: Parallel Sessions

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#### 11.20-12.10: The Academic Imposter (workshop)

Academic literacy (Paltridge, 2004)is a fundamental aspect of university and an expectation of the OfS as part of the graduate skill set (Quality and Standards, Condition B4:4). Breaks in education, differing previous academic experiences and routes into HE (Peake, 2018) all play a part in both academic expectations and outcomes for our students. This is becoming more varied as the student body becomes increasingly more diverse. Student learning needs such as ADHD, ASD, (Bruck, 1997)Dyslexia and other conditions all increase the diversity of need within the student body and often, academic skills are taught centrally through central services.

Moving beyond the support offered by central services, some faculties and department demand a more flexible approach of supporting academic writing, sometimes because the style of writing is more reflective than ‘standard’ assignments (Ryan, 2011), or because the diversity of assessment type means that it falls outside the expectations of centralised teams.

A practical toolkit for teaching academic writing with proven success in two UK institutions as well as three international institutions has been developed and refined in the School of Social Work and Wellbeing at Edge Hill University. This workshop invites you to take on the role of your students and includes practical tasks to explore, guidance to beak down and use in small bites or as a bespoke day. It has proven effective at MSc, BSc and PGCert levels. Discussion on how to teach, how to adapt and how the process can work using SOLO taxonomy (Chan et al., 2002) to improve grades and feed forward into improved outcomes is included.

https://figshare.com/articles/educational\_resource/Academic\_Writing\_Workshop\_Day/25399012

Dr Bridget Mawtus, Lecturer in Mental Health, Edge Hill University

12.15-12.30: Enhancing Academic Literacy in Nursing: The Role of eLearning Videos (Short presentation)

Academic literacy is fundamental for nursing students as they transition into professional practice, where evidence-based decision-making is essential. Since the integration of nursing education into higher education through initiatives like Project 2000, there has been an increasing emphasis on developing key academic skills, including reading, writing, referencing, and critiquing scientific literature. However, many nursing students report a lack of confidence in these skills, which can hinder their ability to engage effectively with evidence-based practice (EBP) and succeed in academic assessments.

E-learning videos have emerged as flexible, accessible, and engaging tools to support student learning. However, many academic development resources fail to explicitly connect these skills to nursing practice. To bridge this gap, a series of e-learning videos were developed to reinforce the relevance of academic literacy within a nursing context. This study explores the perceived usefulness of these videos in enhancing the academic literacy of first-year nursing students at Edge Hill University and their perceptions of the relevance of academic development to nursing practice.

A mixed-methods approach will be used, incorporating both quantitative and qualitative data collection. First-year nursing students will complete an online survey, including Likert-scale questions to self-assess their confidence in key academic skills after engaging with the videos. Open-ended questions will capture qualitative insights into student experiences and perceptions. Quantitative data will be analysed using descriptive statistics and correlation analyses, while thematic analysis will be applied to qualitative responses.

This research aligns with the Assessment and Academic Literacies conference theme. Findings will inform the development of targeted e-learning resources, providing insights into how digital tools can enhance student engagement, academic confidence, and preparedness for assessments and clinical practice. The study has significant implications for nursing education, supporting the integration of innovative digital strategies to enhance academic literacy.

Shaheen Hajira. Graduate Teaching Assistant, Edge Hill University

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11.20-12.10: Enhancing Employability Skills Development Through Student Expertise and Insights: A Gamification Approach (workshop)

Employability skills are critical to student success beyond university, yet many students struggle to identify and articulate the experiences and activities that can enhance their career readiness. This session shares a students as partners research initiative in which final-year undergraduates, having completed a year-long industry placement, acted as experts by experience to support their peers. Drawing upon their lived experiences, these students identified key cocurricular and extracurricular employability enrichment activities that proved most beneficial when securing placements and subsequent graduate roles.

Through a collaborative process, the students documented these insights on a Career Preparation Roadmap. For each identified activity they then co-created a statement explaining its value in real-world career preparation. This participatory approach not only fostered student agency but also ensured that employability guidance was authentic, relevant, and student driven.

Based on this qualitative research, a card-based Employability Skills Development game was created. Grounded in near peer lived experiences, this game captures authentic student narratives which transform real-world challenges and insights into engaging discussion prompts, facilitating meaningful conversations around employability and encouraging students to reflect on their own journeys, identify skill gaps, and plan for career readiness.

This session will highlight the benefits of engaging students as partners in employability education and explore the power of peer-led learning and knowledge-sharing in enhancing employability outcomes.

During the session, participants will have the opportunity to engage with the game first hand, experiencing how it fosters discussion and self-reflection, gaining insights into how experiential learning and gamification can transform student engagement with career preparation.

Myles Dempsey, Senior Lecturer in Digital Forensics, Sheffield Hallam University
Sue Beckingham, Associate Professor (Learning and Teaching) and National Teaching Fellow at Sheffield Hallam University, and Visiting Fellow at Edge Hill University

#### 12.15-12.30: Exploring Resilience with Level 4 students (Short presentation)

For some time now we have been hearing anecdotally from employers that they would like the graduates they employ to display more resilience. In response to this, we have developed a seven week programme of resilience awareness, based on the Resilience and Growth Model created by the Wellbeing team, and piloted it in 2024-5 with two small cohorts of Level 4 students. This session reflects on the pilot programme, examining what has been learned about current student needs, and thinking about where we might need to go next.

Dr Clare Kinsella, AHoS: Learning, Teaching, Quality and Standards – SLCJ, Edge Hill University

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11.20-12.10: Forward thinking and holistic academic practices that can reduce student's obstacles to achievement (workshop)

A workshop to promote collaboration and sharing innovative practices.

An opportunity to have an honest academic conversation regarding the challenges around inclusion, widening participation, interruptions and pauses, and successful outcomes in university education.

Are we truly equipped with the right insight into the factors that result in students failing to progress, necessitating the need to step off programmes?

How do we equip students to firstly avoid the pitfalls, best support during a break from study and prepare them to be able to return ready and able to achieve their objectives.

Wellbeing provision perspectives and aspects of managing professional programme requirements will be presented, followed by discussion and shared consideration of actions to take forward for research and practical application.

In light of the financial and recruitment challenges our institutions currently face, this session aims to inform the debate and offer tailored modern academic practice perspectives. Our objectives include discussion around the difficulties and frustrations, and successful innovations that can progress the effectively learning and holistic needs of the population we are passionate about serving.

This workshop will support all of the conference themes:

• Accessibility and Inclusion in Learning and Teaching Practice

• Retention Focused Practices

Deb Roberts, Senior Lecturer in Nurse Education, Edge Hill University

#### 12.15-12.30: Informal learning in higher education

The concept of the informal in education is problematic as a variety of definitions exist. The Organisation for Economic Co-operation and Development (n.d., n.p.) offers the following definition: ‘informal learning never organised, has no set objective in terms of learning outcomes and is never intentional from the learner’s standpoint’. This definition misaligns with many aspects of taught sessions in higher education, where sessions are indeed organised, learning outcomes are planned in advance, and learning is often intentional. However, research in other educational contexts demonstrates that student benefit that can be gained from increased recognition and validation of informal learning practices in formal education settings (for example, Green, 2008). Such research highlights the importance of informal learning pedagogy in education. Yet the business of teaching and learning is incredibly complex, resisting the dichotomy between the informal and formal (Folkestad, 2006). Furthermore, increased criticality relating to informal learning spaces in particular is encouraged to enhance inclusion in higher education (Berman, 2020). Within this short presentation, reflection will be encouraged about how a balance might be achieved between the formal and informal to enhance student learning and experience in higher education.

#### Dr Anna Mariguddi, Senior Lecturer in Education (music specialist), Edge Hill University

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### 12.30-1.30: Lunch break

### 1.30-3.00: Parallel Sessions

#### 1.30-3.00: Teaching, Technology, and Turbulence: 30 Years of Change and What’s Next for us in HE (workshop)

Hindsight, Insight, Foresight… and What Just Happened? In this interactive and fast-paced workshop, we’ll explore three decades of learning technology’s impact on higher education—what’s shaped our teaching, transformed learning, and disrupted the status quo. Through rapid reflection, discussion, and sense-making, we’ll consolidate insights and map out what’s next. Participants will work together to anticipate emerging trends for navigating the evolving landscape of HE.

Prof Gilly Salmon, Edge Hill Visiting Professor
John Brindle, Learning Design Manager and SOLSTICE Fellow

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#### 1.30-2.00: Enhancing the Evaluation of Fastrack: Driving continuous programme improvement with our new Widening Access and Student Success Framework (presentation)

Effective evaluation processes are essential to the success and continuous improvement of any programme or intervention. When these processes are integrated from the outset, they can seamlessly help shape a programme or intervention's development. However, introducing new evaluation methods into well-established programmes presents unique challenges, and opportunities. How easy is it to implement these changes, and how effective can they truly be?

This presentation focuses on the evaluation of Fastrack, the University’s long-standing access programme, which has supported students into higher education for 25 years. Supported by practical recommendations from TASO, OfS regulation related to evaluation within Access and Participation Plans (APP), and our recently developed APP Evaluation Framework, we will examine how the programmes evaluation methods have evolved over the past 12 months- and what we have learnt as a result of this.

The presentation led by Evaluation Co-ordinator – Charlotte Molloy and Fastrack Programme Leader- Janet Fairclough from the Widening Access and Student Success team will outline our APP Evaluation Framework, how it was applied to the Fastrack Programme, and will showcase the outcomes and impact of effective, evaluation processes.

Janet Fairclough, Access Programmes Manager, Edge Hill University
Charlotte Molloy, Evaluation Coordinator, Edge Hill University

2.05 – 2.20: Wobble Week: A Pilot (short presentation)

Healthcare students, particularly those on pre-registration nursing programmes, are at risk of early withdrawal from healthcare education programmes, this is an international concern (Hamshire et al, 2019). Canzan et al (2022) inform that it is during the first semester that nursing students begin to question whether they wish to continue with their programme. Universities across the UK utilise ‘Wobble Week’ as a retention model due to a recognition that, at around 4 weeks into their programme first year students can experience a wobble (St Marys University,2024), that may lead to withdrawal from their programme.

With consideration of the above a pilot of Wobble Week was proposed for January 2025 pre-registration nursing students, this was developed collaboratively between the Faculty of Health Social Care and Medicine and the Student Life Team at Edge Hill University. A week of events, activities, and opportunities were planned to remind students of the support services available to them as an EHU student, signpost to academic support, provide fun activities to build community, get involved, and have a bit of fun, providing reassurance that you aren’t alone and having a “wobble” is completely normal.

This presentation reports on the delivery of the pilot and on the available findings from evaluation.

Dr Amelia Grindley-Bell, Senior Nurse Lecturer, Edge Hill University
Eleanor Rowell, Student Life Officer, Edge Hill University

#### 2.25-3.00: Cohort curiosity: Supporting BTEC students to succeed (presentation)

Students enter higher education with diverse backgrounds, experiences, and academic foundations. With nearly half of the Edge Hill University student population holding a BTEC or alternative level 3 qualification, other than A Levels, we recognise that exploring entry qualifications can provide insights into students’ prior knowledge, learning experiences, and preparedness for higher education. Understanding this enables us to be able to identify how to best support students with their transition into HE and once on programme, to avoid gaps in continuation, awarding and progression.

The discussion focuses on the findings from a BTEC project to date and provides qualitative and quantitative insights including surveys and data, focus groups and discussions with educators and students, at level 3 and beyond. We will share our learning specific to areas such as assessment, support, belonging and motivation and will showcase the strengths BTEC learners bring with them for study in Higher Education.

This presentation, led by Claire Swanwick from the Widening Access and Student Success team and Senior Lecturer in Policing, Scott Keay, will highlight important considerations for teaching cohorts which include students who have BTEC or alternative level 3 qualifications. Together we will outline what the project has achieved so far and how the project seeks to address our Access and Participation Plan commitment to positively impact the gaps which exist between those who have studied BTEC and their A Level counterparts.

Claire Swanwick, Student Success Manager, Edge Hill University
Dr Scott Keay, Senior Lecturer in Policing, Edge Hill University

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#### 1.30-2.00: Fostering cultural appreciation amongst students (presentation)

The cross-cultural nursing initiative between Manipal College of Nursing, India, and Edge Hill University, UK, launched in 2018, has fostered global collaboration and learning among student nurses. Initially facilitated through a private Facebook group titled "360 Positive Student Nurse Experiences," the project encouraged students to share clinical placement experiences and learn from one another, with a focus on understanding cultural similarities and differences while enhancing clinical and interpersonal skills.

Despite challenges posed by the pandemic, the initiative adapted through online webinars addressing vital topics like clinical skills, equality, diversity, inclusion, and communication strategies. These sessions involved active participation from students, staff, service users, and carers. Supported by a Global Placement Health Partnership bursary, the project expanded to include resilience-building and coping strategies for student nurses. Staff visits between the two institutions strengthened the collaboration further. Key sessions on stress management, conflict resolution, and practical approaches like "positive behaviour support" were introduced. Additionally, yoga and relaxation techniques were shared to promote mental well-being. Students also created videos documenting their stress management experiences, enriching the learning environment.

The results highlighted significant benefits for participants, including a deeper understanding of global nursing education systems and enhanced resilience skills. The online accessibility of the project enabled widespread participation, while face-to-face interactions facilitated meaningful cultural exchanges. A bespoke WhatsApp group fostered a sense of community among students. Over time, shifts in social media preferences saw platforms like Instagram and TikTok gain prominence over Facebook and WhatsApp. However, the initiative’s impact continues through ongoing exchanges and the emergence of student ambassadors visiting each other’s institutions.

Looking ahead, future plans involve hosting more interactive online seminars for students to share personal experiences about their education and lives. These efforts aim to deepen mutual understanding and encourage celebrating cultural differences rather than fostering comparisons or judgments.

Dr Toni Bewley, Senior Teaching and Learning Fellowship Lead, Edge Hill University

#### 2.05-2.20: How a Corporate Mentor Partner Program resulted in educational gains and enhanced employability (short presentation)

The shift from “Learning gain” to “Educational gains”, has thrown most universities. Whilst we are still struggling on how to measure and evidence educational gains, in this talk the presenter will share how a new Corporate Mentor Partner Program (CMPP) was set up and implemented at University of Manchester. The direct and individualised engagement with external organisations has given students a real opportunity to develop their employability skills and develop educational gains. Kantor and McKeogh (Kantor and McKeogh, 2015) states that 75% of Millennials not only want mentors but deem it crucial for success. Looking at recruitment, more than 60% of Millennial graduates listed mentoring as a criterion for selecting an employer after graduation. The evaluation from the first CMPP shows that students have gained extensive transferable skills such as; Communication, Goal orientation, Organization, Presentation, Being a better listener, Being adaptable, Building relationships and Visiting a real work place.

The session will be relevant to any academic or support staff engaging with student employability and student outcomes (including educational gains). It will also be relevant for anyone involved in business engagement and career service.

By the end of the session, the participants will have a deeper understanding and some practical tips of how to set up and engaging students and employers in a Corporate Mentoring Partner Program (CMPP). By working directly with external organisations, students will directly engage with educational gains as well as enhancing their employability.

Prof Patricia Perlman-Dee, Professor of Finance, University of Manchester

#### 2.25-3.00: Tertiary STEM Education Continuity: Evidence for the 6Ps Crisis Management Framework (presentation)

This working paper presents the conceptual 6P’s crisis management framework (CMF); developed to be an effective tool to continue tertiary STEM education in Jamaican community colleges in times of public health and environmental crises. 6Ps consists of People, Pedagogy, Practicalities, Preparedness, Policy and Progression - aspects that need to be considered in the unique context of higher education when a crisis strikes. Existing crisis management models prioritise crisis prevention.

This 6Ps CMF, specific to education, has crisis prevention potential, but is focused on alleviating the effects of an ongoing crisis on teaching and learning. Drawing on the narrative reflections of research participants, I aim to illustrate how the 6Ps CMF can identify and enhance STEM pedagogies to be crisis-informed becoming relevant and attentive to the unique needs of STEM educators and learners in a crisis - requiring an alternate mode of teaching and learning. During the 2020-2022 COVID-19 lockdown, the Jamaican government mandated the use of emergency remote teaching (ERT), a type of crisis pedagogy. However, this had significant implications on STEM education, bringing the practical aspects to a halt. Jamaican community colleges were not equipped to facilitate ERT because of a lack of online systems prior to the COVID-19 lockdown leading to an improvisation of STEM education continuity. As crisis frequencies are increasing with a risk factor of “inevitable”, there is an urgent need to find solutions for STEM education continuity now and in the future.

The 6Ps CMF, offers that solution for educators to plan and select appropriate STEM pedagogies to continue the practical aspects of STEM education in times of crises and beyond.

Delta Wright, Postgraduate Researcher, Edge Hill University

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### 3.05-3.35: Parallel Sessions

#### 3.05-3.35 Delivering teaching in a war zone – approaches and lessons from a Law LLM in Ukraine (presentation)

Delivering an online programme is no easy task even in ideal situations. When students aren’t physically in the room, trying to engage with them, encouraging them to collaborate with each other as well as the content can seem complicated. Imagine the students then being in an active war-torn country where they don’t know if they will have internet connectivity on a day-by-day or even hour-by-hour basis - it may seem almost impossible to connect with your students in a meaningful way.

Since 2022, Edge Hill has been ‘twinned’ with Yaroslav Mudryi National Law University in Ukraine as part of the Twin for Hope initiative. In summer 2024 work began on delivering several modules as part of the Postgraduate Law LLM which would be delivered remotely and asynchronously to Ukrainian students by Edge Hill colleagues in the Department of Law and Criminology.

The modules were carefully crafted to deploy the technology available efficiently and thoughtfully to engage with the students asynchronously whilst also ensuring a well-grounded pedagogical approach to working and connecting with the students to give them the best experience possible.

This presentation will highlight the techniques used to welcome the students to the online area, the structure and organisation of the content as well as the importance of a professional aesthetic and consistency across the modules themselves. We will be discussing the construction and approach to activities (replacing traditional seminars) that helped keep the learning happening between lectures in addition to other nuances that were undertaken based on early feedback and the lessons learned in accommodating the distinct needs of these students.

Carol Chatten, Senior Content Developer, Edge Hill University
Elin Williams, Lecturer in FinTech Law, Edge Hill University

#### 3.05-3.35 Enhancing library collections at Edge Hill University: strategies for diversity and inclusion (presentation)

In an increasingly diverse and interconnected world, academic libraries play a crucial role in reflecting and supporting the multifaceted identities and experiences of their communities. A library’s collections have a key role in underpinning the delivery of an inclusive curriculum and learning experience for students. However, the collections of academic libraries have often been shaped by resources largely purchased from western, Eurocentric publishers.

A truly inclusive library collection should give space to the voices and experiences of all, including non-Western knowledge systems and those whose perspectives may have been or are marginalised in society, culture and academia. For students this supports cultural awareness and exposes them to a rich diversity of opinion and perspective which enhances critical thinking. Importantly, it also ensures that students can see themselves and the world they live in represented in the resources they use.

The Library Collection Diversification Project Group at Edge Hill University is comprised of academic and professional support staff with a passion for equity, diversity, and inclusion and a commitment to building library collections that are inclusive and reflective of the University’s diverse communities.

This session will aim to highlight the benefits of developing an inclusive library collection and touch on some of the challenges and opportunities we’ve encountered through this project. We will share some of our activities so far including work to engage students on this topic. You will also learn how you can get involved and consider ways to enhance the diversity of your own reading list materials.

Anna França, Head of Collections and Archives, Edge Hill University
Sonia Edwards, Academic Engagement Manager, Edge Hill University

#### 3.05-3.35 Exploring the Impact of Aligning Teaching Material with Industry Roles in the Context of Games (presentation)

The National Student Survey (NSS) results from the previous year indicate a lack of positive outcomes for students enrolled in niche programmes such as games programming. In subjects where the majority of jobs are not immediately visible, many students struggle to contextualise their learning in relation to real-world career opportunities, which may contribute to lower engagement and limited career progression.

To address this issue, a newly designed module was implemented which explicitly aligned each session’s material with contemporary industry roles. This approach involved presenting real job advertisements and breaking down how course content directly relates to the skills and requirements outlined by employers. After which, a short segment of the lecture would be spent exploring potential career avenues surrounding the role in question. Additionally, beyond this longer term contextualisation, each session introduced a current call for internship applications at a different company, encouraging students to apply their learning beyond the classroom within the immediate future.

Preliminary observations suggest that while the impact is not immediately quantifiable, meaningful progress has been made. Some students have proactively applied for internships as a result of the initiative, while others have engaged in discussions regarding barriers to entry into the industry, such as networking challenges introduced by caring responsibilities, and the physical location of networking events. Importantly, all students reported a clearer understanding of career pathways within the games sector, potentially leading to improved motivation and long-term employability outcomes in years to come.

This presentation highlights the potential benefits of embedding industry-alignment to lecture content and suggests that further research is needed to evaluate long-term effects on graduate outcomes and NSS satisfaction scores. By bridging the gap between academic learning and industry expectations, this approach aims to create a more engaging and outcome-driven educational experience, ultimately improving student success and employability within the competitive games industry.

Kyle Worrall, Lecturer in Games Programming, Edge Hill University

#### 3.05-3.35 Super-charged cheating, or little angels: How can we help students to have academic integrity?

Students can find themselves within academic misconduct proceedings for a variety of reasons. The appointment of an academic departmental representative for academic misconduct proceedings providing a way to identify recurring issues, and some of the underlying issues. At the same time and continuing, staff and students were grappling with the rise of generative AI and how this may be used by students to ethically support their academic writing. This presentation will relate the ongoing journey of trying to develop students’ academic writing, use of AI, and increasing their understanding of academic integrity within the context of updating university ‘Academic Misconduct’ regulations.

In 2024-25, the Department of Primary and Childhood Education took an innovative approach to academic integrity and misconduct. Each cohort received induction training on academic integrity and support measures for avoiding academic misconduct, and on ethical use of generative AI.

We would like to offer the following questions for discussion which will shape the future direction of our project:

• What is the overall impact of the induction training on students’ academic writing and understanding of academic integrity?

• Does the downturn in academic misconduct investigations indicate a real change in students’ actions; misconceptions among academic staff; or are students more informed about how to game the system?

• How does generative AI support or undermine academic integrity within this innovative initiative?

Dr Claire Hawkins, Senior Lecturer, Edge Hill University
Dr Ian Shirley, Senior Lecturer in Primary Education, Edge Hill University

### 3.35-3.50: Refreshment break and opportunity for informal discussions of Poster Presentations (Health Building Foyer)

### 3.50-4.45: Parallel Sessions

#### 3.50-4.45 Insights from the Faculty of Education's 6-Week Anti-Racism Course (paper)

This proposal introduces a seminar designed to disseminate the findings and insights from the Faculty of Education's (FoE) 6-Week Anti-Racism Course to a broader university audience. The seminar aims to showcase how the anti-racist strategies implemented in the course can be conceptualised and discussed for potential adaptation and application across various departments at the university.

The course was initially created to tackle structural inequalities by embedding anti-racist practices within educational settings. This seminar will detail key components of the course, specifically focusing on the implementation of the 'ABC' approach (Advocacy, Building coalitions, Care) and its relevance in cultivating an anti-racist educational environment.

Participants of the seminar, open to all university staff and faculty interested in anti-racism, will gain an understanding of the foundational strategies used in the course. Rather than presenting a comprehensive analysis of success in altering teaching methodologies or faculty policies directly, the seminar will focus on the theoretical and practical aspects of the course's content, exploring how these can inform and inspire anti-racist efforts in diverse academic and administrative contexts.

The objective is to engage participants in a reflective discussion about the potential for these anti-racist strategies to be tailored and integrated into their respective areas. The seminar will provide an opportunity for attendees to consider how these approaches could be creatively applied to enhance inclusivity and combat racial inequalities within their own spheres of influence.

This seminar serves as a platform for spreading awareness and sparking conversation around the importance of anti-racist education, aiming to encourage a university-wide commitment to developing and refining anti-racism initiatives. This effort aligns with the university’s broader goals of equity, diversity, and inclusion, fostering a more inclusive and just academic community.

Dr Heather Marshall, Senior Lecturer – Education, Edge Hill University

#### 3.50-4.45 Where research, knowledge exchange and pedagogy intersect (workshop)

To support academic colleagues navigate the current HE context, we are proposing a workshop where examples of how these different pull factors can be creatively addressed based upon the experience of doing this within a business programme. The session will start with a 15-minute introduction describing how a problem-based learning pedagogy was integrated with working with a business partner and their real-world problem and informed by the research and scholarly activities of the lecturer. Ideas for further research and publication based upon this experience are now being developed. During the following 20 minutes, participants will be able to share their own experiences and identify next steps in their own practice to develop and embed opportunities to synthesize the competing external demands. Participants will be able to share their plans and insights to conclude the session.

The purpose of this workshop is to instil confidence, showcase practice and inspire academic colleagues in their ability to creatively manage the competing requirements of working in Higher Education in England in current times.

Helena Knapton, Learning and Teaching Development Lead (Faculty of Education), Edge Hill University
Dr Susie Marriott, Senior Lecturer, Business School, Edge Hill University

#### 3.50-4.45 Remapping the Curriculum: Spatial Thinking and Data Analysis for Holistic Learning (presentation)

This presentation introduces a novel framework for incorporating spatial thinking and data analysis into diverse academic disciplines, fostering a more holistic and interdisciplinary approach to learning. The paper investigates the potential of participatory mapping techniques and collaborative data projects as tools for promoting student engagement and fostering a sense of global citizenship. This innovative approach aims to equip students with the necessary skills to navigate and critically analyse the data-driven world, while simultaneously enhancing their subject-specific knowledge. The talk examines implications for curriculum development, teaching methodologies, and the preparation of students for the challenges of the 21st-century workforce.

Dr Doug Specht, Head of School, Reader in Cultural Geography and Communication, University of Westminster

3.50-4.45 Transform Your Teaching and Your Students' Learning in the Age of AI with Blackboard Ultra (presentation)

Blackboard Ultra presents a suite of AI-driven functionalities poised to optimise pedagogical practices and enhance student learning outcomes. The AI Design Assistant serves as an intelligent support mechanism, facilitating the efficient development of robust course architectures.

A salient feature is the integration of AI Conversations, enabling the deployment of sophisticated pedagogical techniques such as Socratic questioning and immersive role-play simulations. The AI Design Assistant further augments this capability by proposing relevant authentic activities, developing engaging AI personas to facilitate interaction, and formulating reflective prompts to deepen student engagement and critical thinking.

Join the anthology team to see how the student experience can be made more engaging through the use of these AI tools.

Hervé Didiot-Cook, Sr. Customer Success Manager, Anthology
Peter Beaumont, Learning Technology Development Officer, Edge Hill University

### 4.50-5.00: Closing note

## Day 2: Thursday 19 June

### 8.45-9.15: Arrival and registration

### 9.15-9.45: Welcome and Opening Talk

### 9.50-10.25: Parallel Sessions

#### 9.50-10.25 Embracing discomfort and becoming an ally to create an equitable academic landscape (workshop)

Edge Hill University has two targets in its Access and Participation Plan (APP) to support the access and success of Black, Asian and Minority Ethnic students. Though the APP is a university wide strategy, much of this work is led or coordinated by the Widening Access and Student Success team.

The team is comprised predominantly of white individuals. Working on projects and programmes to support Black Asian and Minority Ethnic students into and through Higher Education prompted a commitment to embracing discomfort, confronting preconceived biases, and learning to become allies to underrepresented prospective and on course students. In this (presentation/workshop?) we will reflect on the lessons learned through our experiences, highlighting how the team has evolved in its understanding of the need for both personal and systemic change to work towards inclusion and accessibility.

The session will also delve into how the insights gained from our work can support colleagues in encouraging good practice, helping to create a more inclusive, supportive environment for all students. By fostering greater empathy and actively challenging assumptions, we hope to inspire others to contribute to creating an equitable academic landscape.

Anna Wooley, Widening Access Manager, Edge Hill University
Stephanie Rimmer, Widening Access Officer, Edge Hill University
Louise MacRae, Widening Access Officer, Edge Hill University

#### 9.50-10.25 Showing the best version of themselves: the challenge for all educators (workshop)

All educators constantly assess their learners. Sometimes this is in routine face to face teaching situations, and sometimes it is in more 'formal' formative and summative assessments. Educators will use these assessments to make important judgments about a learner's engagement, learning and progression. It is essential that all learners can 'show the best version' of themselves. The workshop will discuss the barriers for how a learner can 'show the best version' of themselves' and how this can be enhanced through combining and integrating assessment with teaching. The workshop will include a mix of small group and short presentation activities.

Prof John Sandars, Professor of Medical Education, Edge Hill University

#### 9.50-10.25 Your Time Starts now:- Combining Learning Outside the Classroom with technology (workshop)

This workshop will address life skills such as, leadership, team-building, problem solving, logical thinking and mindfulness. We will also consider creative approaches towards geography, art, PSHE, PE and Computing.

Research, (Beames and Ross (2010), Learning Outside the Classroom Manifesto (2006)) suggest that using the outdoors is beneficial for learners. The advantages of LOtC can be seen as; building effective relationships, developing resilience and self confidence, well-being, engaging with learning opportunities and developing a sense of achievement. OEAP (2025)

We use technology to access information, news, sports updates, music, games, communication and maps. By utilising maps and GPS from our devices, we can develop geographical skills and knowledge. The Geographical Association claims that ‘technology can promote (a) very powerful learning environment for students. Smartphones, computers, social media…are all part of a student’s everyday life’, adding that using technology can ’enhance their geographical learning’ and that applications, such as Google Earth and World Mapper have changed the way in which we engage in the world. Geographical Association (2025)

The inspiration for today’s workshop is the TV show ‘Taskmaster’. We will create art using maps and devices. We have a clear rationale for the outdoors and technology in creating art. Obare (2023), suggests that ‘digital art has expanded the possibilities’ and that ‘using smartphones, or other tools, is mainstream’.

Through using technology, we are developing our digital literacy, and within that, our understanding as to what is possible and what we expect of the technology in our pocket. During this workshop we can monitor our footsteps and consider our well being. This, in a classroom context, meets aspects of PE and PSHE. Being outside enhances mindfulness and an awareness of our mental health and well-being.

For this workshop, you will need:-

-The free version of Strava on your mobile
-The QR code and password for today’s challenge (provided on the day)
-The #EHUlotcworkshop

Christopher Russell, Senior Lecturer in Education, Edge Hill University

#### 9.50-10.25 Becoming Digitally Enhanced Educators: Evolving our Roles

#### (presentation)

As digital technologies reshape every aspect of higher education, the role educator evolve too.  We are now being called upon to design, lead, coach, create, and collaborate in new ways — amplifying human potential through digital tools and AI. In this session, I’ll explore practical ways that we can constructively step into emerging, digitally enhanced roles: as curators of learning experiences, connectors of knowledge, and co-creators alongside technology. We’ll can reflect on how we can build the capabilities needed to thrive in a complex, fast-changing environment — and how, by evolving our practice, we can help shape the future of higher education itself.

Prof Gilly Salmon, Visiting Professor at Edge Hill University

### 10.30-11.00: Parallel Sessions

#### 10.30-11.00 Developing creative approaches for assessment through the use of reflective scrapbooks at level 6. A shared staff and student perspective (presentation)

I wish to share a new approach to assessment which we began last year with our third year Early Years Education QTS students. This has been so successful that we have now also introduced this with other year groups. I will explain our rationale for this assessment and bring some students to share their work and reflect on their experiences.

For this submission trainees are asked to submit a reflective scrapbook with a task to complete at the end of each session. We provide guidance around supporting readings to be used each week and a suggested allocation of time. Each task is carefully designed to include opportunities for critical reflection upon reading, and personal reflection upon learning. Trainees are encouraged to explore their own personal and professional experiences. Tasks have flexibility and students can also choose to explore personal areas of interest.

I was keen for trainees to submit a physical rather than electronic submission. As future EY practitioners, it is important for our trainees to develop their practical creative skills and be able to present information in attractive and engaging ways for different audiences. On a light hearted note- there also seems to be a common interest amongst many EY trainees around a love of colourful stationery and scrap working for their wellbeing!

The results of this assessment have been incredible. Staff were impressed by the quality of work produced and the efforts by students in these submissions. The most notable factor is the level of enjoyment communicated by students about the weekly tasks. Students report going straight from sessions to work on their scrapbooks and choosing to do these as a break from other work because they love the format and are so interested in what they are researching. Marks are also consistently higher.

Rachael Sackville-Jones, Senior Lecturer in Early Years Education, Edge Hill University
Emily Gore, Abbie Wright and Sofia Marcucci, all third year BA(Hons) Early Years Education with QTS students, Edge Hill University

#### 10.30-11.00 Improving Inclusive and Accessible Learning Experiences for Neurodivergent Students (presentation)

The ADHD Foundation report (2022) demonstrates the growing importance of neurodivergent inclusion in educational settings. With 1 in 5 individuals in the UK being neurodivergent, and over 14% of university applicants identifying as having ADHD or autism, it is essential for institutions to prioritise their needs. Despite this, neurodivergent students often face worse outcomes in higher education (Unite Students, 2023). Therefore, identifying key strategies to enhance inclusive and accessible learning experiences, ensuring these students succeed and thrive academically, in line with the expectations (OfS, 2022).

The aim of this proposal is to improve their learning experience by fostering an inclusive environment that supports their unique needs while promoting their employability and professional development. In recognising the diverse needs, we can tailor the student experience to help them develop key graduate attributes and achieve positive outcomes in higher education.

Proposed areas to explore:

1. Personalised Learning Support: Promote the positive infrastructure for Student Support Plans for neurodivergent students, will ensure students can engage in ways that suit their needs.

2. Inclusive Teaching Practices: Promote inclusive teaching strategies across all departments. This includes adopting a design for learning principles to ensure course content is accessible to all students.

3. Dedicated Neurodivergent Support Teams: Raise the profile and reduce the stigma of these teams within the institution, providing continuous support for students from enrolment through graduation.

4. Collaborative Workspaces and Quiet Areas: Create sensory-friendly spaces for neurodivergent students to study.

5. Career Development and Employability: Promote the targeted career development programs that focus on the strengths and attributes of neurodivergent students.

6. Ongoing Awareness and Advocacy: Foster a culture of awareness, respect, and inclusion for neurodivergent students within the institution. To educate staff and students about neurodiversity, reduce stigma.

An inclusive, strength-based approach, tailoring the experience to meet their unique needs, will empower them to achieve their academic and professional goals. Aligning these efforts will ensure that we provide the best possible outcomes, while addressing cultural and systemic inequalities in higher education to foster a supportive academic environment.

Leon Fraser, Senior Lecturer, Edge Hill University

#### 10.30-11.00 "It's not my subject!": Developing computer science expertise in pre-service primary generalist teachers (presentation)

Since the introduction of the Computing curriculum in England in 2014, primary teachers (ages 5-11) have been tasked with integrating computer science (CS) into their classrooms. Yet, many pre-service teachers enter the Computing classroom with trepidation and are resistant to teaching CS. Feeling challenged by a less familiar subject, can be an issue for primary teachers who are generalists (Eaude, 2018).

This research investigates the experiences and influences of pre-service teachers' towards embracing CS. Data were collected through qualitative questionnaires (n=214) and semi-structured interviews with undergraduate primary education students across three years of their degree programme, and analysed drawing on constructivist grounded theory (Charmaz, 2006).

Findings reveal resistance to teaching CS can be grounded within a lack of subject knowledge, limited prior experience and emotional responses. As they progress through their degree, positive observational and teaching experiences, during school placements, develop confidence and pedagogical content knowledge. Exposure to placement schools with embedded CS curriculum and supportive mentors can challenge preconceptions and foster a sense of agency. However, where pre-service teachers to not experience an embedded CS curriculum, this may validate their resistance and preconceptions. By the end of their training, many pre-service teachers reflect more positively on CS as part of their role as a generalist teacher and experience a sense of agency.

This presentation will discuss the findings and share models developed to explain the transitional experiences during the undergraduate programme which lead to acceptance of CS as part of the generalist role. This discussion may be of interest to others who have areas of student resistance within their own curriculum.

Dr Claire Hawkins, Senior Lecturer, Edge Hill University
Dr Carol Darbyshire, Senior Lecturer in Computing & Education, Edge Hill University

#### 10.30-11.00 Teams as a VLE in HE (presentation)

Microsoft Teams, originally designed as a collaboration tool, has emerged as a viable alternative to traditional Virtual Learning Environments (VLEs). This presentation explores how Teams can be effectively leveraged as a VLE, its benefits and the challenges it presents in the context of higher education.

This proposal focuses on a case study approach to demonstrate how Teams is utilised as a central hub for learning activities, resource sharing and communication within UA92. Key features such as integration with Microsoft 365 tools and real-time communication capabilities will be explored. The session will also delve into customisations, such as using tabs for embedding external tools like Panopto and using SharePoint as a homepage, transforming Teams into a rich learning platform.

The benefits of using Teams as a VLE include its intuitive interface, accessibility on multiple devices and integration with MS Office. Discussions, meetings and instant feedback all on one platform enhances the student experience while minimising email overload. As Teams is widely used in industry students become proficient in a platform that will be useful beyond their studies. Integration with Microsoft applications such as Whiteboard can minimise costs for external software.

Challenges, however, remain. Limited scope for customisation, steep learning curves for academics not familiar with SharePoint and Learning Tools Interoperability at a cost –limiting the software that can be seamlessly integrated– are preventing Teams from gaining ground in HE.

This session is aimed at academics, learning technologists and IT professionals interested in exploring innovative approaches to VLEs. By the end of the presentation, participants will have a deeper understanding of the potential of Teams as a VLE and practical takeaways for implementation within their institutions.

Elpiniki Smith, Senior Learning Technologist, University Academy 92

### 11-11.20: Refreshment break and opportunity for informal discussions of Poster Presentations (Health Building Foyer)

### 11.20-12.10: Parallel Sessions

#### 11.20-12.10 AI Literacy and Teacher Education: Insights from the TPACK Framework (presentation)

The rapid emergence of generative AI, such as ChatGPT, has prompted higher education institutions and teacher educators to respond to this technology. This paper explores how lecturers in teacher education are integrating generative AI into their teaching practices, focusing on their perspectives, anxieties, and strategies for preparing preservice teachers. The institutional context involves embracing the potential of generative AI while addressing ethical concerns and ensuring a supportive environment for educators. This study uses the TPACK (Technological Pedagogical Content Knowledge) framework to analyse lecturers' views on using generative AI in their teaching (Mishra, Warr and Islam, 2023).

Key themes include the necessity for teacher educators to model productive and ethical AI use, the impact of anxiety and techno-stress on AI adoption, and the importance of professional development. The findings suggest that good TPACK supports AI integration and can help overcome anxiety, highlighting the need for targeted support and training. The paper also discusses the broader institutional responses to AI, ranging from outright bans to integrating the technology, and the implications of these policies on teaching, learning, and assessment.

The study underscores the importance of developing AI literacy among lecturers and preservice teachers, enabling them to critically evaluate AI-generated outputs and understand the ethical considerations involved. It calls for a balanced approach that leverages AI's potential while maintaining the essential role of human teachers.

Mishra, P., Warr, M., & Islam, R. (2023). TPACK in the age of ChatGPT and Generative AI. Journal of Digital Learning in Teacher Education, 39(4), 235–251. <https://doi.org/10.1080/21532974.2023.2247480>

Dr Claire Hawkins, Senior Lecturer, Edge Hill University
Carl Simmons, Edge Hill University

#### 11.20-12.10 Creating equitable, diverse and inclusive learning environments

#### (workshop)

Edge Hill University encompasses the nationally recognised principle to commit to fostering an inclusive culture which promotes equality, values diversity and maintains a working, learning and social environment in which the rights and dignity of all its staff and students are respected

This workshop is adapted from a well-received masterclass and focuses on how you can contribute to our academic institution through becoming more inclusive. Strategies will be provided to help develop inclusive learning spaces necessary to maximise student engagement and satisfaction. It compliments activities to equip staff as active bystanders in their learning environments and promotes open and honest dialogue about justice, equity, diversity and inclusion.

Participants will have opportunities in a conducive environment to discuss short video presentations around microaggressions and privilege. There will be space, for those who feel able, to share their own experiences of discrimination from sexism to racism to ableism. We will cover hopes and fears about tackling behaviour. We unpack terms such as microaggressions and intersectionality. It ends with some tips on when and how to safely challenge discrimination.

The discussion aims for all participants and facilitators to gain insight to the value of a diverse campus and the difficulties facing our diverse staff and student populations. The session is not recorded or shared and the usual rules around confidentiality will be observed

Dr Rebecca Farrington, Associate Head of Undergraduate Medicine, Edge Hill University
Erica Sullivan, Senior Academic Lead for Professionalism in the Medical School, Edge Hill University

#### 11.20-12.10 Early Career Teachers’ (ECTs) experiences and observations of homophobia in boys secondary PE (presentation)

This session explores the experiences and observations of Early Career Teachers (ECT’s) regarding homophobia in boys' secondary Physical Education (PE). While PE is often perceived as an inclusive and enjoyable space for students, this study investigates how heteronormative masculine cultures may contribute to homophobic attitudes and behaviours, impacting students who do not conform to traditional gender expectations. The study also examines how these issues manifest through curriculum delivery, departmental cultures, and interactions among students, staff, and parents.

Through a qualitative research approach, this study employs a narrative inquiry framework to collect and analyse data from five male ECT PE teachers in their schools across the North of England. The research questions focus on how these teachers experience and witness homophobia in PE settings and how school cultures may perpetuate or challenge these issues. Semi-structured interviews will serve as the primary method of data collection, with the thematic analysis framework of Braun and Clarke (2022) used to identify recurring themes and patterns in participant responses.

The literature review situates the study within broader discussions on homophobia in sport, masculinities in PE, and heteronormative structures in educational settings. The study draws upon Foucauldian perspectives on power to explore how disciplinary practices within PE reinforce traditional gender norms and contribute to exclusionary behaviours. The research also considers historical and policy-driven influences, such as the legacy of Section 28 and contemporary educational guidance promoting inclusivity.

Ethical considerations are central to the study, ensuring participant confidentiality, informed consent, and adherence to the British Educational Research Association (BERA) guidelines. Limitations of the research include its small-scale nature, potential biases, and the exclusion of female perspectives, which could offer alternative insights into the issue.

Simon Dougherty, Senior Lecturer, Edge Hill University

#### 11.20-12.10 Accessibility and Inclusion in Learning and Teaching Practice: A Collaborative Approach to Supporting Success in Nursing Associate Education

This presentation aims to highlight the collaborative efforts undertaken to support a Nursing Associate student with specific learning difficulties (SpLD), hearing deficit, and ongoing health issues. By leveraging inclusive teaching practices, targeted support, and strong partnerships between the academic team, learning support services, and practice partners, the student has successfully passed all academic assessments and received outstanding feedback from practice placements.

Key themes:

The presentation will focus on the following:

Inclusive Teaching Pedagogy:

* Strategies and adaptations used to create accessible learning environments, including reasonable adjustments for SpLD and hearing deficits.
* Practical examples of teaching techniques that promote engagement and success.

Support for Students with SpLD:

* Specific tools, resources, and techniques used to address the student's SpLD and hearing impairment.
* Reflection on how these practices could be applied more widely to benefit other learners.

Compassionate pedagogy and micro connections

* MH considerations. Adopting a compassionate pedagogy actively addresses distress and disadvantages in the learning environment. Involves a response- requires courage and strength. (Killingback, 2024) <https://www.advance-he.ac.uk/news-and-views/my-studentsplease-know-your-lecturer-i-care-about-you-importance-compassionate>
* [Challenging the ‘traditional’: how ‘micro-communities’ can bring about big change](https://spotlight.leeds.ac.uk/world-changers/challenging-the-traditional/index.html)

Collaborative Approach:

* How partnerships between the academic team, practice partners, and learning support services facilitated a joined-up approach to student success.
* Communication strategies and joint problem-solving to address challenges in both academic and practice settings.

Widening Participation in Nursing:

* The importance of supporting students with additional needs to foster diversity in the nursing workforce.
* The positive outcomes of an inclusive approach, including academic achievement, practice excellence, and student satisfaction.

Objectives:

This presentation will:

* Share the story of the student’s journey to success, emphasising their resilience and the support they received.
* Provide practical insights into accessible teaching practices and collaborative strategies that can be replicated in other contexts.
* Inspire educators and healthcare professionals to adopt inclusive approaches, promoting equity and widening participation.

Conclusion

This presentation will showcase the power of accessibility, collaboration, and inclusion in fostering success for students with additional needs. By sharing this example of effective practice, we hope to inspire broader conversations about widening participation and promoting equity in education and healthcare.

### 12.15-12.45: Parallel Sessions

#### 12.15-12.45 Increasing accessibility and inclusion within Nursing Simulation’s Standardised Participants pilot (presentation)

Currently within the United Kingdom to register as a nurse with the Nursing and Midwifery Council (NMC) undergraduate students must complete 2300 of clinical practice. The NMC have recognised the difficulties with providing clinical placements for all students and have recently allowed Universities to provide up to 600 hours of Simulated Practice learning (SPL) to contribute to the clinical practice hours requirements (REF). SPL must replicate the experiences that students are exposed to in clinical practice.

At Edge Hill University students can choose to enrol on a Learning Disability undergraduate nursing programme and within that their clinical practice placements would be tailored towards learning disability environments. However, within SPL the standardised participants (SP) employed may not have lived experience of a learning difficulty and therefore cannot provide the students with an experience that replicates clinical practice. Simulations with people with lived experience can be beneficial and provide the SP with a chance to educate the future healthcare professional on how to communicate and provide accessible care as well as fostering a feeling of empowerment to the actor for their paid role in healthcare education (Attoe et al, 2017). For undergraduate students it provides them with an authentic experience of a particular healthcare interaction (Sinfield, Wilson, Goldspink 2025).

For this pilot a local learning disability amateur dramatic groups were approached, and individual participants were asked if they wished to participate in the SP role. Simulation briefing material was adapted for accessibility and sent to participants. 2 SPs supported by their support worker wished to participate within the third-year nursing simulation involving 54 students. Student evaluations post simulation was positive highlighting the value students gained from interacting with the SPs with lived experience, the improvement of communication skills and that they preferred it to SPs without lived experience. We are keen to develop this collaboration further.

Clare Grey, Digital Innovation Lead & Practice Curricula, Edge Hill University
Peter Begley, Lecturer in Nursing, Edge Hill University

#### 12.15-12.45 Create impact: How Open Educational Resources can make your teaching practice and research more visible, citeable and accessible (presentation)

Open Educational Resources (OERs) are teaching, learning, and research materials intentionally created and licensed to be free for an end user to access, share, and in most cases, adapt to their own context. They are created by teachers for teachers to share useful resources and best practices in teaching and learning. OERs might include lesson plans, games, activities, reports, posters and presentations.

By sharing resources developed in the course of your teaching and making your pedagogical research more visible, you can gain recognition for and show evidence of the impact of your work in practice, and you can create a record of your career development. By depositing your resources in a repository, you obtain a unique persistent identifier and can link related items together to make them more visible.

In this session we will share tips on where and how to make your teaching resources, pedagogical research, approaches and ideas openly available. We will show you how to make your work, in whatever format, more visible, citeable and accessible and explore best practice from colleagues in Higher Education institutions across the UK.

Esther Byrom, Research Data Manager, Edge Hill University
Judith Carr, Head of Open Research Services, Edge Hill University
Sonia Edwards, Academic Engagement Manager, Edge Hill University

#### 12.15-12.45 The Power of Poetry - a pilot of creative feedback sessions for nursing students (presentation)

As co-lead of the student experience and voice group in EDGE Q, along with Jo Green, I have been piloting a more creative way for us to get qualitative, rich and meaningful feedback from students. The focus is on how nursing students feel about their programme, and the pilot approach has been trialled with the BSc Nursing September 2023 cohort. When I considered how I could make a difference to the quality and depth of student feedback for student nurses, I wanted to design and implement a method which would be less formal than a survey, and allow students to be more expressive and creative in feeding back their voice. I also considered how I could make the participation more inclusive and open, and encourage students from a wider range of backgrounds and protected characteristics to engage and take part.

The pilot uses the creative method of ‘found’ poetry gathered in an informal way, to elicit feedback from students about how they feel about their nursing programme. In the sessions students are informally encouraged to participate by writing words, phrases, sentences, or whole poems, either individually or collectively on the paper and post-it notes provided. These are collected in at the end of the session, and then made or formed into poems. Sessions to date have proved successful, with approximately forty students participating in the informal sessions, and with eleven found poems produced by project lead Jane Rooney. The created poems are fed back to students via their BlackBoard site.

Jane Rooney, Head of Children's Nursing & Midwifery, Head of Mental Health and Learning Disability Nursing, Edge Hill University

#### 12.15-12.45 Enhancing Student Engagement and Learning Outcomes Through Gamification in Higher Education (presentation)

In Higher Education, tracking student progress and engagement remains a challenge compared to Further Education, where institutions actively monitor students through one-on-one sessions, surveys, and support tracking systems. To bridge this gap, this proposal explores the use of gamification through Kahoot quizzes platforms. I will be sharing insights from this year's module Programming 2 (Java) with over 150 students and previous roles with different settings and how we used Kahoot to enhance learning through real-time engagement and progress tracking.

This year’s initiative was implemented in lab sessions (Seminars). Each two-hour seminar incorporates two Kahoot quizzes:

First quiz after Exercise 3 (~40 minutes from the start of the session)

Second quiz after Exercise 5 (~40 minutes after the first quiz)

Weekly reports from these quizzes highlight common challenges, allowing for targeted recap sessions during lectures. The students seem to love this approach as the results have been highly encouraging, with 94% participation in seminar quizzes, demonstrating strong student engagement.

Additionally, in lecture settings, Kahoot is used especially before major assignments to assess student readiness and guide learning strategies. For example during the lecture, quiz questions incorporate: “from a 0 to 10 scale, how ready you are for the assignment”, other questions are derived from slides: each topic covered has at least 3 different questions in the quizz categorised by difficulties: beginner, Medium and Advanced.

This presentation will share key insights from this initiative, including statistical reports, feedback from students and colleagues, and innovative ways to use real-time data to refine teaching strategies and what strategies we have developed to enhance student engagement so far, improve retention rates, and create a more responsive and data-driven learning environment.

I will also share how this model is scalable and adaptable across various disciplines, offering a practical solution for improving student tracking in HE.

Saad Saihi, Senior Lecturer in Games Development, Edge Hill University

### 12.45-1.45: Lunch break

### 1.45-2.45: Parallel Sessions

#### 1.45-2.45 Deep listening: timed triads and found poetry (workshop)

This workshop introduces two concepts which encourage deep listening and reflection:

Timed triads. The triad is a form of “dialogic art” developed in Canada by Peter Pula. This activity builds trust, promotes equality of participants and enables a levelling of hierarchies.

Found poetry. Poems can provide a useful and lyrical summary of the witnessing that has been carried out through deep listening. In this workshop, we will develop poems from found phrases that the listener has observed in the timed triads.

The workshop begins with an overview of these ideas and an example of how they have been adapted for use in a learning and teaching context. There will then be an opportunity for participants to try the techniques themselves.

These techniques have been used as part of Intensive Training and Practice on a Secondary English Postgraduate Certificate of Education (PGCE), but can easily be adapted to other disciplines. For trainee teachers on the PGCE, there is a requirement by the Department for Education to focus on a pivotal part of teaching practice for one week, culminating in an assessed reflection of what has been learned. One particular ITaP focused upon behaviour, an aspect of practice that is often daunting and emotional for trainees. The Deep Listening process was used as a way for trainees to showcase what they had learned during the ITaP week, as well as being a creative outlet for English graduates who are themselves learning to teach and assess in innovative ways. This alternative mode of assessment was enjoyed by the trainees, who also gained a lot from capturing the thoughts of their peers.

It is hoped that this workshop will inspire others to assess learning in innovative ways such as this and find poetry in their teaching and learning.

Dr Rachel Marsden, Lecturer in English Education, Edge Hill University
Dr Victoria Foster, Associate Head of Department (KE), Edge Hill University

#### 1.45-2.45 A collaborative approach to developing a micro-credentials framework for the Scottish tertiary sector (presentation)

Micro-credentials have been around for a significant amount of time, contributing to upskilling and CPD, especially in the third sector space, yet for higher education they remain under-utilised and somewhat elusive. While some institutions have taken them to heart, there remains a great deal of mystery surrounding micro-credentials. This interactive presentation considers the evolution of the Scottish Tertiary Micro-credentials Network, its contribution to the understanding of micro-credentials in the sector, and the input from a variety of stakeholders to produce a robust framework to support institutions make the most of micro-credentials and small qualifications.

Prof Anne Tierney, Assistant Professor in the Learning and Teaching Academy, Heriot-Watt University

#### 1.45-2.45 How Can We Teach PGT Students More Effectively? (workshop)

This session is suitable for academic colleagues who teach on postgraduate taught (PGT) programmes.

This session is a discussion-based workshop, which aims to create a safe space for attendees to share ideas and experiences, and to unpack the central question How Can We Teach PGT Students More Effectively? Facilitators will structure workshop discussion activities by providing colleagues with several initial prompts for consideration.

All prompts are informed by findings of the PGT Student Experience Working Group, Postgraduate Taught Experience Survey (PTES) 2024 results, and AdvanceHE’s Framework of Student Needs.

Dr Jenny Barrett, Senior Lecturer in Teaching and Learning Development, Edge Hill University
Adam Paxman, Academic Skills Advisor, Edge Hill University

### 2.50-3.20: Parallel Sessions

#### 2.50-3.20 Demystifying Large Language Models: Understanding AI to Better Inform Teaching Practices (presentation)

Large language models (LLMs) are a rapidly evolving technology, building on the complexities of Transformer models introduced less than a decade ago (Vaswani et al., 2018). While these tools offer powerful capabilities, such as text generation, summarization, and content creation, their ease of access and widespread availability mean that students can readily use AI to generate, refine, and even self-assess their academic work as part of their learning journey.

For educators—particularly those without a background in deep learning or STEM disciplines—understanding the risks and benefits of LLMs can be daunting. Concerns surrounding academic integrity, originality of AI-generated content, and the implications for student learning require careful consideration, especially as regulation surrounding AI evolves. However, by developing a clearer understanding of how LLMs function and their limitations, educators can make more informed decisions about their integration of language models into pedagogy and assessment.

This presentation will provide an accessible breakdown of how LLMs operate, demystifying key concepts. Additionally, we will explore current empirical research on the originality, and explore the reliability of LLM outputs, highlighting studies that assess their ability to produce genuinely novel work versus reproducing existing patterns. By equipping educators with foundational knowledge of these technologies, this session aims to empower non-STEM faculty members to engage confidently in discussions about AI with their students.

Kyle Worrall, Lecturer in Games Programming, Edge Hill University

#### 2.50-3.20 How do graduate attributes outlined by Universities align with those classed as desirable by professionals – Are undergraduate students aware of the employability skills they have gained? (presentation)

As organisations increasingly seek employees with specific knowledge and skills, competitiveness in job hunting has grown significantly. This has led students to be more discerning when choosing universities, specialisations, and evaluating how higher education can shape their future career prospects. Key skills play a crucial role in employability, which puts additional pressure on educational institutions to equip students with the skills and attributes needed for success after graduation.

External bodies also contribute to this expectation. For instance, the Office for Students assesses teaching quality through the Teaching Excellence Framework (TEF) ratings, which evaluate student experience and outcomes. Additionally, the National Student Survey (NSS) and Graduate Outcomes Survey offer insights into student satisfaction and post-graduation success.

Edge Hill University (EHU) prioritises key graduate attributes in its courses, especially within the biology department, which focuses on providing both theoretical and practical skills across various undergraduate programs, with the department’s website highlighting the development of lab-ready skills to meet employers' needs.

This project aims to assess how well bioscience students at Edge Hill University are prepared for life after university. By comparing the attributes developed through the department’s teaching to those required by external professional bodies, the research will explore students' awareness of their own attributes and their perceived employability. The project will incorporate feedback from students, employers, and existing literature to gather multiple perspectives.

The objectives include analysing data from alumni to assess key attributes, comparing these with the attributes currently offered to students, evaluating opinions from current students about their future prospects, and identifying areas where action is needed to enhance how prepared students are for the workplace.

The potential impact of this project is to provide a clearer understanding of employers' expectations and help students better engage with the skills they develop, ultimately improving their career outcomes.

Jessica Mcloughlin, Graduate Teaching Assistant, Edge Hill University
Dr Mohamed El Mohtadi, Senior Lecturer, Edge Hill University

#### 2.50-3.05 The unintentional effects of educational systems on children with special educational needs (SEN) - a reflection on the experiences of SEN children through their educational journey (short presentation)

This short presentation examines the unintentional effects of organizational systems on children with special educational needs (SEN), reflected through the personal experiences of children with SEN throughout their educational journey from pre-school to applying for university. Through qualitative insights, the presentation discusses how the child perceives their interactions with peers, teachers, and the learning environment. Focusing on the unintended consequences of classroom structures, teaching methods, organisation arrangements, and assessment systems, the study highlights how these frameworks, while designed for general effectiveness, often create barriers for SEN students. Drawing from the perspectives of both the children and their caregivers, the study highlights the emotional, social, and academic challenges faced throughout their schooling. By using the voice of the children, this article provides a unique and valuable perspective on the importance of empathy, flexibility, and understanding in meeting the diverse needs of SEN students. The findings aim to inform educators, policymakers, and families on the significance of fostering an environment that acknowledges and nurtures the individual experiences of children with special educational needs and recognises the impact that their day-to-day decision making can have.

Kate Sutton, Senior Lecturer in Dyslexia & Dyscalculia, Edge Hill University

### 3.20-3.30: Comfort break

### 3.30-4.10: In conversation with…

#### 3.30-4.10 In Conversation With… Dr. Neil Pickles, Jayne Faraday, Helen Maddison-Neil and Dr Jenny Barrett ‘Reasonable Adjustments and Competence Standards’

Join us to share the guidance, challenges and best practice associated with reasonable adjustments and what we need to know about competence standards. We are joined by the Associate Dean for Planning and Quality in the Faculty of Arts and Sciences at Edge Hill, Dr. Neil Pickles (SFHEA), the Head of Inclusion, Jayne Faraday, and Senior Lecturer in Primary Education and Teaching & Learning Fellow, Helen Maddison-Neill (FHEA).

#### 3.30-4.10 In Conversation With… Dr Andrea Wright, John Brindle and Carol Chatten ‘Beyond Blended in practice: approaches, challenges and opportunities’

This ‘in conversation’ with Dr Andrea Wright, John Brindle and Carol Chatten will focus on the Jisc Beyond Blended framework, specifically place, platform and pace, which have underpinned our approach to blended learning. We will provide examples of how we have approached blended delivery (through our VLE and interactive tasks) for specific groups of students and there will be lots of opportunity for you to quiz the team about our experiences.

### 4.15-4.30: Closing note