



WARWICK
THE UNIVERSITY OF WARWICK

ACADEMIC
DEVELOPMENT
CENTRE

WARWICK **EDUCATION** CONFERENCE

TRANSFORMATIVE LEARNING
2025



Welcome to the Warwick Education Conference: Transformative Learning, 2025

Transformation is at the heart of learning – transformation of ourselves, our communities and the world around us.

This year's conference challenges us to view education not just as a response to change but as a driving force for it. In a time of significant change across higher education, how can we collectively create transformative learning environments that enable students, staff, and institutions to thrive?

The Warwick Education Conference invites us to explore the transformative power of learning in shaping ourselves, our students, and the world around us. The premise of transformative learning is especially vital now, as the sector aligns itself with pressing priorities such as ensuring equity and access, fostering sustainability, and preparing students for the complexities of a globalised, interconnected world. And with shifts in government policy and priorities reshaping the landscape of higher education, we are called to consider how learning can not only respond to these changes but also act as a catalyst for meaningful transformation in society.

We hope that you enjoy the day, embracing and feeling energised by the opportunity to connect, inspire and learn from each other as we step confidently into an unpredictable future for the sector and wider society.

Acknowledgements

This event would not be possible without the hard work and contribution of our education community (staff and students). We would particularly like to thank the following:

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Contents

Programme of Events

Morning Keynote

Morning Parallel Session Abstracts

Lunchtime Fringe Sessions

Afternoon Parallel Session Abstracts

Panel: Transformative Learning in HE: Sector shifts, policy changes and implications for practice

Transformative Learning Asynchronous Nano-Presentations

Education Fund 2024/25 Projects – Poster Display

Quiet Space, Working Spaces and Conference Buddy Meeting Point

WARWICK EDUCATION CONFERENCE

TRANSFORMATIVE LEARNING
Conference Programme 2025

REGISTRATION

09:00 - 09:30

Welcome

09:30 - 09:45

Professor Lorenzo Frigerio, Pro-Vice Chancellor (Education)

09:45 - 10:45

KEYNOTE: 'What are we educating students for?' (R0.21)
Professor Paul Ashwin (Professor of Higher Education in the Department of Educational Research, Lancaster University, UK)

Morning parallel sessions

	R0.12 (20 mins per presentation)	R1.15 (20 mins per presentation)	R0.14 (1 hour workshop)	R0.04 (1 hour workshop)	R0.21 (1 hour panel)	R1.13 (1 hour panel)
11:00 - 11:20	Slow Pedagogies: transforming student approaches to time and pace	The Climb: Cultivating interdisciplinary collaboration and co-creation	Evolution rather than revolution: how making small changes can enhance the authenticity of an assessment strategy	Using the student voice and staff expertise to tackle the international awarding gap	Transforming Education? Examining the impact of generative AI on assessments and pedagogy within WMG	The Mature Student Experience: Emancipation or Marginalisation?
11:20 - 11:40	How do students and lecturers 'do' language in teaching and learning: 'linguaging' examples in our postgraduate teaching and learning	Bridging the Skills Gap Between Study and the Workplace: A Project Overview				
11:40 - 12:00	Compassion at Warwick	Pop-up health checks: Transformative service learning for medical students				

12:00 - 13:15

LUNCH

Lunchtime fringe sessions

	R0.12 12:10 - 12:40	R0.14 12:10 - 12:40	R1.15 12:40 - 13:10	R1.13 12:40 - 13:10	
	Digital Triage: Solving Teaching and Learning Challenges	Navigating Teaching a module to 1000+ postgraduate student: Learnings and Opportunities for Collaboration	Who wants to be a millionaire university challenge?!	How green is your practice?	

Afternoon parallel sessions

	R0.12 (20 mins per presentation)	R0.04 (20 mins per presentation)	R0.14 (1 hour workshop)	R1.13 (1 hour workshop)	R1.15 (1 hour workshop)	R0.21 (1 hour panel)
13:15 - 13:35	Transforming Learning & Understanding of Students' Experiences of Informal Learning Spaces.	Interdisciplinarity: The Key to Transformative Learning - Past, Present, and Future at Warwick	Humanising the World Around Us through the Warwick Belonging Framework	CULTURE in Feedback: A framework for promoting feedback literacy	Strategies for integrating enterprise into educational programmes	Inclusive assessment in STEM disciplines. Perspectives from student and staff, Warwick and beyond.
13:35 - 13:55	(Re-)Engaging Students from the Start	Cyber Safe: Engaging students as partners in educational projects through co-creation				
13:55 - 14:15	The 'STEAM' approach in Higher Education: Reflections on Interdisciplinary Collaboration	Teaching Complexity in Sustainability in the Manufacturing Sector: A Systematic Review, and Comparative Analysis				

14:30 - 15:30

PANEL: Transformative Learning in HE: Sector shifts, policy changes and implications for practice (R0.21)

15:30 - 16:00

CONFERENCE CLOSE

Morning keynote

Professor Paul Ashwin, Lancaster University, UK

What are we educating students for?

Time: 09:45 – 10:45 | Location: R0.21

Abstract

Social, economic and environmental challenges have placed significant pressures on higher education. As policymakers respond to these challenges, there is a danger that the quality of higher education will be judged simply in terms of graduates' employment outcomes and we will lose sight of the educational purposes of engaging students in higher education. In this keynote, I will argue that, in order to reinvigorate our understanding of what we are educating students for, we need to focus on how we develop curricula that support students to develop transformational relationships with disciplinary and professional knowledge. These relationships change students' understanding of themselves and the world and are central to the many ways in which engaging in higher education can transform students' lives and contribute to societal well-being. I will explore the implications of this argument for our educational practices.



Paul is Professor of Higher Education in the Department of Educational Research, Lancaster University, UK. Paul's research focuses on the educational role of higher education, how knowledge transforms students' understanding of themselves and the world, and the role of policies in shaping the education offered by higher education institutions. His recent book, *'Transforming University Education: A Manifesto'* (Bloomsbury 2020), argues for a focus on the educational, rather than economic, purposes of university degrees. Paul is the lead author on *Reflective Teaching in Higher Education* (2015, 2020) written by an international team to support the development of research-informed university teaching. He is joint Editor-in-Chief of the international journal *'Higher Education,'* and co-editor of two Bloomsbury book series: *'Understanding Student Experiences of Higher Education'* and *'Enhancing Reflective Teaching in Higher Education'*.

Morning parallel session abstracts

Parallel session stream A - presentations

Location: R0.12

Slow Pedagogies: transforming student approaches to time and pace

Joanne Lee (SMLC) and Elisabeth Blagrove (Psychology)

Today's educational landscape is shaped by rapid social and technological change, placing increasing pressure on students to “succeed” in a constantly connected, goal-driven culture. In this context, our challenges appear twofold: how can students sustain their focus, maintaining balance and wellbeing, whilst retaining an authentic joy of learning? How might universities simultaneously promote the deep intellectual exploration, creative thinking and critical enquiry that define their existence? Here, we discuss how the principles and values of the Slow Movement can be integrated holistically into pedagogical practice to foster a positive and transformative learning environment (LE). The Slow approach to education emphasises quality over quantity, respects tradition and cultural inheritance, and values complexity; It offers space for deep reflection, develops students as moral agents, and recognises the importance of community in the learning process (Holt 2002). We suggest a Slow Higher Education (HE) should allow for the ‘messiness’ of deep learning, the risk of debate and disagreement, emphasizing the ability to embrace and learn from failure, and the patience needed to solve problems (Honoré 2013, 53; 290). Drawing on our interdisciplinary teaching experience, we offer practical suggestions aimed at fostering student engagement, community, wellbeing, and pleasure in the LE- illustrating how Slow Pedagogies can be integrated into our teaching, regardless of discipline. We evaluate the impact of Slow Pedagogy on student learning, together with its transformational effects on their insight and wellbeing beyond the time and space limitations of the HE ‘classroom’.

How do students and lecturers ‘do’ language in teaching and learning: ‘linguaging’ examples in our postgraduate teaching and learning

Mary van der Riet, Bronwyn Harris, Saran Shantikumar, Philip Anyanwu (Warwick Medical School), Hongyu Ren, Yifei Chen, Jen Qi, Anwar Aljundi and Zilong Guan (Postgraduate students, Warwick Medical School)

Global mobility in postgraduate education means engagement across different languages. Having an international student and staff body means that we come to teaching and learning with a range of competencies and abilities in different languages. The formal language of instruction and mode of teaching means that both students and lecturers grapple with conveying and comprehending meaning across languages. In this presentation, we will discuss examples of what we call ‘linguaging’ challenges, and innovations, within postgraduate education sessions. Linguaging is thus a lens into the staff-student experience. Postgraduate teaching and learning processes are a significant space for reflecting on, producing and transforming practices in international and global education.

In this session we will present our conversations with students, and colleagues, about language issues, language challenges and language solutions, within their postgraduate teaching and learning. We focus on the strategies which students and colleagues use to work with different languages in teaching processes. For example, how students work ‘live’ in the teaching sessions to process information across two languages. We will discuss linguaging (and translating) technologies which are used during, and after, teaching and learning sessions, with a demonstration of how these work. We will also

discuss strategies from 'accommodations' in learning and teaching which could be used to address languaging and enable student participation and learning.

We plan this session as open-ended, inviting contributions and comments from the audience of learners and teachers to develop our skills and strategies in managing our multi-lingual higher education context. This dialogic presentation thus aims to enable discussion of strategies to address the engagement, and sense of belonging of both students and staff in our academic community.

Compassion at Warwick

Gemma Gray, Luke Hodson and Josh Davies (Psychology)

Compassion in HE has been increasingly recognised in academic literature. Parfitt et al. (2021) highlighted compassion's role in creating a shared existence between staff and students, enhancing experiences during vulnerable times. Kotera et al. (2023) found that self-compassion boosted students' internal motivation, making them more engaged and driven to succeed. Compassionate environments also lead to higher motivation and well-being among staff (West, 2021; WONKHE, 2023) and greater resilience during crises like COVID-19 (Slavich et al., 2022).

This presentation will delve into the WIHEA Compassionate Pedagogies learning circle Project "Conversations about Compassion ", which explores how staff and students define compassion at Warwick, and makes recommendations about integrated of compassionate approaches across the university. The project explores the meaning of compassion in HE through autoethnographic interviews with staff and students. These conversations identify what compassion means to both groups, how it is currently fostered, and potential barriers. This project highlights the potential of compassion as a transformative tool in building community and belonging across HE, and improving experiences for both staff and students.

Parallel session stream B - presentations

Location: R1.15

The Climb: Cultivating interdisciplinary collaboration and co-creation

Luda Ruddock, Rachel Davis and Innovation Fellows (Innovation Group)

There are untapped opportunities for interdisciplinary collaboration and co-creation within Innovation Group at Warwick. We would like to showcase them while inspiring academics to revisit their teaching, learning and assessment practices and embrace new authentic and industry-relevant spaces that connect, enable and empower students to become work-ready graduates.

Transformative learning and sustainable change are often enabled through university-industry partnerships (Bodley-Scott & Oymak, 2023) and collaboration in co-working spaces, where students could focus on real world challenges alongside industry representatives, SMEs and other professionals. This leads to development of students' enterprise mindset and enhancement of transferable skills, including confidence, creativity, and communication (Jackson et al., 2022). These authentic environments foster co-construction of knowledge and co-creation of potentially ground-breaking endeavours, enriching student experience and student opportunities within university and beyond through knowledge exchange (Bouncken & Aslam, 2019; Orel et al., 2021). In addition to

enhancing curriculum, they also serve as multi-functional spaces for transforming assessment – formative or summative. At Warwick, we have our own hidden gem at the heart of our diverse learning and working community – the repurposed Climb at the Junction Building.

In this interactive session we will engage the audience in a debate about the opportunities for development and assessment of varied transferable skills through collaboration within authentic environments. Using recent examples, we will highlight the value of enabling students to translate their knowledge and original research insights into meaningful societal impact through interaction with SMEs, industry and community partners. The session will stimulate thinking about the links between Innovation Group, academic departments and local industry. We would also signpost the attendees to other flex spaces that promote university-industry collaboration, coworking and co-creation. Subsequently, expanding the options for authentic environments educators could access and use for teaching, learning and assessment.

Bridging the Skills Gap Between Study and the Workplace: A Project Overview

Marion Patel (Student Opportunity) and Gitit Kadar-Sata (Psychology)

This presentation will introduce the ongoing project "Understanding and Addressing the Skills Gap Between Study and the Workplace". Our work aims to address the skills gap experienced by graduates through exploring the experience of skills application in returning placement students. The project was conceived as a direct response to a concerning trend in Warwick's Graduate Outcomes Survey, which finds respondents less likely to agree they are using their degree skills in the workplace than our competitor HEIs.

Building on the findings of a previous WHEA-funded project, this initiative expands its scope to include diverse student and employer perspectives. The project is structured around three interconnected work packages:

1. Expanding research into Students' Perceived Skills Gaps in Psychology Engineering and WBS
2. Co-creating Resources based on data from SLS students' Skills Gaps as generated from previous research
3. Collaborating with Employers to explore their perspectives on placements students' skills gaps.

We will provide insight into the methodology, current progress and intended outcomes of our ambitious multi-departmental project. The project brings together a plurality of data from different sources and engages with a range of stakeholders. This research will be used to transform education practice as it pertains to skills development, by developing curricular and co-curricular recommendations and resources, co-created with students and informed by employer feedback, that can be utilised academic staff and employability practitioners.

By further investigating placement students experience of the skills gap and developing resources to address it, the project aligns with the aims of Warwick's transformative policies regarding embedded skills development and the creation of empowered students and graduates, equipped with the necessary skills to achieve their own versions of success. The project's outcomes also support the broader sector and national priorities around the development of graduates ready to meet the ever-changing skills demands of the workplace.

Pop-up health checks: Transformative service learning for medical students

Kate Owen, Sean Barrett, Jackie Shanley (Warwick Medical School)

Sanah Hussein (Medical Student) and Rachelle Trevaras (Medical Student)

Medical Education in the UK is largely observational and passive with students shadowing healthcare professionals rather than delivering care. This can lead to feelings of inadequacy and demotivation of

students (1). Service learning has been a key strand of medical education in countries without universal provision of healthcare, most notably the USA (2) with benefits to student learning in multiple domains including knowledge, attitudes and skills and increasing motivation. There are also benefits to the local community (3).

In the UK there are communities who are underserved by healthcare, including in our local area. We have been working with local councils, public health and community organisations to develop a pilot outreach service to provide basic healthchecks and health advice to underserved communities.

We have piloted these in the sports centre and have positive feedback from both participants and students. This term we are moving out to community locations and plan to embed this active learning experience into our curriculum for the 2025/6 academic year.

We suggest that integrating service learning into curricula can help educate students in social justice and equity in a transformative way whilst serving our local community. During this session we will share with participants what we have done, including a short video of the pop-up and hearing from students and participants. We will encourage participants to think broadly about how they could also engage with local communities.

1. Nolan H, Owen K. Qualitative exploration of medical student experiences during the Covid-19 pandemic: implications for medical education. *BMC Med Educ.* 2021 May 19;21(1):285.
2. Nguemeni Tiako, Max Jordan MD, MS1; Johnson, Shawn F.2; Nkinsi, Naomi Tweyo3; Landry, Adaira MD, MEd4. Normalizing Service Learning in Medical Education to Sustain Medical Student-Led Initiatives. *Academic Medicine* 96(12):p 1634-1637
3. Blouin, David D., and Evelyn M. Perry. "Whom does service learning really serve? Community-based organizations' perspectives on service learning." *Teaching Sociology* 37.2 (2009): 120-135.

Parallel session stream C - workshop

Location: R0.14

Evolution rather than revolution: how making small changes can enhance the authenticity of an assessment strategy

Jenny Lloyd, Eleanor Reynolds and Juan Lopez-Cotarelo (Warwick Business School)

The importance of assessment in HE extends far beyond constructive alignment (Biggs 1996) and the simple certification of the achievement of learning objectives. As noted by Boud and Falchikov (2007) assessment affects peoples' lives as it signals to students what is important. Success or failure in assessments can determine students' direction in life, with many careers barred to those who do not achieve at least a 2:1.

With such pressure on students, assessment integrity is also a major concern The advent of 'essay mills' and latterly AI, has prompted academics to search for assessment methods that minimise opportunities for students to engage in academic misconduct (Lindebaum and Ramirez, 2024).

At the same time, greater competition to recruit students, academic league tables and levels of student debt have led members of the media to question the value of some degrees (Strimple 2024).

In this context, assessment is increasingly seen an effective method of encouraging development and demonstration of transferrable skills that might secure graduate employment.

In this challenging environment, ‘authentic’ assessment approaches have been mooted as a potential panacea and there is evidence that they can foster employability (Sokhanvar et al 2021), support inclusivity and reduce the impact of AI (Tai et al 2023). However, what constitutes ‘authenticity’ and the ease with which authentic approaches can be adopted may vary between subject specialisms.

In this workshop participants will explore what constitutes ‘authenticity’ within their specialism. Reflecting upon their current assessment methods they will consider how authenticity can be designed as “an emergent quality of educational processes that students engage in” (Ajjawi et al., 2024:507), rather than a narrow focus on features of the assessment task. Participants will leave with at least one idea for modification to their current assessment practice that will enhance authenticity, academic integrity and employability.

Parallel session stream D - workshop

Location: R0.04

Using the student voice and staff expertise to tackle the international awarding gap

Thomas Greenaway and Simon Brown (Student Opportunity)

Warwick has students from over 150 different countries and is committed to helping every student, home or international, to succeed throughout their studies and make the most of their experiences. However, the awarding differences between home and international students has received limited attention at Warwick as well as across the UK HE sector (e.g. Cagliesi et al., 2023). Thus, we conducted a WIHEA-funded project ‘Exploring the international awarding gap’ to look at international undergraduate students academic experiences at Warwick and the experiences of staff who teach them. We conducted 16 focus groups with 53 students and 9 focus groups with 24 staff members to explore the factors influencing international students’ academic experience at Warwick.

In this workshop, we will first present a summary of our qualitative findings on the experiences of international students at Warwick across different faculties. We will then use these qualitative findings to create four typical scenarios faced by international students, including insufficient cultural awareness of UK HE teaching practices and support in academic transition. Participants will hear Warwick student voices on these different challenges and have the opportunity to reflect on their own and each other’s teaching practices, and generate ideas for improvement. We will guide participants through this process by integrating four key recommendations identified in our project—namely, cultural awareness and inclusivity, guidance and support, teaching and support quality, and student-centred practices--within their specific departmental contexts. The workshop will generate research-informed and practical transformative education strategies to support Warwick’s inclusive education and international strategy.

References

Cagliesi, M. G., Hawkes, D., & Smith, S. (2023). Narrowing awarding gaps: the contributory role of policy and assessment type. *Studies in Higher Education*, 48(11), 1665–1677. <https://doi.org/10.1080/03075079.2023.2209597>

Parallel session stream E - panel

Location: R0.21

Transforming Education? Examining the impact of generative AI on assessments and pedagogy within WMG

Diana Shore, Shanshan Yang, Jianhua Yang, Lee Griffin and Susan Wakenshaw (Warwick Manufacturing Group)

Attendees gain insight into the potentially transformational impacts of incorporating generative AI within teaching sessions, aiming to produce graduates who can engage and constructively contribute to harnessing AIs capabilities within their chosen industries. The ethical and equitable issues encountered when tutors integrate AI into teaching and assessment are reflected on. Panel discussions aim to promote an enhanced understanding of the methods used to foster critical engagement with AI.

Within three cases we explore the impacts of integrating generative AI within WMG's education and consider the extent that it is transforming learning experiences. We explore three innovative approaches in teaching: -

1. **AI as a Virtual Team Member:** Jianhua Yang reflects on the changing needs of industry and the employability of students who are not equipped with AI capability. He examines the integration of a virtual AI entity, "Gene," as a team member contributing to 20% of group assignments, assessing its impact on collaboration and learning outcomes. Issues of equity are addressed as Jianhua ensures that students with lower AI capability are not disadvantaged by the assignment.
 2. **Co-creation of AI Assessment with Students:** Susan Wakenshaw and Shanshan Yang future-gaze at the changing role of programmers. Their case study explores how generative AI tools enhance problem-solving through debugging code with AI. They have also reflected on how they have considered students' voices at various stages of their innovative assessment development journey to transform learning experience.
 3. **Next-Generation Accountancy:** Lee Griffin reflects on the changing needs of industry and his ambition to produce critical users of AI who can provide leadership capability within their future roles. He describes how he fosters critical awareness among students by exploring the strengths and limitations of GEN AI in performing even simple accountancy tasks.
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Parallel session stream F - panel

Location: R1.13

The Mature Student Experience: Emancipation or Marginalisation?

Anil Awesti and Nalita James (Centre for Lifelong Learning), Marie Bawden (Undergraduate student, History) and Rosalia Mweya (Undergraduate student, Centre for Lifelong Learning)

This panel will give voice to the experiences of Warwick's mature students. The University's new Education and Student Experience Strategy (2024) recognises the need to not only diversify the student body but also ensure equitable opportunities for all, and champions lifelong and flexible learning. At the same time, Warwick's revised Access and Participation Plan identifies mature students as one of the student groups most at risk in terms of access and completion. The session will begin by providing an overview of the national policy context and the neoliberal shift that has occurred in higher education leading to a decline in the number of mature students accessing and participating in higher education. The session will then hear directly from mature students about their experiences of a Warwick education. The students will reflect on issues of identity, belonging, learning and teaching, student support, and institutional culture. In listening to the mature students' experiences, the audience will be asked to consider how we can better provide higher education that is transformative and better geared towards their needs. In doing so, the session will speak to the conference theme of how education can act as both a vehicle for emancipation (Friere, 1970; bell hooks, 1994) as well as oppression and marginalisation (Burke, 2012).

Lunchtime Fringe Sessions

Fringe 1

Location: R0.12

Digital Triage: Solving Teaching and Learning Challenges

David Voss (Flexible and Online Learning Division)

Ahead of the session, we invite you to share your digital learning challenges or concerns on the following padlet space with your contact details: [Padlet board](#)

Do you have a teaching and learning challenge you're looking to solve with digital tools? Or a digital learning issue that needs fresh ideas? Perhaps you're looking to get started with digital learning tools? Join the Digital Learning Team for an interactive session where our expert consultants and advisors will listen to your needs, explore solutions, and help you harness technology for transformative learning.

This session is designed as a drop-in problem-solving space, where you can engage in 1-1 conversations with our team to discuss your specific challenges. Whether you're looking to integrate assessment and feedback as a catalyst for transformation, advance equity, sustainability, and social justice, embed critical thinking in learning and teaching, or enhance online engagement and accessibility, we're here to help.

As part of the Flexible and Online Learning Division, our Faculty Support Consultants and Advisors develop partnerships with academics and technology teams, supporting interdisciplinary and cross-cultural approaches to learning transformation.

Can't attend in person? Submit your challenge digitally, and we'll continue the conversation beyond the conference, ensuring ongoing support and collaboration.

Join us to explore innovative solutions, exchange ideas, and take away practical strategies—whether it's a quick fix or the start of a long-term partnership to continuously improve your digital learning journey.

Fringe 2

Location: R0.14

Navigating Teaching a module to 1000+ postgraduate student: Learnings and Opportunities for Collaboration

Maryam Masood, Lauren Schrock, Asima Iqbal, Ninna Makrinov, Poonam Aulak, Gabriella Crawford Koltai (Warwick Manufacturing Group)

Teaching research methods to 1000+ postgraduate students in a hybrid format presents opportunities and challenges to deliver an engaging and effective learning experience. This session will provide a reflective account from the academic team and Graduate Teaching Assistants (GTAs) involved in designing and delivering a research methods module offered to 1000+ students in engineering and business. In contrast to block delivery of other credited modules in the department, this research methods module is delivered through four face-to-face learning weeks with synchronous online sessions delivered during block modules with face-to-face teaching occurring in large groups of 250-500 students. Face-to-face teaching is complemented by Moodle-based learning resources and live online sessions. This means that there are a significant number of students per teacher since the module is taught by 5 academics and 6 GTAs. This unique format of delivery presents several challenges such as maintaining student engagement diachronically and synchronically, in synchronous and asynchronous learning, and ensuring learning outcomes are met when there are diverse individual needs. To address these challenges, the team has tested and implemented several practices, including the integration of digital tools for interactive content delivery, scaffolding of assessments, and fostering active participation through all delivery formats. The team also welcomes the collaboration of GTAs to support student learning by facilitating student support sessions, reviewing content from a student perspective, providing feedback-feedforward on student work, and bridging the gap between face-to-face and online instruction. This reflection explores strategies adopted to overcome these challenges while fostering an inclusive, scalable, and student-centred approach to hybrid postgraduate education. There are lessons learnt that will be useful for the larger academic community and we extend a call to other members of the University to work collaboratively through an interactive fringe session on designing solutions that support the achievement of the University's 2030 strategic objectives for education and student experience.

Fringe 3

Location: R1.15

Who wants to be a millionaire university challenge?!

Edwina Jones, Fatemeh Shahbazi and Kim Watts (Warwick Manufacturing Group)

Come on down and put the party in participation! Join WMG's game show hosts for an edutainment extravaganza.

In this lunchtime show you can compete in a range of team-based tasks to win points, earn badges and put your team at the top of the leader board.

Engagement is the name of the game and collaboration is the challenge. Using Vevox, Level Up and a range of game show engagement techniques, this session will inspire you to try something different in class.

Whether you're a contestant or a member of the audience, we will offer ideas on low-stakes risk taking, creating a collaborative (team) mindset, encouraging student participation and boosting engagement in Moodle and the classroom.

And if a game show format is a step too far, you can still come along and get some ideas on rewarding students for revision, putting the fun into formative assessment, and turning your students into module masterminds who countdown to the start of class.

Disclaimer: This session is grounded in pedagogical principles of collaborative, gamified and competitive learning. Please come prepared to advance your scholarly knowledge.

Fringe 4

Location: R1.13

How green is your practice?

Korin Grant (Centre for Lifelong Learning)

This lunchtime fringe session will offer the opportunity for teaching practitioners to explore the extent to which teaching can surface and challenge mindsets and affect change. The particular focus will be on to what extent educators address concerns relating to climate change and sustainability through their teaching practice. As a teacher in career studies my interest in this area has been to examine the role for environmental concerns in career development work. As such the activities for this session will loosely follow a workshop developed for career practitioners entitled 'How green is your practice?' (Grant, 2024). I am not presenting the session as an expert in teaching practice in this area (some participants will know more than me!) but as an opportunity to consider our current approach and how we may learn from what works in different disciplines.

Participants will be invited to work their way through reflective activities. Each 'station' will invite participants to consider their teaching practice. The aim will be to evaluate and map current teaching activities in relation to a capacity to address climate change and sustainability. The mapping will draw on criteria introduced in Tony Watt's socio-political typology of guidance (1996), which has since been built on by Packer and Plant (2020) and Grant (2024).

Event participants will have had the chance to:

- Evaluate and map their existing practice in relation to its capacity to address climate change and sustainability.

- Identify goals as 'change agents' in this arena.
- Share examples of practice that incorporate climate change and sustainability
- Share resources with each other to support further exploration of this topic

This session links to the conference themes of advancing equity, sustainability, and social justice and reimagining our roles as educators and change agents. The session would suit teaching staff with an interest in sustainability. The session will be informal and allow for active participation through a series of 'stations' which can be worked through independently or in pairs/small groups.

Afternoon parallel session abstracts

Parallel session stream A - presentations

Location: R0.12

Transforming Learning & Understanding of Students' Experiences of Informal Learning Spaces

Naveera Abhayawickrama (Undergraduate student, School of Law), Youn Affejee (WMG) and Dhvani Patil (Undergraduate student, Liberal Arts)

'Transforming learning and understanding of students' experiences of informal learning spaces' is a WIHEA Student Fellow led project that investigated the overlaps and nuances of students' experiences of navigating and engaging in informal learning spaces. In higher education (HE), we often fall into the trap of categorising everyone and everything and can fail to recognise and therefore understand the intricacies and nuances that make up our identities as students and as staff. Through this presentation we will share our mixed-method approach, findings and outcomes which will deepen your understanding students' experiences of informal spaces. Including, the co-created recommendations and resources to further support you and the broader HE sector in reducing barriers and thus, better supporting the transformation of learning and the student experience. Join us to find out more about our learnings and recommendations; supporting you in transforming your understanding and your practices.

(Re-)Engaging Students from the Start

Nicholas Tawn (Statistics)

Since the pandemic there has been a step change in students' interaction and engagement on our programmes. We have seen a persistent decrease in lecture attendance, decrease in course engagement, and a concerning increase in well-being cases. I have been exploring ways to transform the students' relationship with their studies and how we can regain their attention and promote the importance of being an active member of the student community.

Over the past 3 years, alongside the SSLC, I have been developing a suite of transformative interventions for the first year (and beyond) to promote and encourage positive behavioural attitudes towards engaging with their studies, The main aim is to develop our students' resilience, focus and accountability in their first year so that the expectations are set and they have the best opportunity to succeed in the subsequent years.

I have introduced three main new features: an inclusive controlled release of lecture capture to promote attendance; a substantial two-phase mentor scheme to help transition to university style education and then a follow-up intervention scheme for under-performers; and a drop-in academic support hub.

I will discuss how the suite of changes has led to some very positive improvements in both well-being cases, attendance and academic attainment as well as some nice additional extra benefits. I will discuss how the approach needs the combination of all the schemes to work effectively and present data on the observed improvements. I will also discuss aspects that haven't worked well and how I would have done things differently in retrospect.

The STEAM' approach in Higher Education: Reflections on Interdisciplinary Collaboration

Katie Reeves and Elizabeth Chant (Global Sustainable Development)

This talk will detail our experience of designing and delivering a new module in the Global Sustainable Development Department titled 'Interdisciplinary Approaches to Global Sustainable Development'. Combining the diverse expertise of the module leads across cultural studies and environmental history (Liz) and Earth Sciences and Volcanology (Katie), the module aims to bridge different perspectives and approaches to knowledge generation in the context of sustainable development to facilitate interdisciplinary collaboration among Year 1 undergraduate students.

In order to do this, we consulted scholarship on STEAM pedagogies, which seeks to integrate the Arts (i.e. 'A') into STEM. However, much of this pedagogical practice is limited to secondary or primary educational settings. Whilst this seemed an intriguing concept – and one that maps onto the interdisciplinary skills required on the Global Sustainable Development course - there was no scholarly evidence of this approach being applied in Higher Education. In response to this, we developed our own STEAM approach to guide the module design, whereby both Liz and Katie attended all teaching sessions and contributed their various (and sometimes diverging) perspectives on global challenges to the cohort. In this talk, we will reflect on our experiences of designing the module to foreground interdisciplinary collaboration across the Arts and Sciences, including tools used, such as a discipline positionality map, our focus on communication strategies, and the exciting creative project outputs that our students produced, which ranged from podcasts, to paintings, to crochet.

This session will reflect on our experiences creating and running this module for the first time in 2024-25, with emphasis on sharing good practice from student feedback and engaging with some of the challenges involved in interdisciplinary collaboration.

Parallel session stream B - presentations

Location: R0.04

Interdisciplinarity: The Key to Transformative Learning - Past, Present, and Future at Warwick

Catherine Hale (Warwick Medical School) and Joanne Wale (IATL)

This presentation will explore the pivotal role of interdisciplinarity in transformative learning at the University of Warwick. We will present findings from a WIHEA-funded longitudinal study that assessed the progress of the interdisciplinary strand of the University's Education Strategy from 2018 to 2023, evaluating it against its stated objectives. The presentation will highlight the progress achieved, departmental successes, areas needing further development, and explore the impact of the Institutional Strategy upon progress to interdisciplinarity.

Looking forward, we will consider the new Education Strategy, which aims to further integrate interdisciplinary teaching and learning throughout Warwick's curriculum; where different disciplinary lenses facilitate paradigm shifts in understanding and problem solving, leading to transformational learning. We will examine how these interdisciplinary elements and lenses will be embedded into the strategy and how this could enhance Warwick's leadership in educational excellence, and empower and transform learning for its students.

To support these efforts, a WIHEA/IATL Interdisciplinary Staff Hub is being launched. The presentation will conclude by outlining how the Hub will serve as a central platform for Warwick teaching staff, offering guidance and support for incorporating interdisciplinarity into their pedagogy. It will provide practical examples through detailed case studies, including examples of transformative learning, opportunities for networking and discussions with colleagues, and a wealth of resources for developing interdisciplinary approaches. Additionally, the Hub will facilitate professional development through workshops, seminars, and training sessions focused on interdisciplinary education.

Delegates attending this session will gain:

Insights from both the longitudinal study and from strategic plans to further embed interdisciplinary teaching and learning which they can use to inform their own departmental strategies for fostering interdisciplinarity. The presentation will also offer concrete examples of resources and support structures, such as the WIHEA/IATL Interdisciplinary Staff Hub.

The presentation will build on relevant scholarship by:

Contributing to relevant scholarship by providing empirical evidence from a longitudinal study of a large-scale implementation of interdisciplinary education at Warwick. Furthermore, it engages with the growing body of research on the role of institutional strategies in shaping educational change.

Cyber Safe: Engaging students as partners in educational projects through co-creation

Elzbieta Titis (Warwick Manufacturing Group) and Esther Solomon Edun (Information & Digital Group)

Numerous universities have suffered serious cyber security breaches which have resulted in public exposure in the media as well as fines from the ICO. Cyber security breaches have sometimes emanated from staff and / or students at the university. Cyber Safe is an optional student focused Moodle module which focuses on raising cyber security awareness (CSA). The course was developed by the Cyber Security Centre (WVG) in collaboration with the IDG Information Security Team and was taken by more than 2,000 University of Warwick students in 2024-2025. There are discussions underway to now make this a compulsory course in 2025.

The delivery of the course was supported by student ambassadors. We co-created the course with year 1 students. Then we included year 2 students in further development – they helped redesign example vignettes for Cyber Safe purposes, considering the usability and user experience of CSA materials and messages, and making CSA contents audience directed. Vignettes provide "a rich learning experience for eliciting and promoting understanding". In the final phase, Masters students contributed in identifying features for the 'compulsory' version of the course. This process enabled students to engage in higher order thinking skills, as well as thinking about meaning and application in addition to the subject content. We are currently working on a game to be included in the second version of the course; the game is being co-developed with several Masters students, including adding functionality to play as both defenders as well as cyber attackers, providing the players an option to create their own attack scenarios, and focussing on incorporating social media scams scenarios.

This presentation outlines the whole experience of developing this course with a specific focus on the element of co-creation. We critically reflect on this experience and highlight good practice that could be adopted in similar scenarios.

Teaching Complexity in Sustainability in the Manufacturing Sector: A Systematic Review, and Comparative Analysis

Madhura Sen, Undergraduate student (Global Sustainable Development)

In a rapidly evolving educational landscape, integrating sustainability complexity into higher education is pivotal for addressing global challenges and preparing students as transformative leaders (Sterlin, 2010). This session will explore insights from a systematic review and comparative analysis conducted on global best practices for teaching sustainability in the manufacturing sector. Drawing on interdisciplinary, systems thinking, and experiential learning methodologies, the study contrasts international strategies with current approaches at Warwick Manufacturing Group (WMG) and the University of Warwick's Engineering programs.

Through this session, delegates will gain actionable frameworks for embedding sustainability into curricula, focusing on interdisciplinary integration, stakeholder engagement, ethical responsibility, and fostering innovation. For instance, the research emphasizes the incorporation of life-cycle assessment tools (Aurandt and Butler, 2011), real-world capstone projects (Amini-Rankouhi and Huang, 2021), and problem-based learning (Li et al, 2015) to tackle sustainability challenges. Furthermore, it outlines strategies to balance global sustainability standards with local contextual needs, demonstrating how higher education can become a driver of transformative change (Yarime et al., 2012).

Aligned with the conference pedagogy, this session adopts a scholarly approach by grounding its findings in relevant literature and global challenges such as achieving the UN Sustainable Development Goals (SDGs). It will engage delegates through thought-provoking discussions, real-life examples, and practical takeaways that can inspire curriculum development in diverse educational contexts.

Participants will leave with a deeper understanding of how to create transformative learning environments that enable students and institutions to thrive while addressing the complexities of sustainability in higher education. This session is particularly relevant to educators, curriculum designers, and policymakers seeking to foster sustainable practices in manufacturing and beyond.

Parallel session stream C - workshop

Location: R0.14

Humanising the World Around Us through the Warwick Belonging Framework

Inca Hide-Wright (Leadership and Management), Tom Ritchie (Chemistry), Dhvani Patil (Liberal Arts), Sarah Bennett (Student Opportunity), Mark Pulsford (Education Studies and Dean of Students Office), Sarah Wilson (Warwick Manufacturing Group) and Reece Goodall (Chemistry and Faculty of Arts)

This session will begin with an overview of the co-creation process and evolution of the Warwick Building Belonging Framework. This will be followed by a panel of students and staff from the WIHEA Building Belonging Learning Circle, who will share their experiences of reviewing, testing and progressing the Building Belonging Framework. The panellists will provide their critical reflections and insights on the framework, providing attendees with the knowledge and tools to integrate belonging considerations into their own work, foster a culture of belonging within their respective spaces, and leverage co-creation to drive meaningful change. Attendees will then have the opportunity to engage in an exploration of the framework's core principles and applications, drawing on current research and real-world examples, such as the Higher Education wide research conducted by WonkHE (2022, 2024) and RAISE (last accessed January 31, 2025). All attendees will leave the session understanding: (1) the role of co-creation in developing the framework as well as the role co-creation plays within the framework and, (2) equipped with the knowledge and power to transform their spaces and initiatives in such a way that builds belonging and therefore, enables students, staff and institutions to thrive.

Parallel session stream D - workshop

Location: R1.13

CULTURE in Feedback: A framework for promoting feedback literacy

Leda Mirbahai, Anthony Lyons, Chelsea Wood (Warwick Medical School) and Daniel Dauber (Applied Linguistics)

Assessment and feedback have long been areas of concern in UK higher education, as evidenced by consistent dissatisfaction in the National Student Survey (NSS). Despite the use of marking rubrics to promote transparency and consistency, many students still struggle to derive meaningful learning from feedback. As classrooms become more diverse, with students from varied cultural, linguistic, and educational backgrounds, the need for authentic and inclusive assessment practices grows.

In this context, it is crucial to rethink how feedback is delivered, ensuring that it is not only relevant and actionable but also fosters the skills, confidence, and growth necessary for students to thrive in a changing world. The challenge is not solely about improving students' understanding of rubrics, but also about deepening educators' understanding of how diverse students interpret and engage with feedback.

This session introduces the CULTURE framework, designed to enhance feedback literacy and equip both students and staff with tools for effective, inclusive assessment practices. CULTURE provides a model for designing and delivering feedback that is accessible and engaging for all learners, promoting continuous growth.

The framework includes:

- Clear and actionable feedback that is easy to implement
- Understandable language that is accessible to all learners
- Learning growth focus that nurtures development
- Technology-enhanced approaches for increased engagement
- Understanding cultural differences to ensure sensitivity in feedback delivery
- Reflective practices to encourage student self-assessment
- Engaged and personalized feedback to foster meaningful interaction

This workshop will showcase how the CULTURE framework empowers both students and staff to co-create assessment rubrics that foster feedback literacy and equip learners for success. By embracing these principles, institutions can create feedback practices that are truly inclusive and effective in preparing students for the future.

Parallel session stream E - workshop

Location: R1.15

Strategies for integrating enterprise into educational programmes

Luda Ruddock Innovation Group) and Colleagues from Warwick Enterprise Innovation Fellows (students-staff), Innovation Group

At Warwick Enterprise we follow university's aspiration for every student to get an opportunity to engage with innovation as part of their Warwick learning experience. As a result, we promote active experimentation with applying their learning in practice in different contexts through experiential learning (Beard, 2022; LaRocca & Godefroy, 2024), subsequent reflection and sensemaking (Morland et al., 2021) and exploration of alternative career paths, including self-employment, freelancing and entrepreneurship as an integral part of 3Es - Employability, Enterprise and Entrepreneurship (Advance HE, 2024; QAA, 2018, pp.9-10). To facilitate this process, we actively work with academic colleagues and students to explore enterprise skills, behaviours and attributes (EntreComp, 2016; QAA, 2018) and how they link to transferable and future skills (World Economic Forum, 2025) for a holistic student experience.

In this practical, high paced and interactive workshop, we will engage colleagues in a series of active and collaborative discovery activities on enterprise and entrepreneurship competencies. Using a set of specially designed resources, cards and other hands-on tools, participants will explore frameworks and guides that might be used to inform their curriculum design, teaching, learning and assessment practices, employability initiatives, reflective exercises, and overall student experience. As a result, the intrinsic entrepreneurial nature of active, collaborative, project-based, experiential, and interdisciplinary learning will be revealed, and as a group we will question any assumptions and myths around enterprise and entrepreneurship education and its applicability to various disciplines and areas of work. Beyond inspiring the delegates to embed enterprise into their modules, courses, co- and extra-curricular activities, the workshop will also encourage exchange of practices and insights to promote co-construction and reframing of perspectives, cross-functional collaboration and leading to transformative integrated learning opportunities (LaRocca & Godefroy, 2024).

Parallel session stream F - panel

Location: R0.21

Inclusive assessment in STEM disciplines. Perspectives from students and staff, Warwick and beyond.

Martyn Parker (Statistics), Claire Rocks (Computer Science), Sam Grierson (Education Policy and Quality), Franklyna Brun (UoW PGR Student – Chemistry and Research Project Officer), Rachel Evans (WFS – Teaching Fellow – Life Sciences and Research), Jacob Hougie (University of Oxford – Student Union – Policy Associate), Matt Leeke (University of Birmingham – Professor - Computer Science), Finn Sweetnam (UoW UG Student – MORSE), Isabelle Topalli (UoW UG Student – Computer Science), Helen Wesson (Research Project Officer)

This panel will discuss the outputs of a two-year project exploring Inclusive SEM (Science, Engineering, and Mathematics) Assessment. The project aims to ensure equitable opportunities for all students to succeed, with findings intended to inform and influence policy and decision-making.

Key questions to be explored by the panel include:

- * How can numerical and laboratory-based subjects fit seamlessly into debates around inclusive and blended assessment types?
- * How can we respond to the call from QAA and PSRBs for more diversity in assessment and the development of skills that align with industry expectations?
- * The work and discussion will incorporate internal, external, student, and staff perspectives, using both quantitative and qualitative data.

Drawing on the excellent work of many colleagues, we will examine challenges, effective practices, and barriers. The panel will discuss the project's outputs in the following areas:

- * Providing evidence-based advice, guidance, and recommendations for the University of Warwick regarding assessments in SEM.
- * Showcasing inclusive assessment practices in SEM that provide students with equitable opportunities to develop knowledge, skills, and competencies for successful employability.
- * Analysing perceived barriers and enablers to inclusive assessment in SEM and making recommendations to address these barriers for students and staff.
- * Advocating for equitable access for students throughout their learning journey in SEM assessments, ensuring they have the support and resources needed to succeed.
- * Developing an assessment typology, a narrative of current practice across the sector and within the institution, to advance the inclusive education agenda and drive change in addressing the university's educational priorities.

This panel discussion will contribute to the broader conversation in this area, providing attendees with the opportunity to see the outputs, share perspectives, and engage in this complex discussion.

This work was funded by WIHEA and the university, with all research receiving ethical approval from BSREC.

****We invite you to take part in our interactive session by contributing your thoughts to our Padlet in advance of the event. Your insights will help shape the discussion during our upcoming panel and inform our efforts to address what appears to be a ‘wicked problem’ (a societal or cultural issue that is difficult or impossible to solve due to factors like incomplete information, conflicting stakeholder values, and the interconnectedness of various factors).**

To learn more - See our Participant Information Leaflet ([link here](#)).

To contribute immediately - Share your thoughts now on our Padlet ([link here](#)).

We look forward to seeing you at our event!

Panel: Transformative Learning in HE: Sector shifts, policy changes and implications for practice

Time: 2:30 – 3:30pm | Location: R0.21

Professor Emma Flynn (Chair), Provost, University of Warwick

Professor Rebecca Freeman, Deputy PVC Education, University of Warwick

Dr Debbie McVitty, Editor, [Wonkhe](#)

Professor Paul Ashwin, Professor of Higher Education, University of Lancaster

Samuel Roseveare, Director of Regional and National Policy, University of Warwick

The aim of this panel discussion is to explore the topic of Transformative Learning through the lens of broader sector shifts and policy environments. We have invited experts from diverse practice and policy contexts within higher education, to examine the dynamic landscape of HE influenced by evolving government policies and priorities.

Our focus for this session is on how institutions can adapt to sector shifts, creating learning environments that are innovative and responsive to current and future opportunities and challenges. We will explore how educational communities can leverage these shifts to enhance practices and create opportunities for innovation, collaboration, growth and development. The session aims to integrate policy considerations into educational strategies, driving meaningful change and fostering positive societal impact.

Ask the panel as question using the form [linked here](#).

Transformative Learning asynchronous nano-presentations

The Warwick Education Conference 2025 blends asynchronous resources and live events to offer a range of exciting ways for everyone to engage with the theme of Transformative Learning. These short (up to 10 mins) nano-presentations have been created asynchronously for you to watch and feel inspired at a time and place that suits you.

[Anyone can surf](#)

Mucahit Ozden, Ninna Makrinov, Devon Allcoat (Warwick Manufacturing Group) and Jo Kukuczka (Academic Development Centre)

[Who wouldn't want to be treated with compassion?](#)

Eleanor Reynolds (Warwick Business School)

[Transformative Learning in the age of AI](#)

Penelope Mosavian (Warwick Foundation Studies)

[Supporting Transformation in Assessment at the University of Warwick](#)

Pete Fossey, Will Haywood and Samantha Read (Academic Development Centre)

[Using Small Teaching to Transform the Teaching of Engineering Mathematics on a Degree-Apprenticeship Course](#)

Dr Karen Kudar, Dr Celine Martin and Kim Watts (Warwick Manufacturing Group)

[Enabling students' voices through student-led Exploratory Practice: perspectives from China](#)

Meifang Zhuo (Applied Linguistics)

[Transformative Approach: Knowing that you make a difference in Lifelong Learning](#)

Rachel Strisino, Dr Charlotte Jones and Karen Baxter (SELCS - Centre for Lifelong Learning)

[Agents of change designing social ventures for sustainability](#)

Luda Ruddock (Innovation Group), Dr Sarah Cook (School of Life Sciences) and Kusum Gurung (Innovation Fellow, Innovation Group and BSc Biomedical Science student)

[Evaluating student and staff awareness of education for sustainable development \(ESD\) at University of Warwick](#)

Freeha Azmat, Maryam Masood (Warwick Manufacturing Group) and Joanne Lee (Modern Languages)

[Transformative Learning for Educators: Leveraging Moodle to Enhance Mentoring Skills](#)

Miriam Avena-Joint and Penelope Ottewill (SELCS)

[Using Exit Tickets to Re-Design the Curriculum in a Mixed-Cohort Data Analytics Module](#)
Ayşe Sunar (Computer Science) and Azadeh Moladoost (Applied Linguistics)

[The Transformative Influence of Teachers' Feedback-Seeking Behaviors in Tertiary-Level Education](#)

Azadeh Moladoost (Applied Linguistics)

[A Transnational Educational Experience](#)

Georgios Kapogiannis (Warwick Manufacturing Group)

[Critical Review of a Phenomenon-Based Learning Event](#)

Poonam Pedley, Paul Ottey, Paul Trimmer (Flexible Online Learning) and guests from Echo360

[The role of tailored feedback and scaffolding in facilitating pre-service student-teachers' online reflections on e-portfolios: Key Findings from a design-based research](#)

Nusrat Gulzar (Department of Applied Linguistics)



View full details and the recordings from [Warwick Education Conference 2025 - Nano-Presentations](#)

Education Fund 2024/25 Projects – Poster Display

Posters from the 2024/25 Education Fund projects will be displayed in the ground floor foyer of Ramphal Building.

Incorporating the student voice in designing effective teamwork assessments

Mujthaba Ahtamad (WMG), Julia Brettschneider (Statistics), Freddie Cendrowicz (student, History), Atisha Ghosh (Economics), Tom Greenaway (Student Opportunity), Ian Saunders (Computer Science), Amy Stickels (WBS)

The student perspective on the effectiveness of current feedback and the co-creation of marking rubrics

Gurpreet Chouhan (WMS) Erin Dilger (School of Life Sciences), Gill Frigerio (Centre for Lifelong Learning, School of Education, Learning and Communication Sciences), John Gough (Centre for Lifelong Learning, School of Education, Learning and Communication Sciences), Debbi Marais (WMS), Alyson Quinn (WMS), Amerjit Singh (WMS), Katrine Wallis (School of Life Sciences)

Do student expectations from entry qualifications inhibit HE Biosciences learning?

Daniel Franklin, (School of Life Sciences), Leda Mirbahai (WMS), Robert Spooner (School of Life Sciences), David Tapp (Warwick Foundation Studies), Katrine Wallis (School of Life Sciences)

Understanding and addressing the skills gap between study and the workplace

David Molyneux (Student Opportunity), Amanda Bishop (School of Engineering), Ali Collins (Student Opportunity), Rachel Cuddihy (WBS), Tom Greenaway (Student Opportunity), Gitit Kadar-Satat (Psychology), Angela Lorenz (WBS), Marion Patel (Student Opportunity)

Establishing Foundations for AI-Integrated Feedback

Martyn Parker (Statistics), Siri Chongchitnan (Mathematics), Sam Petrie (Innovation Group)

AI Toolkit for Social Sciences and the Arts

Fiona Wallace, Warwick Foundation Studies, Leela Cejnar, Warwick Business School, Mark Pulsford, Education Studies, Isleide Zissimos, Dept of Economics

LoCoR: Long-term Collective Student Research Programme

Feng Mao, School for Cross-faculty Studies, Bing Lu, Faculty of Arts, Gioia Panzarella, GSD, Jianhua Yang, WMG, Ishwar Kapoor, School of Engineering, Reece Goodall, Faculty of Arts.

Building Inclusive Leadership in Education in a Research-Intensive University: Enabling Current and Future Generations

Naomi Chopra (Department of Psychology), Leda Mirbahai (Warwick Medical School), Elisabeth Blagrove (Department of Psychology), Nikola Chmel (School of Chemistry), Richard Clay (Warwick Medical School), Isabel Fischer (Warwick Business School), John Kirkman (Academic Development Centre)

Identifying Barriers and Use Cases for Generative AI in Education Using Retrieval-Augmented Generation and Staff Surveys

Jianhua Yang (WMG), Youn Affejee (WMG), Abdullah Akbulut, Entrepreneurship Education, University of Birmingham, Tanya Carey (WMG), Zhiqiong Chen (SMLC), Tomoko Fujita (SMLC), Vrushali Kamble (IDG), Robert Liu-Preece (Politics & International Studies), Saksham Midha (Finance Office), Chidi Okorro (WMG), Kerem Öge (Politics and International Studies), Hoang Pham (Department of Computer Science), Sam Petrie (Innovation Group), Salimeh Pour Mohammad (Warwick Business School), Adrian von Muhlenen (Department of Psychology), Vivek Venkatram, Philosophy, Politics, and Economics.

Quiet Space, Working Spaces and Conference Buddy Meeting Point

Quiet Space – Room 0.03

This year, we have introduced a quiet reflective space at the Conference.

We will have a number of optional low-key activities available: mindful colouring, bookmark making, and a jigsaw. However, if you just want to come in, sit for a while and take stock, feel free to stop by. You'll find us in Room 0.03.

Working Spaces

If you are looking for a quiet space to work or engage in a meeting briefly during the day, you can use rooms 1.03, 1.04 and 2.41. There are also communal areas on the first floor.

Conference Buddy Meeting Point

The dedicated meeting point for Conference Buddies is outside room 0.03 in the Ramphal building atrium. It will be clearly labelled "Conference Buddy Meeting Point". Room 0.03 is our dedicated quiet and contemplative space for the event. You will be welcome to use this space to connect. The Working Space rooms listed above are also open spaces for colleagues to use throughout the day.
