

Institute for Advanced
Teaching and Learning

Annual Report for Faculties

Academic Year 2023/2024



WARWICK
THE UNIVERSITY OF WARWICK

INSTITUTE FOR
ADVANCED TEACHING & LEARNING



WELCOME

The Institute for Advanced Teaching and Learning (IATL) plays a key role at Warwick University as a central hub for educational innovation. It connects a diverse range of stakeholders and provides leadership to embed transformative educational practices across the University.

It is a great honour and privilege to lead this Institute, particularly during Warwick's 60th anniversary.

At its heart, IATL is dedicated to helping students reach their full potential. By supporting students in exploring and developing their ideas, IATL creates an environment that promotes academic growth and enables meaningful contributions to the University community. In doing so, we prepare students to become active and engaged citizens within and beyond the University.

With the launch of our **new strategy** in 2024, IATL is guided by three Foundational Principles: **Research-Led Educational Innovation**, **Participatory Practices**, and **Inclusive Structures and Care-Rooted Approaches**. These principles ensure that every student's unique talents are nurtured, allowing them to thrive academically and personally.

Our Principles inform our Core Activities: **Learning beyond Disciplines**, **Student Research**, **Learning beyond Borders**, and our **Research-Infused** and **Enterprise-Infused** Curricula. These initiatives help broaden students' horizons, offering transformative educational experiences that prepare them for the future.

In this report for the 2023-2024 academic year, we celebrate our interactions and collaborations with Faculties across the University, highlighting our shared commitment to teaching, learning and student research and experience, and reporting on funded projects. We have included case studies showcasing the transformative experiences of staff and students who have studied and worked with IATL. We also outline how all members of the University can engage with IATL and invite new collaborations and partnerships.

Each Department will also receive a tailored overview of their specific engagements with IATL this year. These summaries will include data on interactions and collaborations and highlight case studies that illustrate the impact of our joint efforts. This personalised approach allows Departments to reflect on their engagement with IATL while exploring future opportunities to collaborate with us.

IATL is dedicated to fostering strong collaborations with all Faculties and Departments, and we are eager to enhance these partnerships. In these reports, we celebrate our joint achievements and anticipate forging new connections that will drive the future of teaching, learning, and student experience at Warwick.

Professor Elena Riva
Head of Department, IATL





TEACHING AND LEARNING

IATL offers a range of multi-, inter-, and trans-disciplinary modules at **Undergraduate** and **Postgraduate** level built upon sector-leading pedagogies to facilitate learning beyond disciplines. This approach to teaching and learning encourages the development of skills from problem solving and creativity to collaboration and dealing with uncertainty. By taking an IATL module, students work with peers and staff from different disciplines spanning all three Faculties at Warwick. They not only develop new ways of doing and thinking, but are also placed in an empowered position to represent their home discipline and lead with their acquired disciplinary excellence within a multidisciplinary learning environment.

Students are also able to add to their learning experience by becoming an ambassador for IATL through volunteering as an IATL Student Voice Representative or participating in a public engagement activity. IATL also offers online learning opportunities to all Warwick students through its **Understanding Wellbeing** module, where students can gain HEAR Accreditation and points towards the Warwick Award, and the **collaborative online international learning (COIL)** projects through EUTOPIA.

Case Study

"Being a student representative for Navigating Psychopathology was such a beneficial opportunity as it gave me the chance, alongside completing a fascinating module, to meet and work with the department to feedback how it is run and how it can be improved. I met reps from other modules, all from a range of disciplines, and gave me a boost in my confidence and understanding about the interdisciplinary nature of IATL."

Ellinor Hopkins, Student Voice Representative for the IATL module Navigating Psychopathology, BA in English and History, Faculty of Arts.

Case Study

A group of five students of the IATL module **Serious Tabletop Game Design & Development**, four from the Faculty of Science and one from the Faculty of Social Sciences, recently showcased their prototype games at the **UK Games Expo**, one of the largest tabletop and hobby games conventions in the country.

Nathan Hayes (BSc in Computer Science) created the strategy game 'Artificial Intentions' to introduce neural networks and AI ethics, Moth Mitcheson (BSc in Computer Science) developed 'Nanobot' integrating AI concepts, James Wilson (BSc in Mathematics) invented 'Speedgraph' to teach graph theory, Joely To created (BSc in Mathematics) 'The Oil Trader' focused on probability-based wealth-building, and Burhan Miah (BA in Philosophy, Politics and Economics) designed 'Extraction', a cybersecurity game involving intelligence operations.

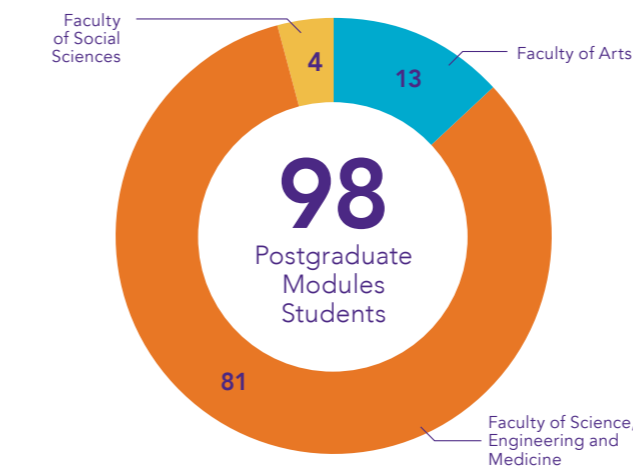
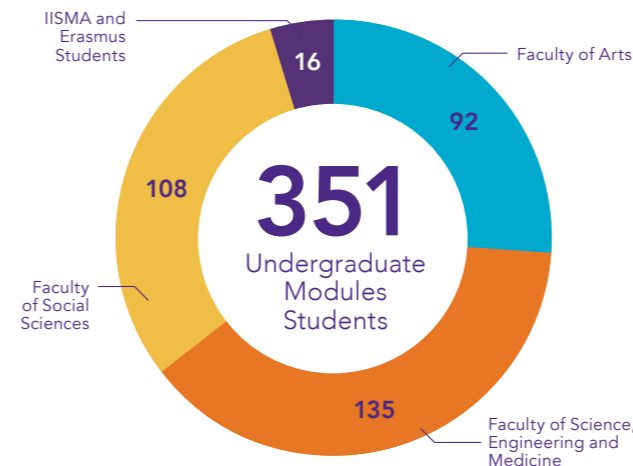
'For many students, the event was both challenging and rewarding, as they showcased their prototypes to industry professionals, received valuable feedback, and improved their presentation skills while networking with other game developers.'

Chris Evans, Serious Tabletop Game Design & Development Module Convenor, Head of Technology Enhanced Learning, WMG, Faculty of Science, Engineering and Medicine.

'This is the best experience I've ever had'.
Nathan Hayes, BSc in Computer Science, Faculty of Science, Engineering and Medicine.

Finally, IATL supports staff to network and teach beyond disciplines across Warwick, encouraging people from all Faculties to develop multi-, inter- and trans-disciplinary pedagogies, which they deliver in practice within their own department and within IATL. Moreover, IATL **PGA in Interdisciplinary Pedagogy** is open to all members of staff at Warwick.

The following statistics shows how staff and students in the three Faculties interacted with IATL's teaching and learning activities in 2023/24. We would be keen to work with you more closely in this area in the coming academic years, so that both staff and students from your Faculty can take full advantage of all IATL has to offer to facilitate learning beyond disciplines.



Case Study

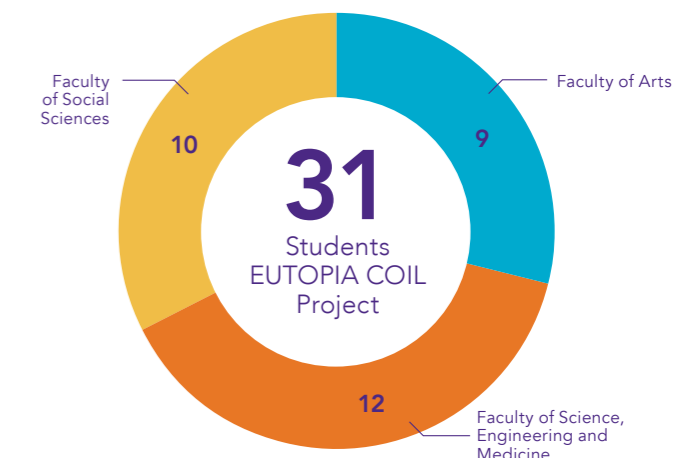
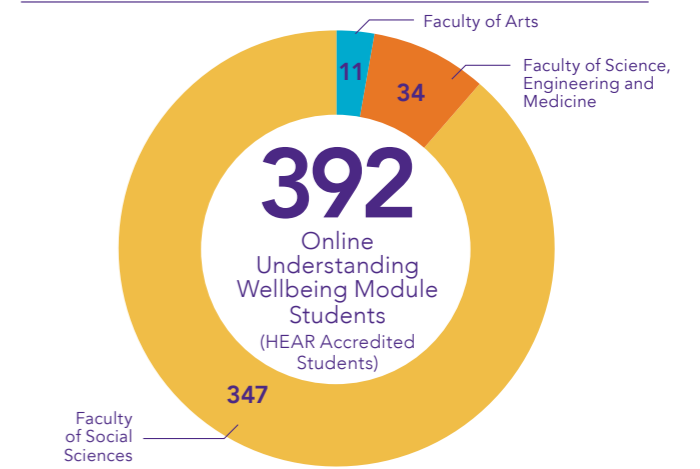
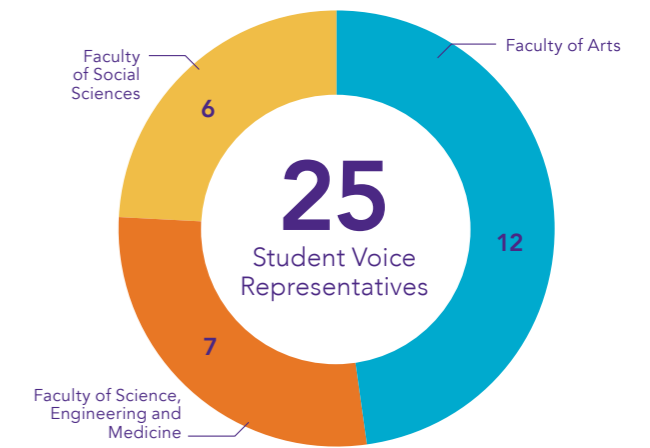
As a Student Voice Representative for IATL, I gained valuable insights into how students from various disciplines approach the Global Connections module, deepening my understanding of how people experience similar challenges differently. This role also helped me grow personally by encouraging me to represent diverse student perspectives and adopt new study strategies from my peers, enhancing both my interpersonal skills and academic approach.'

Kleopatra Efstathiou, Student Voice Representative for the IATL module Global Connections, BA in Politics and International Studies, Faculty of Social Sciences.

Case Study

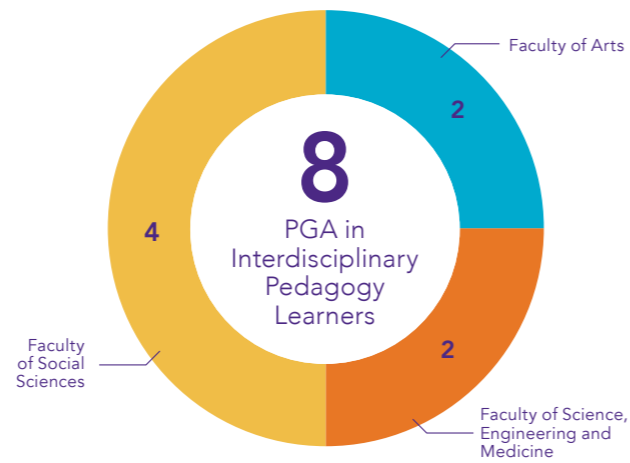
'The PGA Interdisciplinary Pedagogy gave me the rarest gift in higher education - time and space to reflect on my teaching. This opportunity enabled me to enhance my practice not only in interdisciplinary pedagogy, but many other interconnected areas as well. I have developed a new module that is far more innovative than it otherwise would have been, connected with likeminded colleagues across the University whom I would not have met elsewhere and above all, I really enjoyed the experience.'

Dr Rebecca Stone, Learner on PGA 2023/24, Associate Professor of US History, Director of Student Experience (His/Pol), Faculty of Arts.



Case Study

Esme Hide (BA in Liberal Arts), Ade Badejo (BAsc in Global and Sustainable Development, Faculty of Arts) and Prishika Nagar (BA in Liberal Arts, Faculty of Arts) participated in the **EUTOPIA Global Connections Migration Project** – a collaborative, online, international learning (COIL) opportunity involving students from EUTOPIA Partner universities. Together, students worked on (and later presented) a **mini Student-Devised Project** on the theme of Migration to an academic panel. Esme and Ade worked on a piece called, '@BridgingTheMediterranean', and Prishika's group produced a project that explored Migration and Mental Health.



Case Study

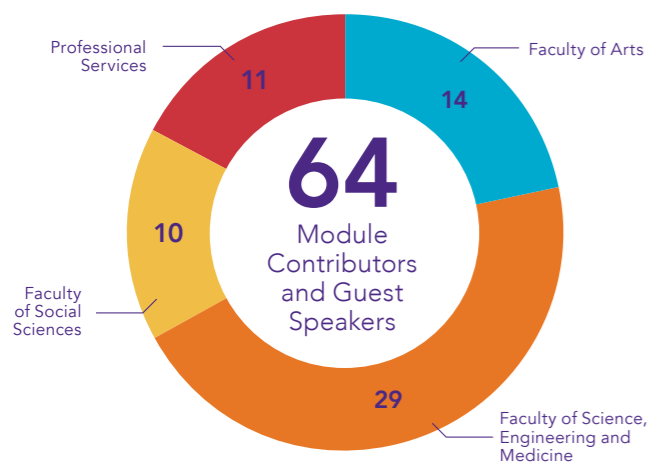
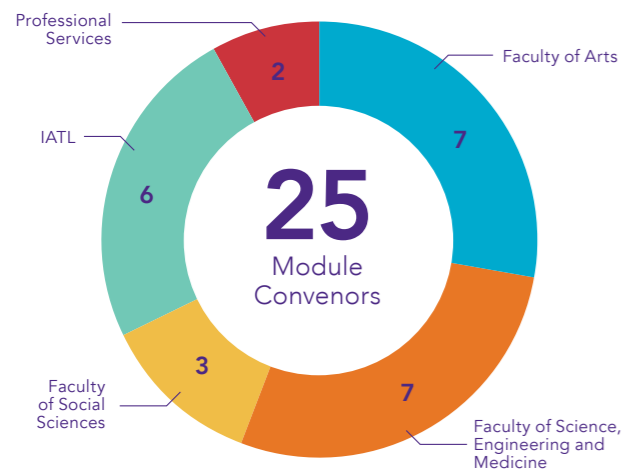
'Including the **Understanding Wellbeing Online module**'s content into IB145 (Foundations, Skills and Debates, First Year, WBS module) has given students an additional space to get to know the University, our community and very importantly, introduce them to the fundamentals of wellbeing as a crucial part of their Warwick experience. The module also supports students with developing reflection skills which feeds into self-awareness, student success, module choices, and employability education'.

Dr Bo Kelestyn, Associate Professor, WBS, Faculty of Social Sciences and Dr Juan Lopez-Cotarelo, Associate Professor, WBS, Faculty of Social Sciences.

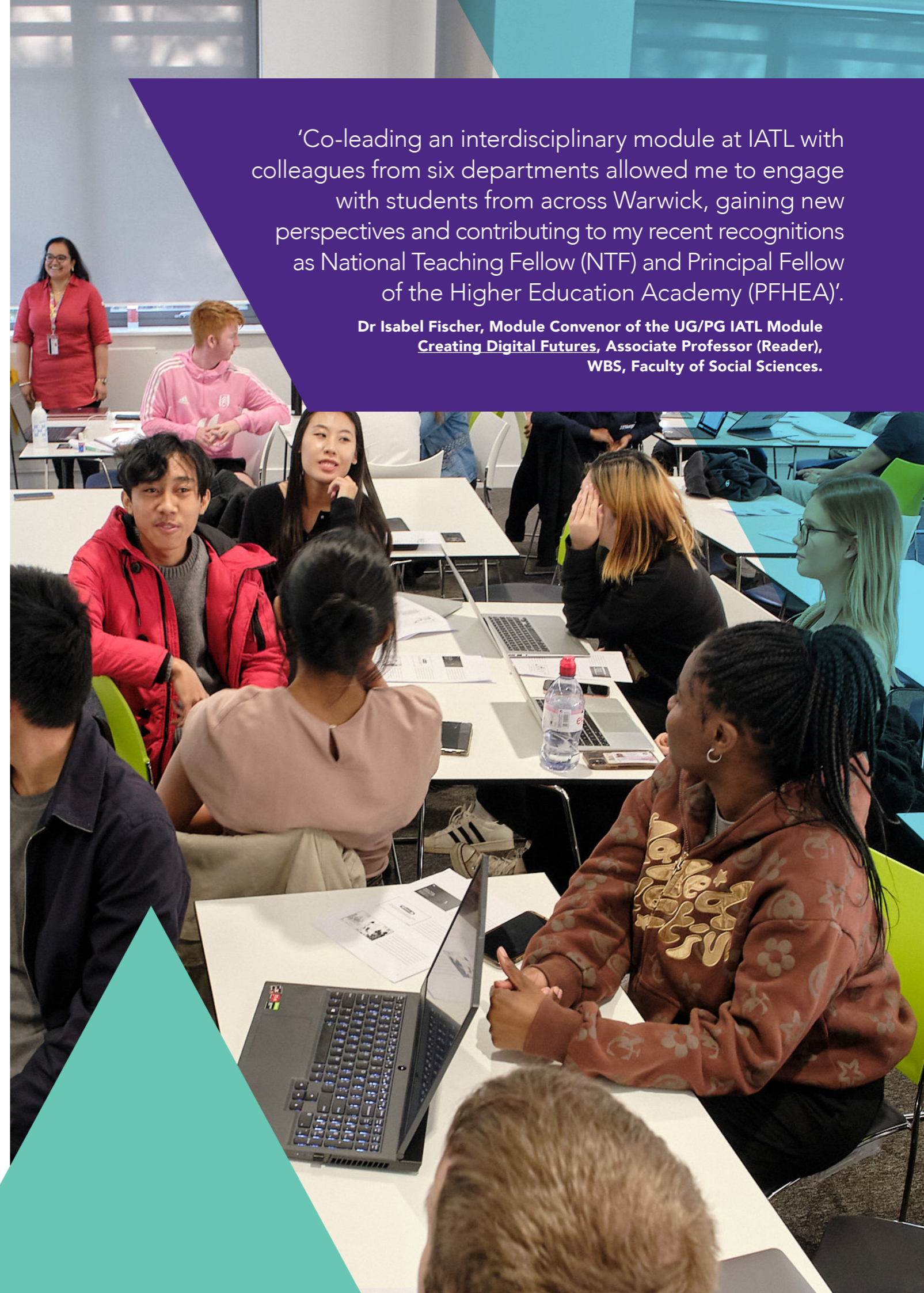
Case Study

"Becoming an IATL Convenor gives you the opportunity to develop teaching and research interests beyond the scope of your discipline; to work together with fantastic colleagues from other departments; to have the freedom to innovate in terms of teaching practice and assessment; and to learn from students and staff from different disciplinary perspectives'.

Dr Liz Blagrove, Associate Professor, Psychology, Faculty of Science, Engineering and Medicine and Dr Joanne Lee, Associate Professor, School of Modern Languages, Faculty of Arts – Co-convenors of the IATL Module The Slow Movement: Interdisciplinary Adventures in Time and Pace.



We would encourage you to contact our **Director of Studies** to start a conversation about we could help you to promote the opportunity for your staff and students to work with IATL and bring their disciplinary knowledge to Warwick's multi-, inter, and trans-disciplinary teaching.



'Co-leading an interdisciplinary module at IATL with colleagues from six departments allowed me to engage with students from across Warwick, gaining new perspectives and contributing to my recent recognitions as National Teaching Fellow (NTF) and Principal Fellow of the Higher Education Academy (PFHEA)'.

Dr Isabel Fischer, Module Convenor of the UG/PG IATL Module Creating Digital Futures, Associate Professor (Reader), WBS, Faculty of Social Sciences.



STUDENT RESEARCH

IATL recognises students as key contributors to the research culture and conversation at Warwick and beyond. We offer opportunities to students to create their own original research and to share their findings through our **International Conference of Undergraduate Research (ICUR)** and **Reinvention: an International Journal of Undergraduate Research**.

We support students to join national research conversations through the **British Conference of Undergraduate Research (BCUR)**, as well as offering a further opportunity for two students, who have submitted an outstanding abstract to BCUR, to present their research posters to MPs and policymakers at the annual **Posters in Parliament**.

ICUR is an international, interdisciplinary hybrid event, connecting students from participating institutions across six continents in conversations which transcend disciplinary and geographical boundaries, before, during and after the conference. We know that some of the most exciting research is taking place in undergraduate spaces: ICUR supports students to share and celebrate that work, as well as providing opportunities to develop confidence, skills, and networks beyond their degree.

Case Study

'Being an ICUR Presenter was amazing as it allowed me to connect with fellow presenters and share my research project of social issues in third world countries like Bangladesh. The ICUR team is so welcoming and supportive of the research of undergraduate students, and I would highly recommend that undergraduates get involved with ICUR and explore research topics that they are interested in much further'.

Ismat Ahmed, BA in English Literature Student, Faculty of Arts

Case Study

'ICUR and BCUR provide undergraduate research with a platform for visibility. I applied to ICUR when the University of Warwick hosted it during my second year, which is how I became aware of undergraduate research. If I hadn't received an email about it, I would never have known about such events and would not have had the opportunity to present in the United States or speak at BCUR at LSE in front of other delegates and attendees. So, I think it is really important because it gives you an opportunity to present yourself and explain your work. That is very fruitful, and it gives people an incentive to do research'.

Justin Yu, ICUR & BCUR Presenter, Bachelor of Laws, Law, Faculty of Social Sciences

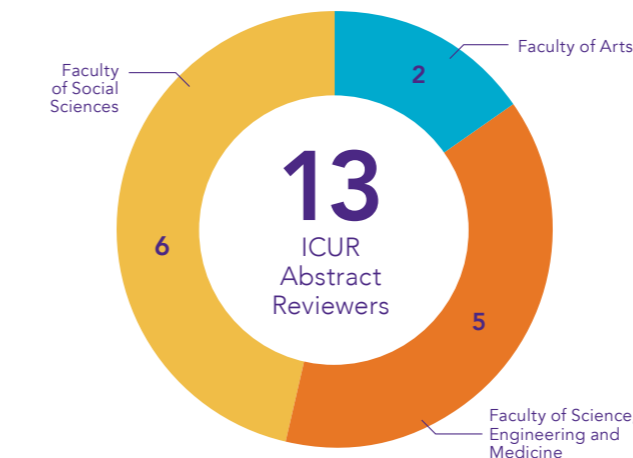
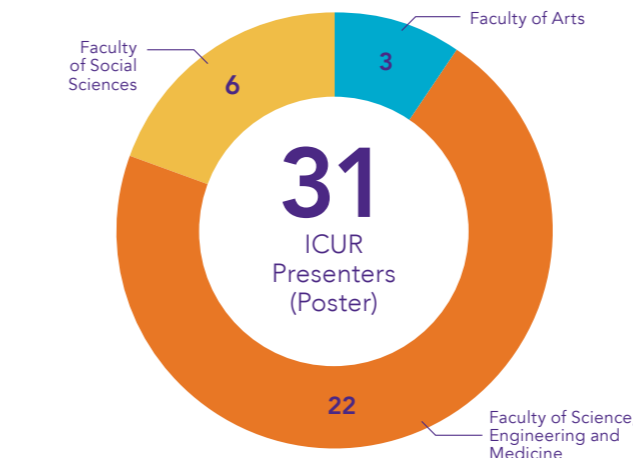
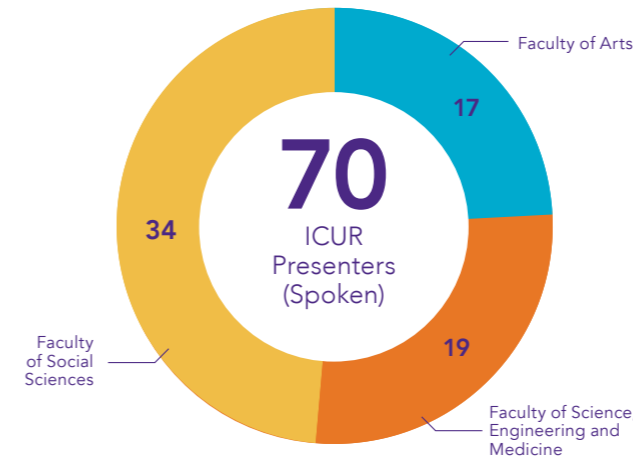
Case Study

'As ICUR Student Director, the most rewarding aspect of ICUR has been facilitating students from different backgrounds with different academic interests to find interdisciplinary links between topics and share thoughts, ideas, and perspectives. Connecting with student researchers at our conferences has shown me how valuable and important undergraduate research can be.'

Iris Brandon, ICUR Student Director 2022-2024, BA in Philosophy, Politics and Economics, Faculty of Social Sciences

IATL's **Reinvention: An International Journal of Undergraduate Research** offers students the opportunity to experience authoring and editing for an academic journal. *Reinvention* welcomes academic papers of a diverse nature; whether it is co-authored by undergraduate students with academic staff, or undergraduate students alone, *Reinvention* fulfils IATL's approach to research and learning beyond disciplines and borders.

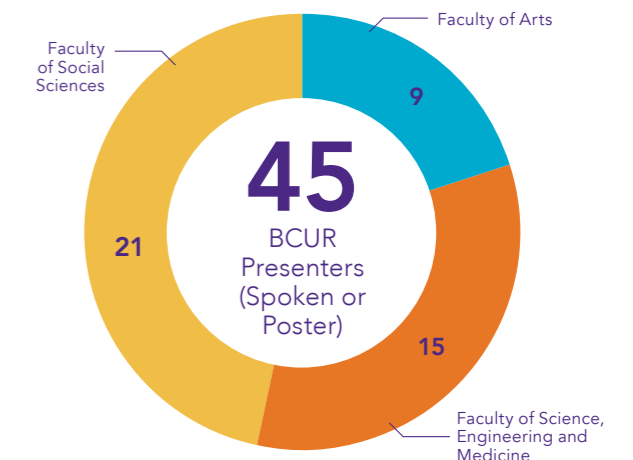
The following statistics shows how staff and students in the three Faculties interacted with IATL's student research activities in 2023/24. Enable students from your Faculty to become key contributors to the research culture at Warwick by taking advantage of the support IATL can provide.



Case Study

"My research looked at "The impact of the 1999 Polish education reform: did the socio-economic disparities in academic achievements narrow?" Being a presenter at 'Posters in Parliament' was undoubtedly a highlight of my university experience; it gave me the chance to explore Westminster and gain a deeper understanding of its role in shaping national policies. Above all, I am most grateful that my work could contribute to conversations about inequality and education, potentially inspiring others to consider how we can create fairer opportunities for all students."

Kasia Jasiniewska, Posters in Parliament Presenter, BA in Modern Languages and Economics, Faculty of Arts & Social Sciences



Case Study

"As assistant editor, I have the pleasure of reading the articles submitted to the journal. *Reinvention* is an interdisciplinary journal, so the variety of the submissions is vast, and so much fun. One minute you're reading about porcupines' sleep cycle, the next you're trying to get your head around the mathematical modelling of epidemics. Experiencing this variety, whilst trying to work out what's needed to get each article to publication standard, is one of the many things that makes my job so enjoyable. I think *Reinvention's* power is in providing an encouraging and constructive space where students have their first experience of academic research."

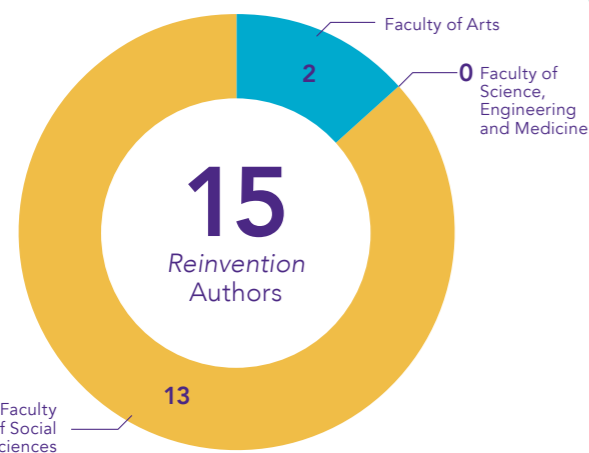
Alice Roberts, Reinvention Assistant Editor, MB ChB, Bachelor of Medicine and Bachelor of Surgery, Faculty of Science, Engineering and Medicine



FUNDED STAFF AND STUDENT PROJECTS

Since IATL's inception in 2010, we have awarded project funding to staff and students. We provide **funding and practical support** to promote innovation at all levels, including strategic projects that support Warwick's Education Strategy and priorities. Our scheme emphasises student/staff co-creation and sharing learning and insights with our university community and beyond. Anyone at Warwick can apply, including students at all levels, and every year we receive applications from across the three Faculties.

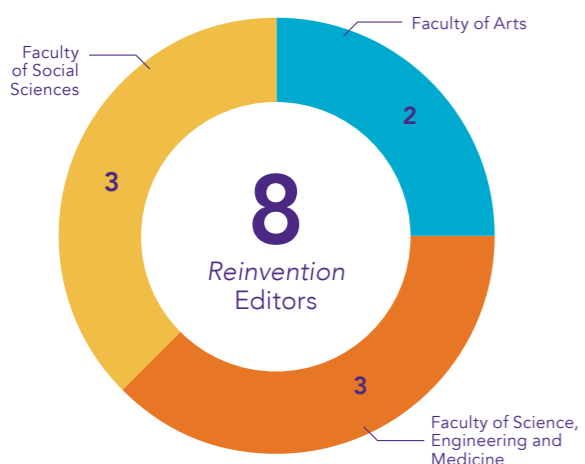
The following statistics illustrate how staff and students across the three Faculties engaged with IATL's funding opportunities in 2023/24. Staff and students in your Faculty are encouraged to take further advantage of the full range of IATL's project funding opportunities.



Case Study

'Participating in the ICUR was a transformative experience for me. I had the opportunity to present my research on how music stimulation affects plant cultivation to an engaged audience of enthusiasts. Presenting at ICUR helped me develop confidence in public speaking and taught me how to effectively communicate my findings. Beyond the presentation, the experience of interacting with fellow researchers and receiving feedback broadened my understanding and inspired me to continue exploring innovative approaches in scientific research'.

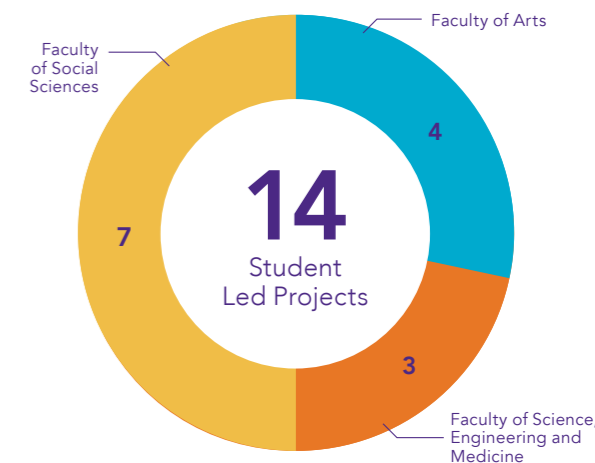
Izman Choudhury, ICUR presenter, BSc Biomedical Science, Faculty of Science, Engineering and Medicine.



Contact our **Student Research team** to start discussions on how students from your department could present their research at ICUR or BCUR, or submit or edit papers for *Reinvention*.

Case Study

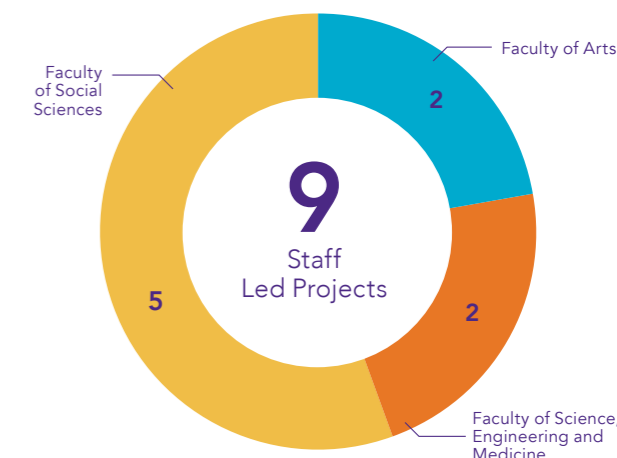
Doctoral student **Yanyan Li (Applied Linguistics, SELCS, Faculty of Social Sciences)**, together with **Dr Lyu Zhang (Applied Linguistics, SELCS, Faculty of Social Sciences)**, have co-led the project **Action-based Research Skills Development: Implications of Spoken Language Data Sessions**, which has investigated the impact of spoken language data sessions on doctoral research skills development and creating practical resources to enhance students' research skills.



Case Study

'Our student led project was a very ambitious one, bringing student-written and student-created work to a professional audience at The Edinburgh Fringe. Our show, **Last Orders**, was highly successful with several sold out nights due to our dedicated efforts in flyering and immersing ourselves into the Festival'.

Harlo Thistleton, Student Project Lead, BA in Theatre and Performance Studies, Faculty of Arts



Case Study

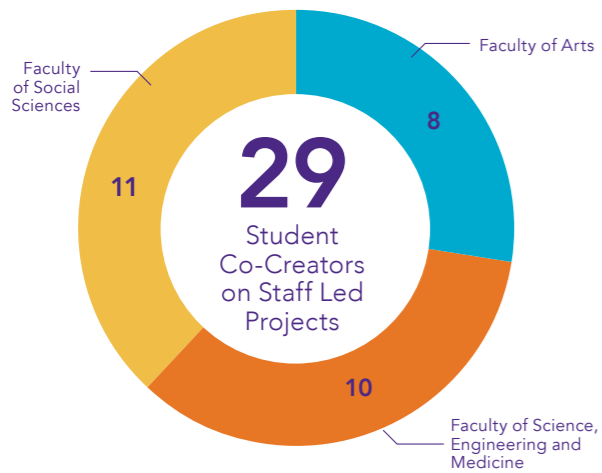
'My experience as a Project Student Co-creator for the cross-departmental **Reframing 'Employability' as 'Critical Employment Literacy'** project was both rewarding and insightful. I had the opportunity to lead research efforts, collaborate closely with department members, and develop strategic recommendations that aligned with industry needs. This experience significantly enhanced my leadership, communication, and analytical skills, and I am proud of the impact our project has made.'

Franklyna Brun, Student Co-Creator on Staff Led Project, BSc Chemistry, Faculty of Science, Engineering and Medicine

Case Study

'Working closely with the students and staff within and outside the University of Warwick on the **International Conference for Public Health Students project** extended my experience in collaboration, leadership, and project management beyond the lateral peer-to-peer engagement with other academics. The student members of the conference planning committee brought fresh, unique insights that resonated with their peers, proposing ideas beyond conventional methods. The experience deepened my appreciation for the complexities of academic event production and the values of end-user involvement, diversity and coaching.'

Dr Philip Anyanwu, Staff Lead of the Project Co-developing and Convening the First International Public Health Conference for Masters Students, Associate Professor, WMS, Faculty of Science, Engineering and Medicine



Contact our **Project Manager** to start discussions on how to provide your staff and students with avenues to develop and showcase their ideas to the University community and beyond.



"Being an IATL co-creation officer has been an extremely valuable and rewarding experience to me - both academically and professionally. I had the opportunity to actively engage with a variety of key IATL projects - from reviewing student funding applications and module proposals, to chairing student feedback sessions. Being so integrated with the department and yet also working closely with students (and being a student myself) is my favourite aspect of the job. It has made me a much more versatile and analytical person, student and professional."

Giovanna Motta Maranhao (MBio in Neuroscience), Faculty of Science, Engineering and Medicine, IATL Co-Creation Officer

COLLABORATE WITH IATL

Our initiatives reflect IATL's commitment to providing student-centred, transformative educational experiences that broaden learning opportunities and expand horizons. Aligned closely with the newly launched **Warwick Education Strategy**, our approach ensures a cohesive and impactful direction.

We offer numerous opportunities for all members of the Warwick community—staff and students alike—to benefit from our strategic initiatives. IATL is dedicated to supporting Faculties and Departments in achieving their objectives, serving as a valuable resource and partner in enhancing educational experiences.

We look forward to working with you to fully leverage the benefits of our strategy and advance Warwick's educational mission together.



Contact us – we are eager to hear about your interests and explore how we can collaborate and learn from each other!





WARWICK
THE UNIVERSITY OF WARWICK



INSTITUTE FOR
ADVANCED TEACHING & LEARNING

