

Institute for Advanced  
Teaching and Learning



# Annual Report for Faculties

Academic Year 2024/2025



**UNIVERSITY  
OF WARWICK**

Institute for  
Advanced Teaching  
and Learning

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This is Beyond.  
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# Welcome

As the University of Warwick celebrates its 60th anniversary, we are delighted to mark 15 years of the Institute for Advanced Teaching and Learning (IATL). These shared milestones offer a powerful opportunity to reflect on how far we've come—and to celebrate IATL's growing role in shaping the future of education at Warwick through pedagogic innovation and educational leadership.



From its foundation, IATL has been driven by a clear mission: to transform education by developing and championing bold, inclusive, and future-facing approaches to teaching and learning. Today, IATL is nationally and internationally recognised for delivering learning experiences that are student-centred, inter- and transdisciplinary, research-rich, and impact-driven. Our work supports Warwick's Education Strategy at every level—enhancing not only how students learn, but how they engage, create, and lead within and beyond the University.

This year marked a major development with the launch of the Research-Infused Curriculum and the Enterprise-Infused Curriculum. Now fully embedded across IATL's module portfolio, these frameworks integrate inquiry, creativity, and real-world challenge into both curriculum design and assessment practice. Assessments are crafted to be student-led, exploratory, and relevant—mirroring professional and academic contexts while encouraging original, high-quality work. Students share their work beyond the classroom through IATL-led platforms such as the International Conference of Undergraduate Research (ICUR) and Reinvention, IATL's internationally recognised undergraduate research conference and journal, as well as through The IATL's Den, our newly launched showcase for enterprise-led innovation.

This report showcases the breadth and depth of IATL's activity across 2024/25: from innovative modules and co-creation schemes to student-led research, funded experimental projects, and departmental collaboration. We work closely with departments to prototype new approaches, challenge inherited models, and support the creation of learning environments where students and staff can explore, co-create, and reimagine the future of education. Our work also strengthens Warwick's research culture by opening inclusive, structured pathways for students to research, publish, present, and lead.

At its core, IATL is about educational innovation—reimagining what learning can be and supporting bold thinking in curriculum design. We continue to collaborate across the institution to create space for experimentation and help shape the future of teaching and learning at Warwick.

We warmly invite departments and Faculties across the University to continue working with us—bringing your ideas, expertise, and curiosity. Together, we can build on what we have achieved and shape the next generation of bold, innovative education at Warwick.

A handwritten signature in purple ink that reads "Elena Riva".

**Professor Elena Riva**  
Head of Department, IATL





# Teaching and Learning

IATL offers a distinctive portfolio of multi-, inter-, and trans-disciplinary modules at Undergraduate and Postgraduate levels. Our teaching is built on nationally leading pedagogies that support learning beyond traditional disciplinary boundaries. Students bring their disciplinary knowledge and study alongside staff and students from across the University, developing core skills in problem-solving, collaboration, independent thinking, and navigating complexity. IATL's assessment methods are nationally recognised, academically rigorous, and delivered through non-traditional formats that mirror real-world research and enterprise contexts. Assessments are student-led and designed to encourage original thinking and interdisciplinary application. By working with peers and staff from across all three Warwick Faculties, students gain new perspectives and take on leadership roles within their own disciplines as part of a dynamic, interdisciplinary learning environment.

Students can further enrich their experience by becoming IATL Student Voice Representatives and IATL Co-Creators, participating in community and public engagement activities, or enrolling in online modules such as Understanding Wellbeing (HEAR-accredited; not for credit). IATL also facilitates global and international learning experiences through EUTOPIA Collaborative Online International Learning (COIL) projects.

## CASE STUDY

IATL continues to lead the way in student-centred, innovative assessment and truly interdisciplinary education. I am consistently impressed by the originality and depth of the assignments that students design, often rooted in their own research and enriched by diverse perspectives. This results not only in unique modules, but in assessments that are meaningful and memorable. Student feedback highlights two rare achievements: genuine enjoyment of learning, and transformative thinking.

In June, I was one of 25 global experts invited to the United Nations to explore the creation of a UN Online University. I shared IATL's approach to assessment as a model of how to make learning relevant, engaging—and notably, resilient to challenges like AI—while putting students at the centre of the academic experience.

**Prof Martin Weller, Professor of Educational Technology, IATL External Examiner.**



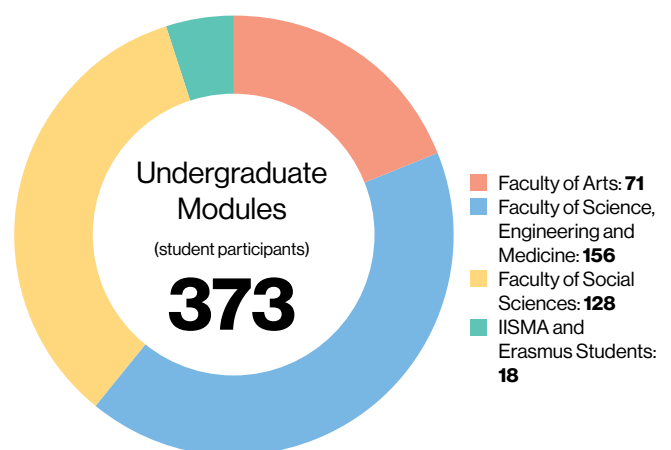
## CASE STUDY

Teaching on and leading the IATL module (Science of Music) shaped my pedagogical approach to both interdisciplinary and disciplinary teaching. It helped me to secure a promotion from Research fellow to senior research fellow an eventually secure an academic job. It gave me all – experience, new teaching related skills, confidence to innovate and recognition. It was also an amazing platform for creating outreach and public engagement events and will feed into me developing an Engineering module on Acoustics.

**Dr Oksana Trushkevych, The Science of Music Module Convenor, Assistant Professor, Engineering, Faculty of Science, Engineering and Medicine.**

Staff across all Faculties are supported in developing interdisciplinary pedagogies through initiatives like the PGA in Interdisciplinary Pedagogy, as well as through funding and teaching opportunities within IATL.

**The following charts show how staff and students in the Faculties engaged with IATL's teaching and learning activities in 2024/25. We look forward to building on this in the coming year to help each department make full use of IATL's inter- and trans-disciplinary opportunities.**

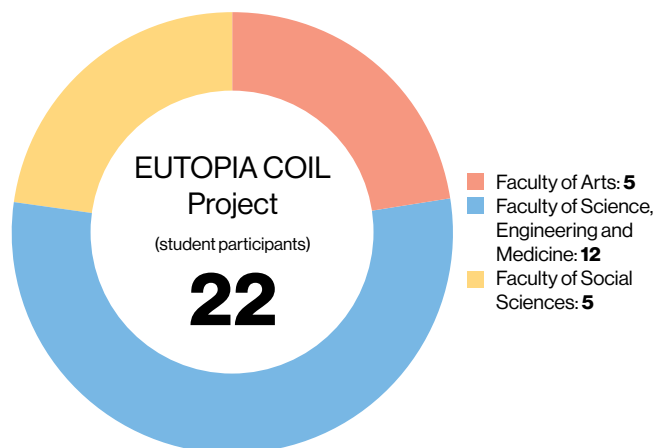
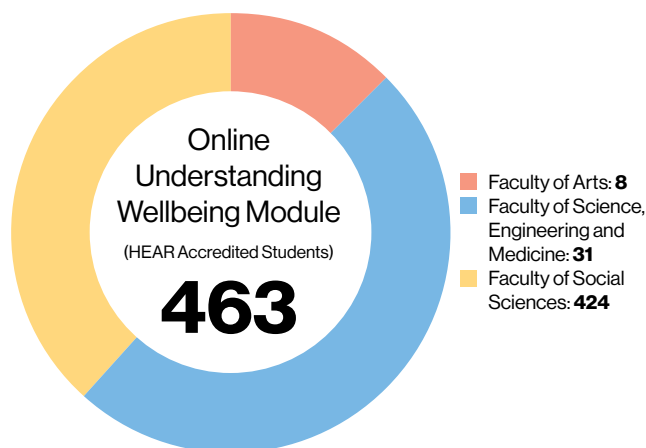
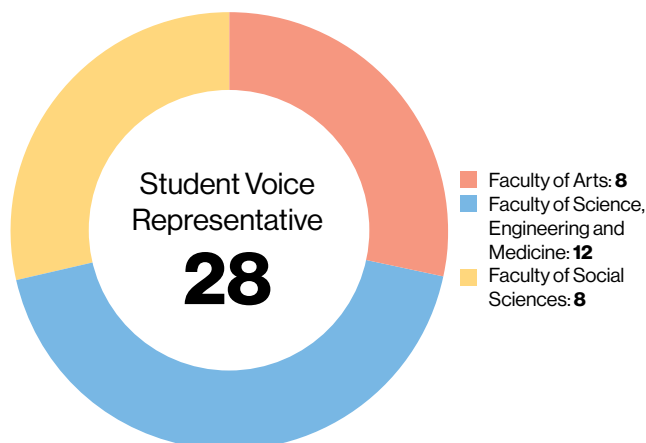
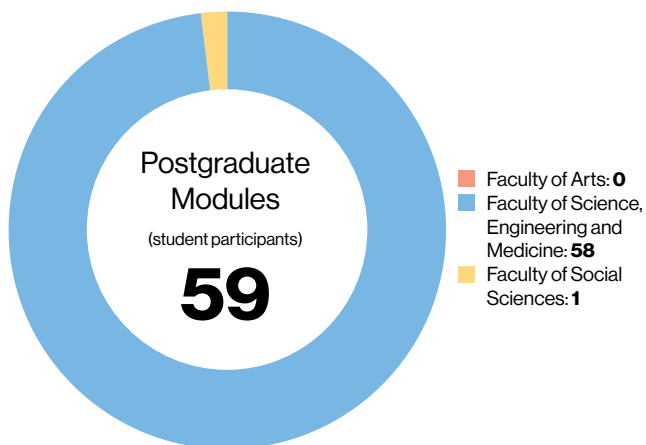




## CASE STUDY

IATL continues to be a national leader in inter- and transdisciplinary education and in pedagogic innovation, driven by a visionary approach that weaves research and enterprise into its curriculum. The team's commitment to meaningful, curriculum-enriched learning is evident in every aspect of their work. I am consistently impressed by the quality and originality of student output — a clear reflection of the careful attention paid to pedagogy and student experience. I strongly encourage wider recognition of both the student achievements and the staff expertise that make IATL such an asset to Warwick's teaching portfolio.

**Dr Scott Midson, Director of Liberal Arts, The University of Manchester, IATL External Examiner.**



## CASE STUDY

The opportunity to learn from and share with colleagues from across Warwick was invaluable. I gained insights into the different ways other colleagues are embedding interdisciplinary approaches in their teaching. Through the fabulous taught sessions (and assessments activities), I also developed a deeper understanding about the scholarship and theory that underpins interdisciplinary learning and teaching. Going forward, I can now draw on what I learned to inform my own approach to teaching across disciplinary boundaries (when teaching law at WBS to students who come from a range of disciplines across Warwick).

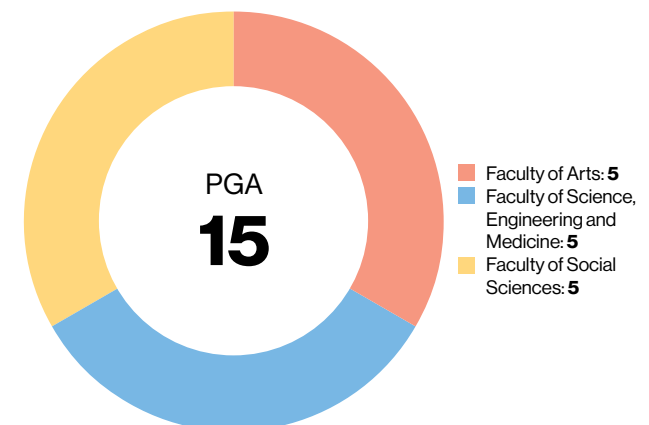
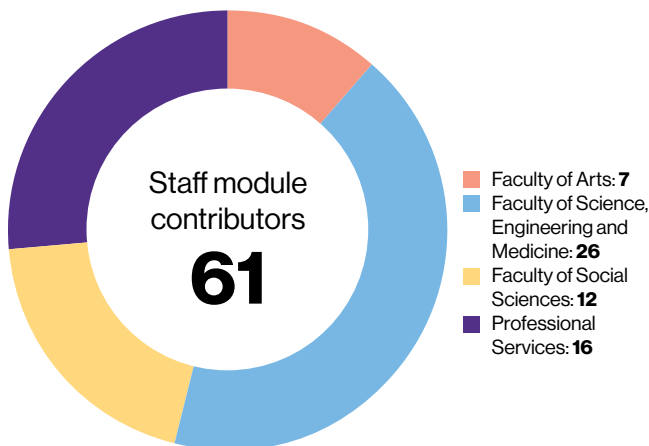
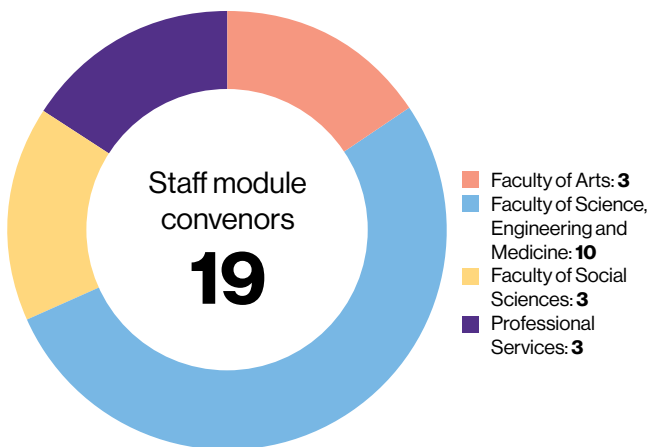
**Dr Leela Cejnar, Associate Professor, Learner on PGA Interdisciplinary Pedagogy, WBS, Faculty of Social Sciences.**



## CASE STUDY

It was fascinating to take a module which provided such an inter-disciplinary look at psychosis. I learned a great deal about various subjects, including biology, the arts, literature, and social sciences, and how to effectively incorporate a combination of subjects into a single essay. Doing research for the essay allowed me to gain an opportunity to craft my own research question tailored to my interest, which spanned across Philosophy and psychopathology.

**Athena Rong-Hui, IATL's module Navigating Psychopathology student, BA in Philosophy, Politics and Economics, Faculty of Social Sciences.**



## CASE STUDY

Serious Tabletop Game Design and Development gave me a fantastic opportunity to explore my degree through a new lens. I had the chance to work with students from other degrees, which helped me to develop my ideas and learning even further.

**Holly Mankelov, Student Voice Representative for the IATL's module Serious Tabletop Game Design and Development, BA in English and Theatre Studies, Faculty of Arts.**

## CASE STUDY

The Effective Decision-Making module helped me develop my ability to critically reflect on my own thought processes and actions, which has been invaluable both academically and personally. The mix of theory, collaboration, and self-reflection gave me practical tools to approach complex decisions with greater clarity and confidence.

**Anna Edwards, Student Voice Representative for the IATL's module Effective Decision Making, BSc in Physics, Faculty of Science, Engineering and Medicine.**

## Newly Launched Research and Enterprise-Infused Curricula

From this academic year, IATL modules now fully embed the principles of the [Research-Infused Curriculum](#) and [Enterprise-Infused Curriculum](#), ensuring these elements are core to every IATL student's learning experience.

- The [Research-Infused Curriculum](#) empowers students to actively engage in inquiry-based learning as part of their education journey and core assessments. Students develop original research ideas, produce abstracts, and present their work through opportunities offered, or supported by, IATL such as the [International Conference of Undergraduate Research \(ICUR\)](#), the [British Conference of Undergraduate Research \(BCUR\)](#), the [Reinvention Journal](#), and the [IATL Assessment Exhibition](#). Students are supported throughout via [tailored workshops](#), online resources and supervision with academic staff.
- The [Enterprise-Infused Curriculum](#) encourages students to apply inter- and trans- disciplinary knowledge to real-world challenges. Students develop entrepreneurial and socially impactful assessment ideas which are now also showcased through [The IATL's Den](#)—a new initiative developed in collaboration with Warwick Enterprise that supports students to pitch innovative solutions to societal issues. This initiative provides visibility, feedback, and opportunities for further development and incubation. In addition, students have opportunities to present enterprise-led assessment work beyond the University, such as exhibiting tabletop games they designed as part of an

[IATL module at the UK Games Expo \(UKGE\)](#).

IATL has created blueprints for embedding research and enterprise into the curriculum, further supporting the design of forward-thinking, student-centred inter- and trans-disciplinary education. In alignment with the Warwick Education Strategy, IATL's Research- and Enterprise-Infused Curricula place student agency at the centre of learning—empowering students not only as learners, but as creators of knowledge, researchers, and change-makers, enabling them to have real-world impact.

### CASE STUDY

Writing my first interdisciplinary abstract as part of my IATL module helped me clarify the direction of my assessment project by thinking through potential findings and their broader relevance. It was a valuable exercise in clearly articulating my work and identifying areas that needed more development—if the abstract felt unclear, it reflected my own uncertainties. Most importantly, it helped me see myself as a researcher communicating across disciplines, to any audience, regardless of their background.

**Julie Derenne, student on the module [Your Idea, Your Research](#) and presenter at BCUR, BA in English Literature, Faculty of Arts.**

### CASE STUDY

Anna Hřebíčková (MChem in Chemistry), Johanna Pěchoučková (BSc in Mathematics and Philosophy), and Michał Matusz (BA in Theatre and Performance Studies) presented at ICUR 2025, showcasing research from their collaborative interdisciplinary project developed as an assessment for their IATL module [The Science of Music](#), titled [Harmonic Void: An Interdisciplinary Exploration of Musical Silence](#).

Their work, which examined the structural and expressive significance of silence in music through the lenses of chemistry, mathematics, philosophy, and performance, was praised by the Department of Chemistry:

“We're incredibly proud to see Anna and her peers pushing beyond traditional disciplinary boundaries to explore the fascinating role silence plays in musical structure and meaning. Her work exemplifies the kind of innovative, cross-disciplinary research we encourage in our department. It's exciting to watch our students contribute to important academic conversations that bridge the arts and sciences— to engage in interdisciplinary research through their modules and for organising such an inspiring conference that brings together undergraduate researchers from around the world.”



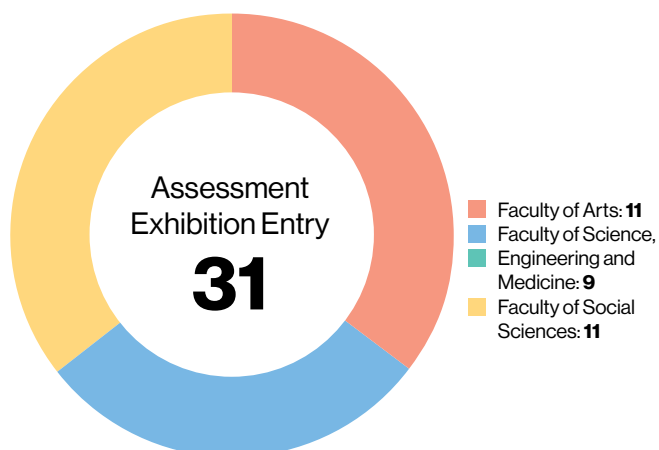
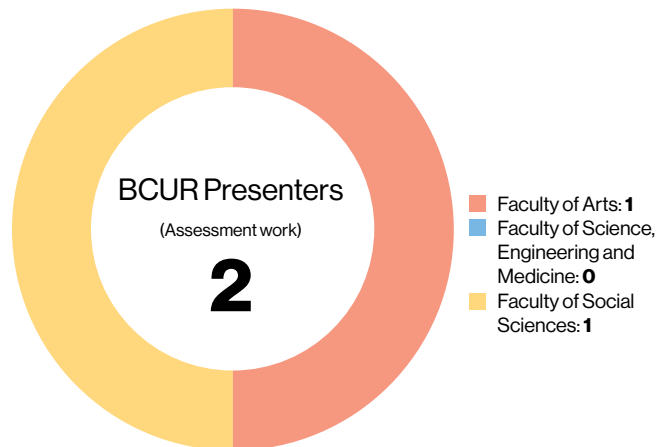
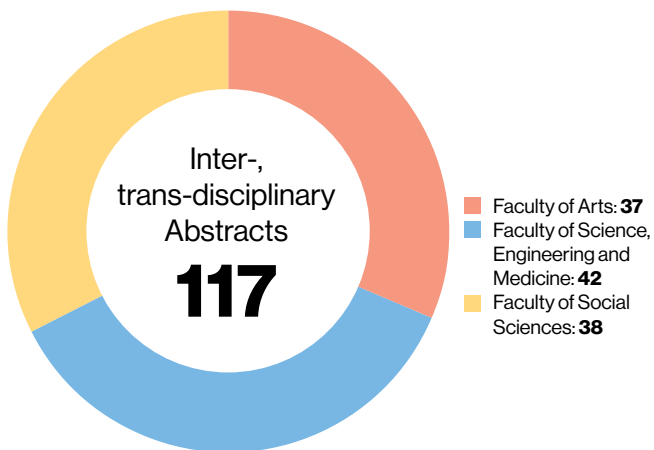
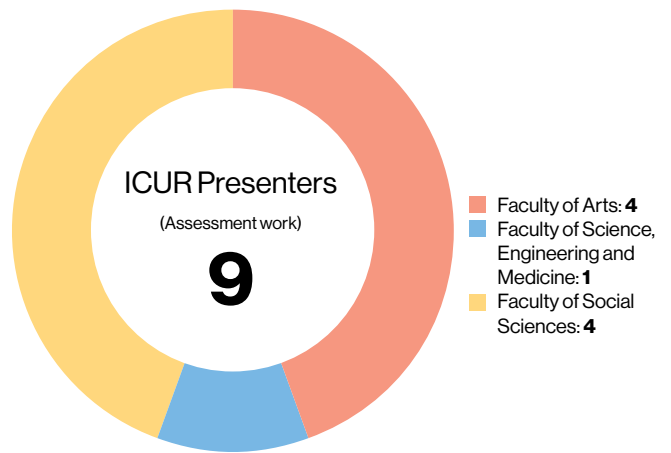


## CASE STUDY

I conducted my research as part of the assessment for an IATL module and presented it nationally at BCUR. It was my first conference, and I spoke on the last day in one of the final sessions—but there were still many people there, which made me feel supported. It was a really positive experience and gave me confidence. Later, when I applied for postgraduate degrees, I used my IATL assessment research in my personal statement—it gave me strong experience to reflect on.

**Carol Wang, student on Navigating Psychopathology and presenter at BCUR, BA in Philosophy and Psychology, Faculty of Social Sciences.**

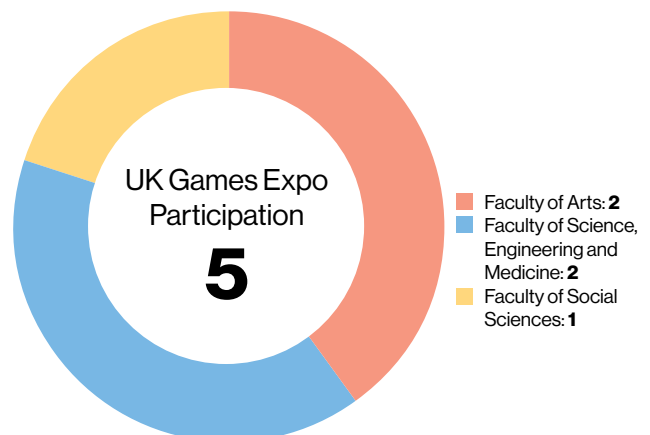
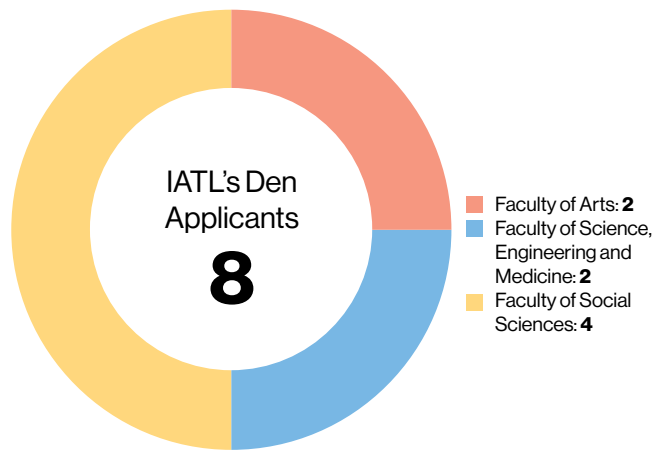
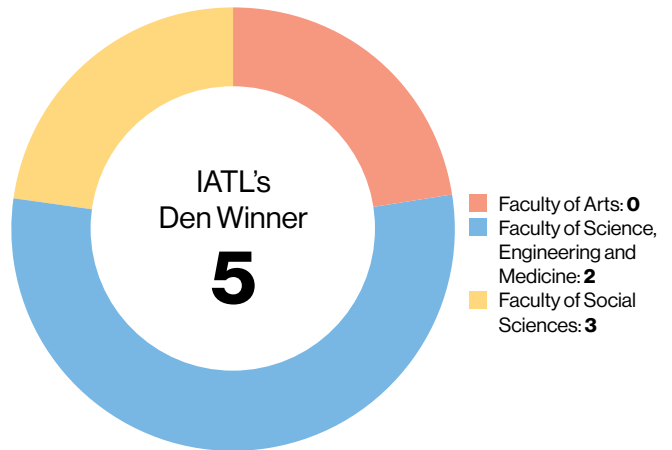
The following charts show how students from your faculty took part in IATL's Research- and Enterprise-Infused Curricula in 2024/25. We welcome the chance to expand this engagement and to support you in embedding these strategies into your own curriculum.



## CASE STUDY

Having the opportunity to present at the Interdisciplinary Teaching and Learning Conference 2025 at LSE about my IATL learning and assessment work was a real highlight—especially doing so alongside Vivan Joseph, convenor of Navigating Psychopathology, who has had a tremendous impact on my learning journey at Warwick. The skills I developed through the module—researching and then presenting and networking at the conference—have been invaluable for my future career. It also gave me the chance to reflect on how the learning and engagement we do at university are not only meaningful, but highly applicable beyond the academic setting. Speaking at the conference allowed me to see that play out in a real-world context.

**Olivia Gunn, IATL module Navigating Psychopathology, BSc in Psychology with Education Studies, Faculty of Science, Engineering and Medicine and Faculty of Social Sciences.**



## CASE STUDY

I found The IATL's Den a great asset and inspiration within this year's IATL teaching and learning (T & L) programme. My IATL UG module (Reinventing Education) is assessed by Student Designed Assessment, and the module's pedagogy places a strong emphasis on creativity, criticality, & innovation. With the Den, and the additional IATL T & L support that has been connected to The Den this year, I have been able to develop lots of pedagogical ideas for next academic year that will hopefully build innovative and entrepreneurial praxis more directly into the module's pedagogy. Thank you IATL!"

**Juliet Raynsford, IATL's Module Reinventing Education Convenor, Assistant Professor, Education Studies, Faculty of Social Sciences.**

## CASE STUDY

My journey to The IATL Den began after a highly rewarding experience studying IATL's Serious Tabletop Game Design and Development module. As part of the course, I created my own game, Money Maketh the Man, and was already exploring ways to take it further—including plans to showcase it at the NEC UK Games Expo in Birmingham, an opportunity offered through the module. The most valuable part of The IATL Den was receiving real-time feedback from a panel of professionals. Their insights gave me excellent direction for the future development and marketing of my game, while also highlighting key areas I hadn't yet considered. Overall, participating in The IATL Den was an incredibly positive and formative experience. It left me feeling confident and energised to take my project to the next level. I'd highly recommend it to any student with a passion for their idea—and I'd do it again in a heartbeat.

**Isaac Pilling, IATL module Serious Tabletop Game Design and Development student and The IATL's Den Winner, BSc in Mathematics and Philosophy, Mathematics Institute and Philosophy, Faculty of Faculty of Science, Engineering and Medicine and Faculty of Social Sciences.**

## CASE STUDY

Taking part in IATL's Den has been one of the most rewarding experiences of my time at Warwick. It gave me the space to turn a simple idea—Cabit, a phone-free, accessible cab booking solution—into something with real-world impact. I applied to challenge myself and explore what a student-led idea could become if I gave it my all, and I walked away with so much more than I expected. What I valued most was the space to grow, connect across disciplines, and develop through feedback and support. It was incredibly meaningful to see something I cared about take shape and gain purpose beyond just an idea. I'm truly grateful to have been part of this journey.

**Kawal Bhimda, IATL's Module The AI Revolution: Ethics, Technology and Society student and The IATL's Den Winner, LLB in Law, Faculty of Social Sciences.**

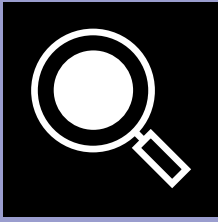
## CASE STUDY

In June 2025, five IATL students showcased their prototype games at the UK Games Expo, one of the world's largest tabletop conventions. Through public engagement with gamers, designers, and industry professionals, they gathered valuable feedback, sparked discussions on game design, and highlighted the creativity driving their academic work.

Among the student designers, Isaac Pilling (BSc in Mathematics and Philosophy) presented Money Maketh the Man, a serious game simulating investor behaviour in the stock market. Kit Liu (Mathematics) showcased Mages & Manifolds, which introduces players to the fundamentals of formal language and automata theory through engaging gameplay. Pippa Coyle (BSc in Chemistry) brought Lab Rats, a card-based serious game aimed at re-engaging students and enhancing motivation in Chemistry education. Emma Atkinson (BA in English and Comparative Literary Studies) exhibited O! The Tragedy, which explores Aristotle's theories on Tragedy through interactive storytelling. Finally, Holly Mankelov (BA in English and Theatre Studies) demonstrated Unplanned Final Stand, an improv-based RPG designed to teach theatre students the core principles of improvisation. Each game reflected the students' academic backgrounds while highlighting the creative potential of serious games for education.

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

**We encourage you to contact our Director of Education to explore how we can support your staff and students in engaging with IATL's Research- and Enterprise-Infused Curricula and help them to contribute their disciplinary expertise to Warwick's multi-, inter-, and trans-disciplinary teaching and learning.**



# Student Research

IATL places student agency at the centre of undergraduate research, recognising students as active contributors to Warwick's research culture and conversation, and supporting them to lead, produce, and share original work through national and international opportunities.

IATL's International Conference of Undergraduate Research (ICUR), is a globally recognised, interdisciplinary event connecting students from universities across six continents through a real-time hybrid platform. Students present their work to international audiences, engage in academic dialogue across disciplines and cultures, and develop key skills in communication, critical thinking, and public engagement.

IATL also manages Reinvention: an International Journal of Undergraduate Research, a peer-reviewed academic journal that publishes high-quality work by undergraduate students worldwide. Students can participate not only as authors but also as editors, gaining early experience of and confidence in academic publishing.

In the UK, IATL coordinates Warwick's participation in the British Conference of Undergraduate Research (BCUR), and also organises the affiliated Posters in Parliament (PiP) event on behalf of universities across the country. PiP is a prestigious annual event, which offers selected undergraduates from across the UK the opportunity to present their research to Members of Parliament and policymakers at Westminster, showcasing the value of undergraduate research at the national level.

## CASE STUDY

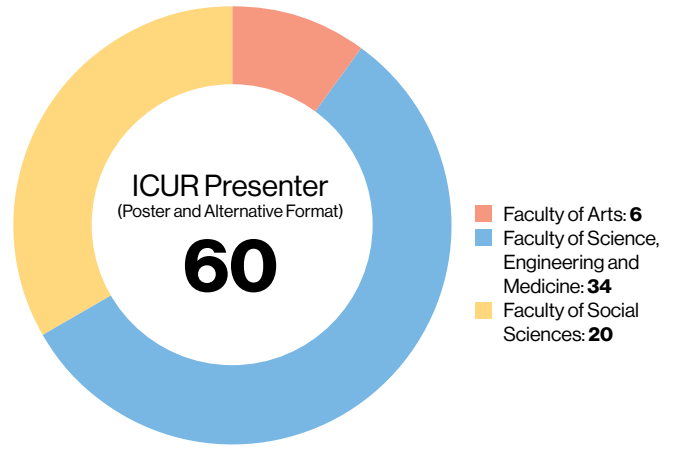
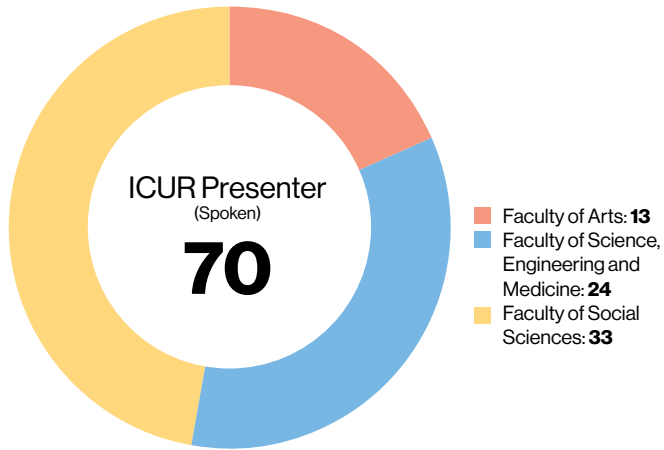
I have been impressed by how undergraduate research is infused across the curriculum at IATL and through particular undergraduate research initiatives, such as ICUR. Through my leadership of similar schemes, I know the benefits afforded to undergraduate students through such initiatives. As Chair of ACUR and an educator who is passionate about facilitating and promoting undergraduate research, I am proud to be associated with IATL and the University of Warwick and privileged to collaborate with such world leaders in undergraduate research who continue to inspire internationally through their leadership and openness to cross-institutional collaboration.

**Dr Denise Wood AM, Adjunct Professor, School of Law and Society, University of the Sunshine Coast, Chair Australasian Council for Undergraduate Research (ACUR).**



These platforms provide a vibrant and inclusive space for students across the University to engage with research, share their ideas, and contribute to academic conversations on local, national, and international stages. Extensive, tailored support and training is offered for each activity, giving all students the confidence to take part, and the experience to take forward into the world of work or as our future researchers. Importantly, these activities are now also embedded as core components of IATL's Research-Infused Curriculum, offering structured opportunities for students to lead, disseminate, and reflect on their research beyond the classroom.

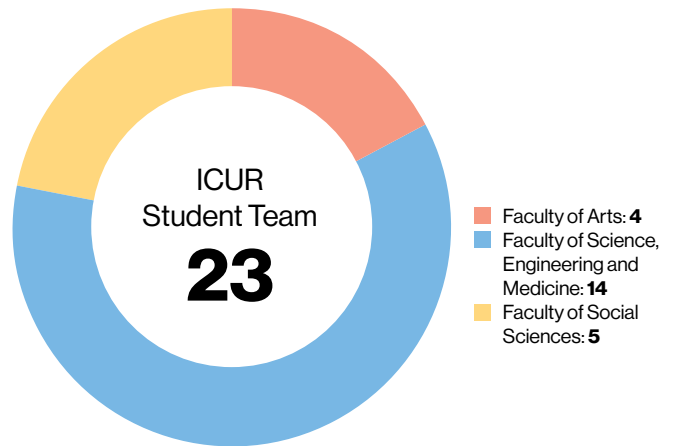
**The following charts show how staff and students in your Faculties engaged with IATL's student research activities in 2024/25. We invite you to encourage more students contribute to Warwick's research culture through the support IATL offers.**

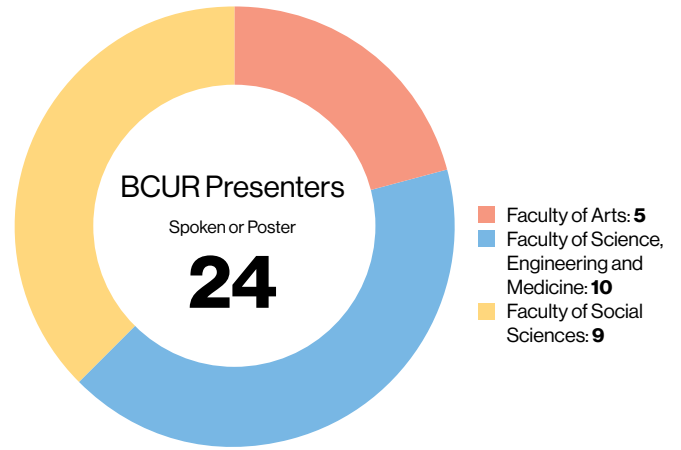


### CASE STUDY

In my opinion, Warwick is an exemplary university in Europe when it comes to undergraduate research. This applies not only to the general organizational strength of IATL, but also to the campus, the involvement of the student body, and, above all, to internationalization through ICUR.

**Prof. Dr. Harald A. Mieg, Honorary Professor of Metropolitan and Innovation Research in Geography, Humbolt-Universitat Zu Berlin, Germany.**

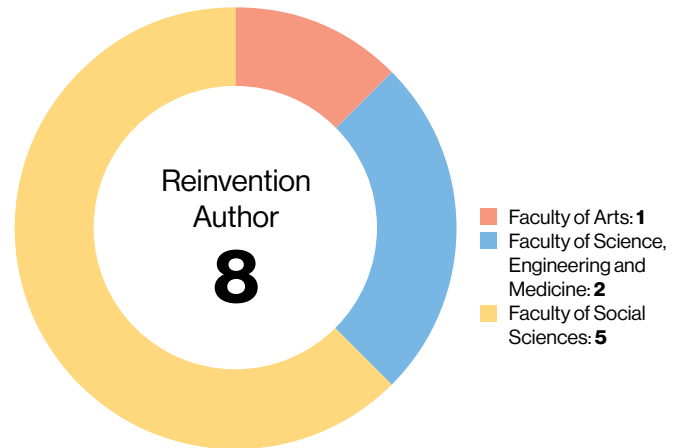




## CASE STUDY

In my role as chair of the Irish Science Undergraduate Research Experience (SURE) Network, it has been incredibly helpful and indeed inspiring to interact and learn from colleagues in the University of Warwick. It is clear that the team from IATL are passionate about undergraduate research, initiating, managing and continually improving on the management of events to motivate students and cultivate an environment in which critical thinking and creativity are at the forefront of education. From an Irish perspective, we regard IATL and the University of Warwick to be leaders in this field, and we are grateful to learn from them as we begin to implement similar interdisciplinarian initiatives here in Ireland such as Posters in Parliament.

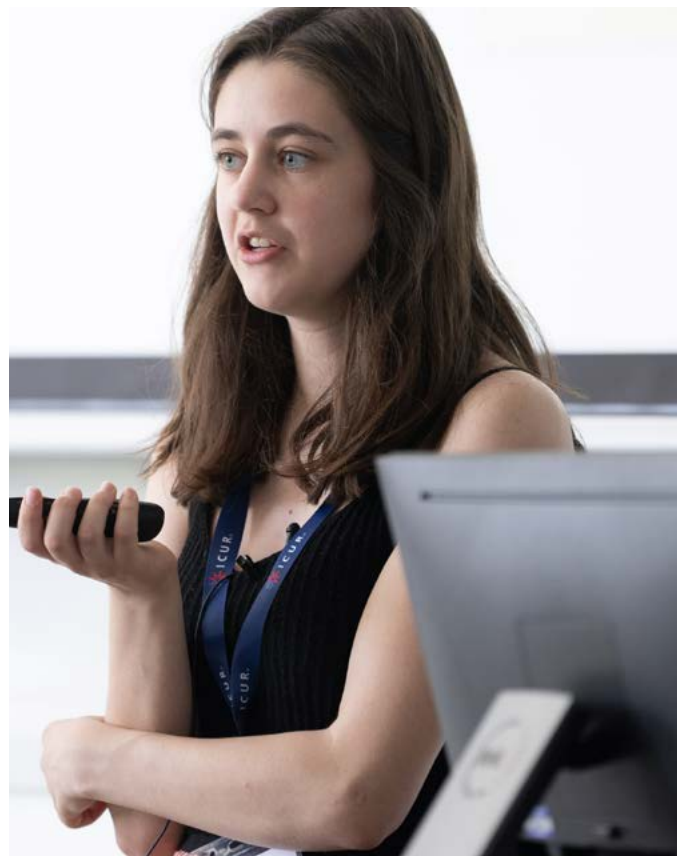
**Dr Therese Montgomery, Atlantic Technological University, Ireland, Chair SURE Network.**



## CASE STUDY

I had such a great experience presenting my research on Shakespearean Biofiction for Secondary Education to an international audience. A big thanks goes to my panel facilitator Abi Hession for all her support throughout my time at the conference. [The best bit of my ICUR experience was] delivering my spoken presentation - it was an amazing experience to finally share my research and have people ask thought-provoking questions. Whilst there, I also shared a picture book I created for a Student Devised Assessment for the module I completed in my final year, Reinventing Education.

**Ellinor Hopkins, ICUR 2025 Spoken and Alternative Format Presenter, BA English and History, Faculty of Arts.**

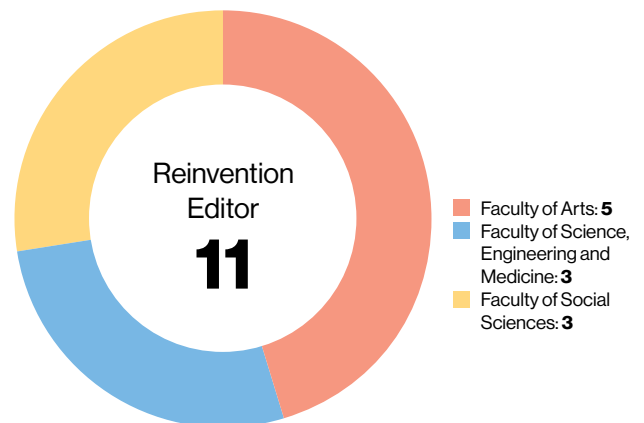
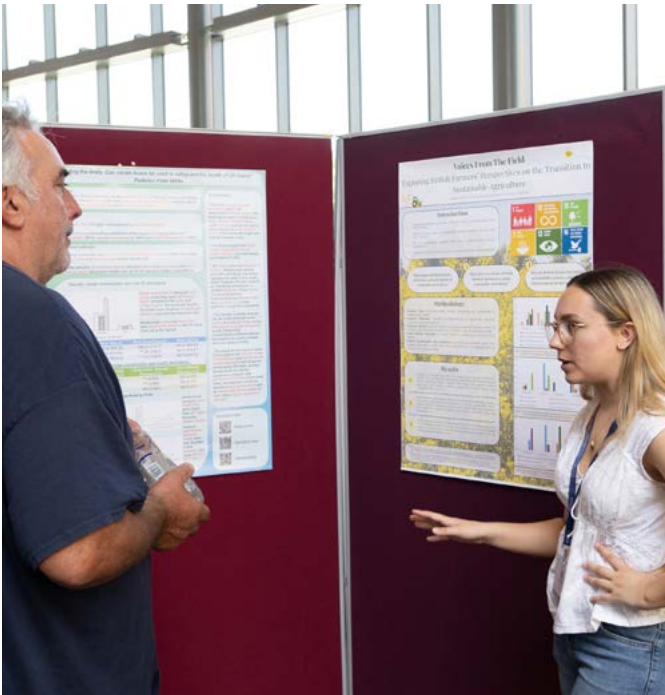


## CASE STUDY

Daniel Knoth published two papers in Volume 17 Issue 2 of *Reinvention: an International Journal of Undergraduate Research*, 'The Dimensions of Political Speech – Conceptualising the Origins of Political Hostility' and 'Conceptions of Freedom in the Regulation of Junk Food and Tobacco'.

On his experience as an author, Daniel said "I think being able to go through this whole process is really valuable. Beyond the researching and the writing, the publishing process teaches you many things, from receiving feedback on your work from the peer reviewers to having to pay very detailed attention to referencing and formatting at the later stages."

**Daniel Knoth, Reinvention: an International Journal of Undergraduate Research author, BA in Philosophy, Politics and Economics, Faculty of Social Sciences.**



## CASE STUDY

Through the submission process I learnt a lot, including how to apply feedback from peer-reviewers, which developed my critical thinking.

I enjoyed learning about the process of submitting a research article and the team were happy to guide me through each stage. I found it insightful hearing other readers feedback to improve the overall outcome of my paper.

Having a research paper is a thorough and timely process, which can be challenging to navigate, but well worth it.

I think it is a great experience for students to learn about the process of having a research paper published, especially students who are pursuing a career in academic research.

**Amy Parnell, Author of Age and Racial Disparities Persist for Gonorrhoea and Chlamydia in the United States published in Reinvention Vol 18 No 1, BSc in Biomedical Science, Faculty of Science, Engineering and Medicine.**

## CASE STUDY

I wanted to state how honoured and amazed I feel that I was selected to present at Posters in Parliament. I really was not expecting this to happen when I was applying for it!

Whilst I'm currently hoping to get my results published, presenting it to my wonderful friend, to fellow researchers, to you, the organisers and, of course to MPs, was truly an amazing experience, in Parliament, no less!

The advice I would give to future presenters is do not be deterred, or feel your project is not relevant and won't be interesting to MPs. I was thinking all of that- I was not expecting to be selected, I felt my topic of research would be boring to everyone. Research what you're interested in, and you'd be surprised at what that can be applied to. With care, you'd be able to explain why an MP should care about something as horrific-sounding as 'quantum chromodynamics'!

**Gleb Berloff, Posters in Parliament 2025 Presenter, BCUR 2025 Presenter, ICUR 2025 Presenter, MPhys Physics with Astrophysics, Faculty of Faculty of Science, Engineering and Medicine.**

## CASE STUDY

Being part of the ICUR team has been the most memorable part of my journey at Warwick... Having ICUR alongside my studies offered me a way to look at it through a different lens when it gets stressful. Words on my document came to life when they moved from monologue to dialogue, especially an interdisciplinary one.

**Ling Shan Hesper Cheung, ICUR 2025 Student Director and Presenter, BA Philosophy with Psychology, Faculty of Science, Engineering and Medicine.**

## CASE STUDY

Writing for publication is really an excellent experience and is a different way of writing that we aren't often provided at undergraduate level. Especially with the interdisciplinary nature of Reinvention, it challenges you to ensure that you really understand what you've done so that you can explain it clearly and concisely to a non-expert audience. Working with editor and reviewer feedback is also unique and provides a chance at engaging in a more focused iterative process of feedback than we're usually given. ...Reinvention really is a great place to do that.

**Jess Birks-Kent, BCUR 2025 presenter, ICUR 2025 Presenter, Reinvention Assistant Editor, BAsc Sociology and Global Sustainable Development, Faculty of Arts.**



## CASE STUDY

The University of Warwick has been exemplary from both national and international perspectives in supporting and advancing the high-impact practice of undergraduate research. Annually, Warwick's International Conference of Undergraduate Research (ICUR), held in a hybrid format by IATL, is highly valued for its accessibility to all students interested in showcasing their research projects and makes a continuing contribution to the internationalization of undergraduate research. Accompanying this global leadership, the annual Posters in Parliament (PiP) undergraduate research presentation, organized by collaboration between BCUR and IATL leadership, underscores how the University of Warwick is at the forefront of leadership in undergraduate research in the United Kingdom. Bringing student scholars to speak with legislators about their research experiences and project outcomes is a critically important advocacy strategy in seeking to obtain government funding support for higher education and research.

**Prof. Maria Iacullo-Bird, Assistant Provost for Research, Pace University, U.S.A., President 2024-2025 Council on Undergraduate Research (CUR).**

**Contact our Student Research team to discuss how your students can get involved with ICUR, BCUR, or Reinvention.**



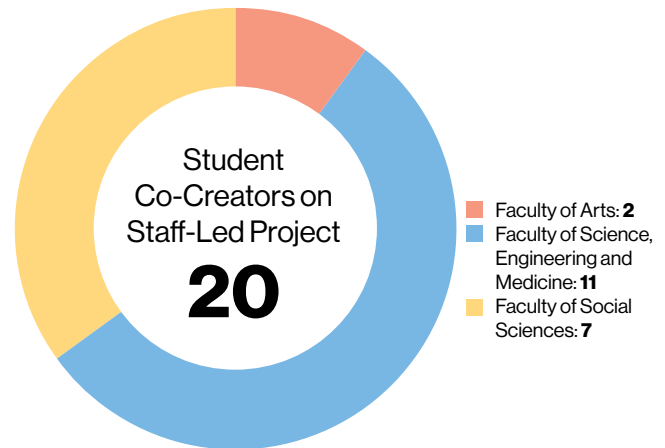
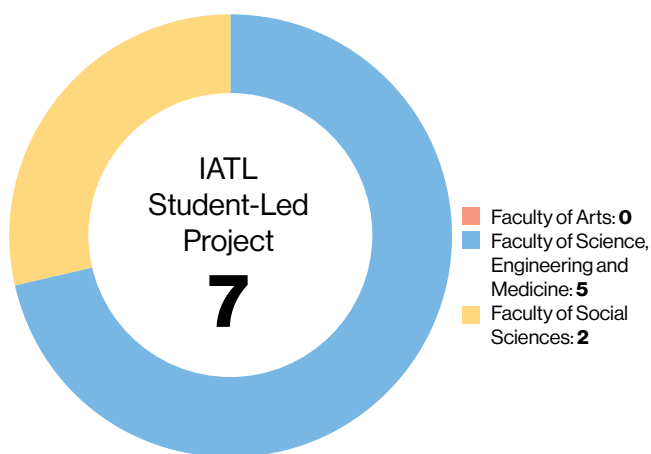


# Funded Staff and Student Projects

Since its inception in 2010, IATL has championed innovation in teaching and learning by funding projects led by both students and staff. We continue to offer funding and practical support for student-led initiatives that promote co-creation, experimentation, and the sharing of insight across the University and beyond. Students at all levels and from all three Faculties are encouraged to apply.

For staff, IATL has partnered with WIHEA to launch and deliver the Education Fund—a joint initiative supporting strategic, staff-led projects that advance Warwick's Education and Student Experience Strategy. The first round of the fund has already been successfully delivered, marking a shift from IATL's previous open funding model to a more focused, cross-faculties approach to supporting educational enhancement.

The following charts show how your Faculties engaged with IATL's funding in 2024/25. We encourage continued and expanded participation from both staff and students.



## CASE STUDY

Undertaking the [Fostering Belonging: Empowering Doctoral and Early Career Researchers in Intercultural Research Context](#) project with IATL's support has been an empowering experience for me and my colleagues, Nusrat Gulzar and Elyanora Menglieva, as we explore the vital theme of belonging in the lives of PGRs. This initiative has enabled us to amplify the often-overlooked voices of PGRs and ECRs and contribute to conversations around identity, care, and inclusion within the university. The support from IATL—both financial and developmental—has been instrumental in turning our vision into action.

**Azadeh Moladoost, PhD in Applied Linguistics, Faculty of Social Sciences.**

## CASE STUDY

Being part of the LOCOR project has been an incredibly enriching experience. It's helped me expand my professional network, build confidence in conducting focus groups and contribute to student-centred educational initiatives.

**Elena Sokola, student co-creator, BSc in Digital and Technology Solutions, WMG, Faculty of Science, Engineering and Medicine.**

## CASE STUDY

Warwick Aerospace is grateful for the support we have received from IATL, allowing our teams to combine engineering creativity and design in an aerospace context.

**Silka Battacharya, project lead for the Warwick Aerospace Remote Control Aircraft Division project aiming to research, design and build small remote-control aircraft, MEng in General Engineering, Faculty of Science, Engineering and Medicine.**

## CASE STUDY

Dr Jianhua Yang (Reader, WMG, Faculty of Science, Engineering and Medicine) led the Education Fund project Identifying Barriers and Use Cases for Generative AI in Education, working with co-leads and a team of staff and students drawn from across all three Faculties. The project investigated GenAI utilisation at Warwick and barriers to its use in order to promote innovative and inclusive educational practices. Student co-lead Vivek Venkatram (BA in Philosophy, Politics and Economics), commented 'The Education Fund project has been an exciting culmination of my studies at Warwick.... The project enabled me to quickly develop a foundation in the rapidly evolving field of Artificial Intelligence, helping me identify areas where my skill set could meaningfully contribute despite my initial lack of technical expertise. I leave the project with a deeper understanding of the field – and, more importantly, a clearer sense of what I still have to learn.'

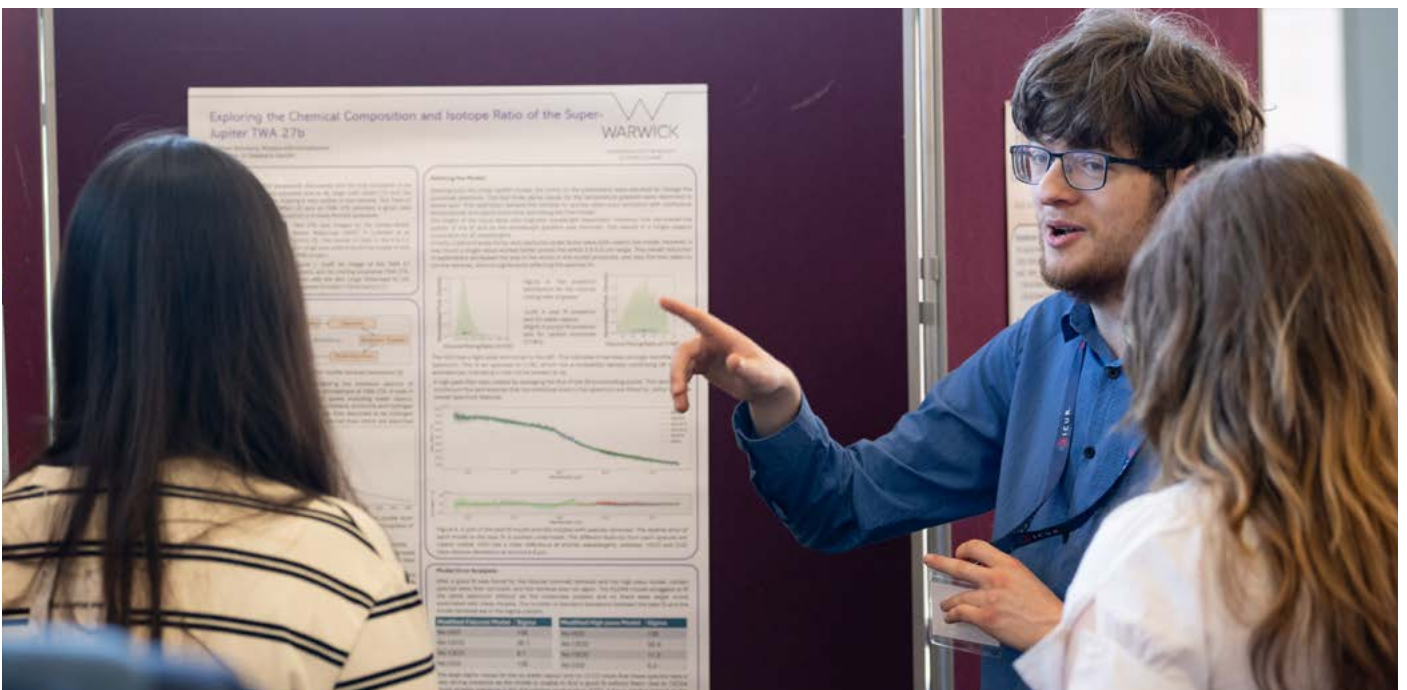
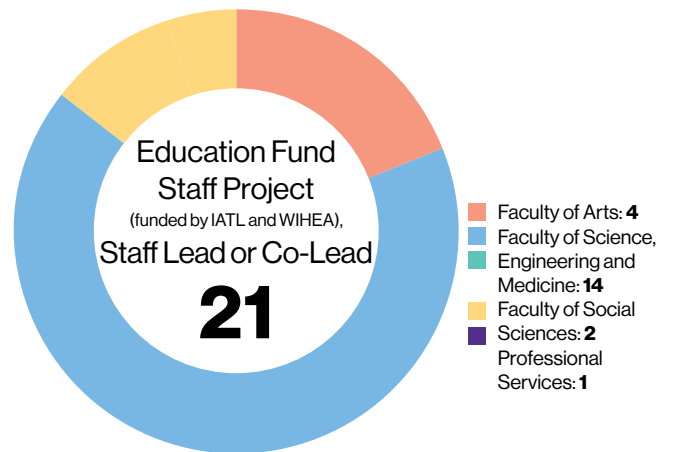
Long-term Collective Student Research Programme (LoCoR) is a two-year project, involving all three Faculties, aimed at co-developing and piloting a new model of project-based teaching that empowers students from different years and disciplines to engage in long-term, collective, and interdisciplinary research. The model will offer students an option to build their projects upon completed student research such as dissertations and student-led projects, thereby fostering research continuity and communities.

'The Warwick Education Fund provides a space for us to think creatively and work collaboratively to address educational challenges that cannot be solved alone.'

**Dr Feng Mao, project lead, Associate Professor, School for Cross-faculty Studies, Faculty of Arts.**

## CASE STUDY

The Education Fund project Understanding and addressing the skills gap between study and the workplace was a collaboration between Student Opportunity, Department of Psychology, School of Engineering and Warwick Business School, including lead David Molyneux (Head of Employer Engagement, Student Opportunity), co-leads Amanda Bishop (Director of Student Experience, Engineering, Faculty of Science, Engineering and Medicine) and Dr Gitit Kadar-Satat (Assistant Professor, Psychology, Faculty of Science, Engineering and Medicine), and student co-creators from the three academic departments. The project explored the skills gap experienced by Warwick graduates and developed resources in order to reduce the gap and empower graduates to make successful transitions into and within the workplace.



## CASE STUDY

Leading on the Compassionate Pedagogies project, funded through IATL, has been an inspiring opportunity to reimagine teaching as an act of care, empathy, and equity, and to explore what compassion truly means in higher education – particularly at Warwick. I've especially valued the space to collaborate with others who share a commitment to inclusive, student-centred education.

**Josh Davies, project lead for Exploring Compassion using autoethnographic interviews, PhD candidate in Chemistry, Faculty of Science, Engineering and Medicine.**

## CASE STUDY

I have really valued the opportunity to engage with students and colleagues across Social Sciences and the Arts and learn about their perspectives on AI through the project with the goal of capturing these in a resource that enhances teaching and learning at Warwick. I have found the Education Fund team both supportive and responsive and genuinely interested in the success of the project.

**Fiona Wallace, project lead, AI Toolkit for Social Sciences and the Arts, Associate Professor and Director of Education, Warwick Foundation Studies, Faculty of Social Sciences.**



Contact [IATL.Projectsupport@warwick.ac.uk](mailto:IATL.Projectsupport@warwick.ac.uk) for student enquiries or [educationfund@warwick.ac.uk](mailto:educationfund@warwick.ac.uk) for staff enquiries to explore ways your staff and students can develop and share their ideas.

# 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.

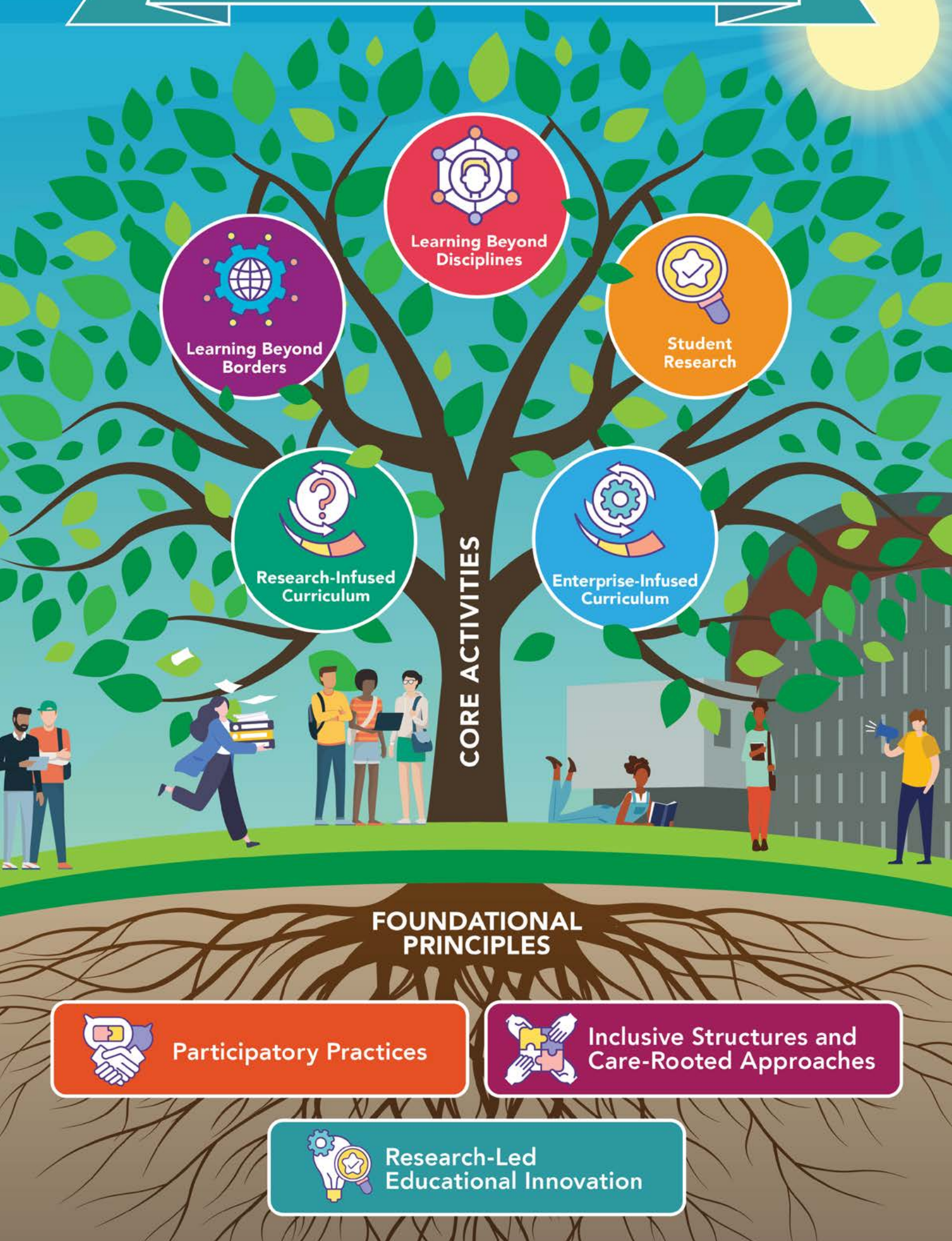
We look forward to working with you to fully leverage the benefits of our strategy and advance Warwick's educational mission together.



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



# Institute for Advanced Teaching and Learning Strategy





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