

EST 1892 **LSBU**

# Transforming Education:

Time to reflect, revise  
and reimagine

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Teaching and Learning Conference  
2<sup>nd</sup> July 2024



## Welcome



The Centre for Research Informed Teaching (CRIT) began the LSBU Group conference in 2022 with the initial idea to bring talented educators from across the Group to learn about the teaching innovations that take place. As the Executive Sponsor we continue to showcase how LSBU builds integrated learning pathways across the Group.

Our inaugural conference, Learning Together: Inclusive Teaching and Learning across the LSBU Group, was held online and focused on inclusive education. It has since become an annual learning and teaching conference for the LSBU Group and Global Partners. It focuses on LSBU's mission to transform lives, communities, businesses and society through applied professional and technical education. The conference has kicked off new collaborations, new pedagogic research and has showcased the very best practice at LSBU!

At this year's conference, the focus will be on transition and retention and how our talented educators can best support our diverse student body. Primarily, it is a time to share best practice to support our students to thrive within the LSBU community, achieve their education goals and commit to us as a lifelong learning partner.

**Deborah Johnston**, *Deputy Vice Chancellor*

## Conference Overview

<b>9–9.30am</b>	Registration
<b>9.30–10.30am</b>	Welcome and opening address
<b>10.35–11.20am</b>	Parallel session 2
<b>11.30am–12.15pm</b>	Parallel session 3
<b>12.25–1.10pm</b>	Parallel session 4
<b>1–2pm</b>	Buffet lunch
<b>2.15–3pm</b>	Parallel session 5
<b>3.15–4pm</b>	Parallel session 6
<b>4.10–4.30pm</b>	Closing plenary
<b>5–7pm</b>	LSBU Education Awards

Find more information [here](#).

## Panel keynote speakers

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### **Dr Shona Brown**

*Vice Chair of LSBU Board of Governors*

Shona joined the LSBU Board of Governors in March 2022. Her professional career was with the National Health Service. With a clinical background, she worked in a range of local, regional, and national organisations, latterly as Director of Organisational Development in one of the largest NHS Acute Provider Group of Hospitals in the UK. Throughout her career, she has held several joint appointments with Universities.

She specialises in clinical leadership and team development, quality improvement, and inclusive staff engagement.

She was previously the Vice Chair of Trustees for the Florence Nightingale Foundation charity.

Shona has an MSc from Manchester University and Doctor of Management from the University of Hertfordshire.



### **Dr Melanie-Marie Haywood**

*Director of Education Development Service, Birmingham City University*

Dr Melanie-Marie Haywood is the Director of Education Development Service (EDS) at BCU, and has a passion for academic development, quality, and equity in education and leadership. She has worked across the field of education in primary, secondary and higher education, both in the Caribbean and the UK. Dr Haywood has attained professional and academic qualifications in a variety of education studies, specialising in assessment and post-colonial education. She is a Senior Fellow of the Higher Education Academy (SFHEA).

Her heritage, and time in the Caribbean developed a passion for success of marginalised students. She has worked with numerous organisations and HEI's in the UK to develop anti-racist and inclusive approaches for improved outcomes for students and staff of colour.



### **Dr Iwi Ugiagbe-Green**

*Reader, Business School, Manchester Metropolitan University*

Dr Iwi Ugiagbe-Green is an impassioned advocate of equity in education, who enjoys watching football, playing netball and is constantly trying to snatch time to read for fun. She has been an external examiner for undergraduate, postgraduate accounting, finance and strategy units/modules, as well as undergraduate/postgraduate dissertations at Coventry University, the University of Brighton, and the University of Chester.



### **Sunday Blake**

*Associate Editor, WonkHE*

Sunday Blake is associate editor at Wonkhe. Sunday previously worked in strategic development at the University of Exeter, with a specific focus on belonging and inclusion after being President of the University of Exeter Students' Guild, where she worked for two years after completing a postgraduate degree.

She has carried out both research and policy change work locally and nationally in areas such as sexual misconduct, drug and alcohol use, student belonging, student sex work, freedom of speech, no-detriment policies, inclusive curriculum, and the cost of living. She has worked alongside a diverse range of partners, from AdvanceHE to the Department for Education, and is interested in widening participation, access and retention, and graduate outcomes.



## Opening session 1

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This year's conference focuses on two LSBU Group-wide priorities – transition and retention. Join us as we discuss how we best support our diverse student body to thrive within the LSBU community, achieve our education goals and commit to us as a lifelong learning partner.

- Speakers:**
- **Opening Address:** Professor David Phoenix
  - **Keynote Panel Discussion:** Professor Deborah Johnston, *Panel Chair*
  - Dr Shona Brown
  - Dr Melanie-Marie Haywood
  - Dr Iwi Ugiagbe-Green
  - Sunday Blake

**Session type:** Opening Address and Panel Keynote Discussion

**Location:** Southwark Lecture Theatre

**Time:** 9.30–10.30am

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## Parallel session 2

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### From closed-book exam with a Casio calculator to open-book with a PC

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**Subthemes:** Inclusive and innovative curriculum

**Speaker:** Dr Oswaldo Cadenas

**Session type:** 5-minute lightning talk 1

**Location:** Westminster lecture theatre

**Time:** 10.35–11.20am

**Outline:** L4 module, Digital Logic Design with code EEE\_4\_DLD has an end of semester exam worth 50%. Traditionally the exam is an on-campus invigilated closed-book exam; calculators are allowed. In January 2024 we applied an on-campus invigilated open-book exam where students had access to a networked PC. This presentation is about the journey of this change, from planning to results.

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## The successful use of “ConcepTests” to promote engagement, conceptual understanding and peer-peer learning in large lecture theatres

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**Subthemes:** Creative pedagogies

**Speaker:** Caitlin McLarty

**Session type:** 5-minute lightning talk 2

**Location:** Westminster lecture theatre

**Time:** 10.35–11.20am

**Outline:** This 5-minute lightning talk will discuss an incidence of using a ConcepTest in radiation science lecture of Level 4 students to promote active learning, peer instruction and a deep conceptual understanding of a complex issue. Using Mazur (1997) method of blind ConcepTest, peer instruction and re-blind ConcepTest, a group of 80 Level 4 diagnostic radiography learners demonstrated 3x the increase in correct answers by the use of peer instruction. It is recognised by current researchers (Sayer, Marshman & Chandralekha, 2016) that clickers are a useful tool in this; however, where do we go when technology fails us and how useful is technology in this circumstance?

In this case, the technology available was not suitable (Mentimeter) and I have previously noted frustration with tech in the student body. However, promoting digital literacy benefits the students and would mean answers can be recorded, helpful for evidence and for students to refer back to. On reflection and for future use, I will trial Moodle for its quick feedback options and for future purposes, student feedback on different methods of reporting the platform to make the question choice more helpful.

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## Are students reading your reading list?

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**Subthemes:** Creative pedagogies

**Speakers:**

- Stephen Grace
- Rebecca Fong

**Session type:** 20-minute discussion paper 1

**Location:** Westminster lecture theatre

**Time:** 10.35–11.20am

**Outline:** Reading lists detail the knowledge needed to be covered for a positive assessment outcome, with optional material for those who want to go beyond the basics. Is your reading list supporting your students in this way?

- Are you realistic about the amount students are required to read for the module?
- Is your list up to date with information sources that address current concepts in your subject area?
- Have you decolonised your reading list to offer diverse viewpoints?
- Have you considered LinkedIn Learning videos or other non-textual resources?
- Does your list have a clear structure that guides students through the information needed week by week?
- Is it clear how the reading list helps students approach assessments?

A team from Library, Skills and Customer Services will demonstrate ways you can reinvigorate your reading list ahead of the new academic year. Follow-up activities will be scheduled throughout the week of the Learning and Teaching conference.

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## Quizzes for mathematics education – lessons learned

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**Subthemes:** Creative pedagogies

**Speakers:**

- Luis Santos
- Diana Boicova Taleva (student)

**Session type:** 20-minute discussion paper 2

**Location:** Chelsea lecture theatre

**Time:** 10.35–11.20am

**Outline:** The objective of the Mathematics A module, part of our Civil Engineering degrees at LSBU, is to ensure students with varying backgrounds can attain the Maths skills needed to pursue an engineering degree. However, given the diverse range of previous knowledge in first-year students, it can be a challenge to balance the difficulty level appropriately for each student to ensure their ongoing success.

Moodle Quizzes were developed in the Summer of 2022, and effectively developed over 350 questions, with 100 variations for each question. This allowed for practice quizzes to be developed so students could practice as often as they required before taking the official quiz.

This talk aims at presenting how the students interact with the quizzes and if the quizzes are effective at levelling the mathematical knowledge of the cohort for the remainder of their course. This is a data-driven talk supported by anonymous data from practice quizzes, official quizzes, and final exam marks.

The main questions addressed in this talk are:

- Are students using the Practice Quizzes enough times?
- Are students improving by using Practice Quizzes?
- When do students attempt the Practice Quizzes and the final Quiz?
- Does the final Quiz mark correlate with the exam mark?
- What are the differences between Apprentices and Full-timers?
- What changes do we recommend for the Quizzes in the future?

## Teaching geotechnical engineering at LSBU

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**Subthemes:** Creative pedagogies

**Speaker:** Dr Hector Ulises Levatti Lopez

**Session type:** 20-minute discussion paper 3

**Location:** Chelsea lecture theatre

**Time:** 10.35–11.20am

**Outline:** This paper presents a case study based on the teaching for the module Geotechnical Engineering at level 6 for full-time, apprentices, and part-time students for the last five years. The teaching strategy for this subject is a non-attendance-proof hybrid/blended approach, and its effectiveness is demonstrated by outstanding figures on engagement, performance, and progression as well as on qualitative analysis of student's feedback made anonymously. This work demonstrates that several teaching approaches as on-campus, online, hybrid, or blended show effectiveness if the module leader controls the classroom, the institutional limitations, and the teaching delivery.



## Using AI tools with a focus on assessment

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**Subthemes:** AI and digital literacies

**Speakers:**

- Lucia Otoyoy
- Andy Unger
- Dr Rory Summerley
- Dr Elizabeth Newton

**Session type:** 45-minute workshop 1

**Location:** LH-302 training room 1

**Time:** 10.35–11.20am

**Outline:** A recent LSBU staff survey on AI and assessments (<https://connect.lsbu.ac.uk/page/4147>) indicated that most respondents expressed that they feel they know little to none about AI and assessment. These respondents also expressed an interest in having clear LSBU policy, guidance and training sessions on the AI tools.

This workshop is designed to provide participants with an overview of the LSBU AI Policy and a set of hands-on activities using the AI tool called Copilot (<https://copilot.microsoft.com/>) to:

- Practice AI prompt engineering to get better quality outputs
  - Explore its capabilities of solving examples of current assignment briefs
  - Discuss tips for improving assignment briefs and providing assignment-level student guidance
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## Empowering the student journey through action learning group coaching

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**Subthemes:** The student journey

**Speakers:**

- Sunita Selvarajan
- Dr Maria Centeno
- Dr Karla Lopez

**Session type:** 45-minute workshop 2

**Location:** LH-303 training room 2

**Time:** 10.35–11.20am

**Outline:** The purpose of this workshop is to outline how the introduction of a pilot coaching scheme has enabled our undergraduate students to overcome barriers, become more engaged, take ownership and progress in their academic, personal and professional lives. We will outline the coaching methodology used, the benefits and barriers to this intervention programme and the impact it has had on the development of our students. Finally, as a 'take-away' we will invite audience participation to experience coaching for themselves.

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## From inclusion to transformation: reflections from anti-racist and decolonial approaches in teaching and practice, its impact and influence on student outcomes

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**Subthemes:** Inclusive and innovative curriculum

**Speakers:**

- Megha Kashyap
- Danny Clegg
- Victor Abu
- Dr Preethi Premkumar
- Dr Safia Barikzai
- Yu-Lun (Luc) Sung

**Session type:** 45-minute panel/roundtable 1

**Location:** Vauxhall lecture theatre

**Time:** 10.35–11.20am

**Outline:** Background: In a research study conducted by Universities UK and NUS, 2019, notes the significant connections of enduring legacy of historical inequalities that continues to impact students in universities today. These inequalities get reflected in the various outcome parameters like recruitment, retention, awarding gap and transition to employment.

At LSBU, we have recognised that diversifying reading lists is not enough to address these inequalities. With communities of practice across the university, we have developed a vision statement on decolonising the university. Our decolonising vision has gained momentum and is now reflected across schools. Over the past 2 years of this work supported by the university appointed Decolonising Research Fellow, we have seen how this work is progressing and have excellent case studies where educators and practitioners have adopted issues of equality, diversity and racism as phenomenon that impacts people's everyday lives and not as a discursive problem that can be addressed and explained using solution-based frameworks.

This roundtable brings academics across LSBU to share reflections of ongoing work on adopting anti-racist and decolonial approaches in teaching and practice. Here are the three key questions we shall share:

1. What was the practice/approach that you adopted?
  2. What was the challenge/key issue: why was there a need for this approach or what was your motivation behind using this approach?
  3. What impact has it made on students outcomes and how do you see it continuing in the future?
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## Development of guidelines for enhancing conceptual architectural design: through effective AI prompts

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**Subthemes:** AI and digital literacies

**Speakers:**

- Prof Khaled Dewidar
- Eslam Abdelkhalek
- Martina Alfy

**Session type:** Online 20-minute discussion paper

**Location:** Online MS Teams ([join the meeting](#))

**Time:** 10.35–10.55am

**Outline:** The integration of artificial intelligence (AI) into architectural design phases holds immense promise and empowers architects and designers to think beyond traditional boundaries fostering creativity. Traditionally, architecture design phase usually consumes a lot of time and effort from the architects to represent their ideas graphically and comprehensively. On the other side, AI text-to-image generation tools can help in this matter if used properly, as AI platforms need an organized and well-defined way in writing a prompt. Hence, the research aims to bridge this gap by providing comprehensive guidelines for architects on crafting effective prompts that unlock the full potential of AI and enhance conceptual design outcomes, in order to achieve the research aim. Firstly, a theoretical analysis was used to investigate how AI text-to-image generation tools can help overcome the challenges that face the architects during the conceptual design phase. Secondly, Case study analysis was used to determine the effective methodology to establish a guideline on writing an effective prompt to capture the maximum potential of AI tools. Finally, an experiment was conducted on architects to analyze and validate the guidelines. In conclusion, writing an effective AI prompt is mainly based on the architectural knowledge and imagination of the architect and AI could Aid in the conceptual design process if it used properly.

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## Generative A.I. – enemy or friend, in the context of education in construction

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**Subthemes:** AI and digital literacies

**Speakers:**

- Daniel Fong
- Dr Chika Udeaja
- Yuting Chen
- Dr Lucy Ogbenjuwa
- Yamen Bakhaty

**Session type:** 45-minute workshop

**Location:** LH-309 training room 3

**Time:** 10.35–11.20am

**Outline:** The proposed workshop aims to explore the potential benefits and challenges of Generative Artificial Intelligence (GenAI) such as ChatGPT and how the technology could impact on pedagogies. The session will start with the presentation of the literature review findings on GenAI in construction education undertaken by a School's Research Intern Scheme, and will then examine how GenAI might change learning, teaching, assessment, and administration. Some published principles on the use of GenAI tools in education will be overviewed, before experience of using GenAI by staff and students in the Division is discussed.

Participants will take part in short exercises and will be encouraged to share their experiences and thoughts on the use of GenAI as well as feedback on session.

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## Introduction of virtual reality into mental health teaching and simulation

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**Subthemes:** AI and digital literacies

**Speakers:**

- David Easton
- Pedro Jr Viquiera
- Marin Weller

**Session type:** 45-minute workshop

**Location:** LH-310 training room 4

**Time:** 10.35–11.20am

**Outline:** To demonstrate and showcase some of technology we have on site and the potential teaching and learning we could facilitate.

Breathing exercises and techniques can be taught via the Solas VR app on VR headsets to help support students in and outside of placement. Tools will enable the students to feel more confident in using them with their service users.

This initiative will have a real world impact as NHS Trusts such as the South London and Maudsley (SLAM) are using Virtual Reality to support service users; for example, this technology will help people with anxiety disorders, as well as phobias. VR is used in Trusts to train staff, for example, SLAM have used VR to improve interpersonal and inclusion skills. Therefore, it is important that we introduce this to our students to improve their digital literacy to understand how this equipment works and is also a brilliant experiential learning tool as the students will be able to relate to the experience of service users when they are operating the apps in VR.

This workshop offers delegates a chance to experience the benefits of Wellness activities in virtual reality.

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## Parallel session 3

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### Student assessment and feedback survey: preliminary results and questions

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- Subthemes:** Inclusive and innovative curriculum
- Speakers:**
- Dr Chris Waller
  - Sophie McKay
- Session type:** 20-minute discussion paper
- Location:** Westminster lecturer theatre
- Time:** 11.30am–12.15pm
- Outline:** The LSS Assessment and Feedback cluster designed and implemented a survey to students at levels 4 and 5 to gain insight into their experiences of assessment and feedback and to test attitudes towards potential changes in our approach to assessment. The survey achieved 95 responses and indicates positive data as well as opportunities for further research. The research was designed as a pilot to enable the Assessment and Feedback cluster to shape a forthcoming inquiry which will take a qualitative approach to student experience of assessment.
- The research aimed to assess student attitudes to different assessment strategies and we were particularly interested to explore how students felt about having a choice of assignments as well as a wider range of assessment types. Students expressed ambivalence about some proposed strategies and our presentation will discuss these responses with a view towards outlining some possible interpretations and practical responses. The findings of this initial survey will be useful for colleagues across the university and our presentation will support those who design modules to consider their approach to assessments with the views of South Bank students in mind. Moreover, the survey presents several questions for further iterations of the research project which we hope to discuss with attendees as part of an extended Q&A.
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## Teaching students the value of allyship at South Bank Colleges

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- Subthemes:** Inclusive and innovative curriculum
- Speakers:**
- Clare Dignum
  - Marisa Ferguson
- Session type:** 20-minute discussion paper
- Location:** Chelsea lecture theatre
- Time:** 11.30am–12.15pm
- Outline:** Following the work we started on Anti Racism with staff at South Bank Colleges last summer, this year we have piloted a new micro-qualification, created in-house for SBC students, on Allyship. The aim of the qualification is for students to understand what inclusivity means and its advantages for the workplace as well as for learning. The one-day course includes units on privilege and bystander behaviour, as well how to be an ally. The learning materials have been created centrally and the course is delivered by teachers, with assessment being online and self-marking. Our 20-minute paper will explain why and how we created the qualification, share some example materials, and include student feedback from those who have completed the course. There will also be an opportunity for participants to reflect on whether this is work that could be transferred to their own context.
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## Engaging students in challenging subjects

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- Subthemes:** Creative pedagogies
- Speaker:** Mubarak Abdelrasoul Elnour Ismail
- Session type:** 20-minute discussion paper
- Location:** Westminster lecturer theatre
- Time:** 11.30am–12.15pm
- Outline:** Engaging students in challenging subjects is a challenging task that necessitates certain strategies and innovative approaches to ensure students' participation and to foster deep learning. This discussion paper explores a new strategy of delivering engineering-based modules, that have historically been terrifying to many students, in a way that captivates students' interest, and makes them invested in the lessons through encouraging curiosity and igniting critical thinking. By implementing this strategy, educators can create an unforgettable enriching learning experience that invigorates students to appreciate and excel in complex engineering subjects.
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## Common gardens: community gardening as creative pedagogy

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- Subthemes:** Creative pedagogies
- Speakers:**
- Ioana Valerio
  - Valerio Massaro
- Session type:** 20-minute discussion paper
- Location:** Chelsea lecture theatre
- Time:** 11.30am–12.15pm
- Outline:** We are facing a time of unprecedented ecological and social challenges. Yet, the knowledge to frame such crises remains focused on large-scale impact. These more dominant ways of knowing may overshadow critical community-led insights.
- In places like London, where land is hyper-financialised and scarce, situated sustainability knowledge is transferred and applied by utilising abandoned plots. These development voids provide a valuable informal infrastructure for the city in several ways. They inspire thoughts of de-growth as an opportunity to reconnect with each other and local ecologies. They are places of ingenuity, knowledge and experimentation, constituting urban political, social, economic and ecological laboratories.
- These development voids are the main site for our pedagogical practice. Our BA architectural studio uses fieldwork, immersive learning and hands-on experience in community farming to learn about real-life scenarios and encounter issues which do not exist in the more theoretical academic design studio work. The paper discusses a long-term collaboration with Loughborough Farm to learn more about their situated relationships, local ecologies, communities, and economies. The latest phase of this project is the design and build of an outdoor classroom. The structure was produced in a series of workshops where farm volunteers, architecture students and local makers come together. The final design outcome is used to secure the long-term use of the site after a recent redevelopment. Through this case study we would like to suggest that situated pedagogical experience not only provides an incredible learning environment but also can play an important role in supporting informal urban infrastructures.
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## How to reduce risk of poor student performance by using the new module enhancement framework

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**Subthemes:** Inclusive and innovative curriculum

**Speakers:**

- Argyrios Georgopoulos
- Dr Simon Lambe
- Joe Turi

**Session type:** 45-minute workshop

**Location:** LH-310 training room 4

**Time:** 11.30am–12.15pm

**Outline:** At an institutional level, the OfS monitors continuation, completion and attainment rates via its B3 conditions of registration. This academic year, the PVC ESE has circulated the Module Continuation Risk Monitoring and Review Procedure, which outlines how we will monitor student outcomes at a module level.

In support of this, CRIT facilitated a workshop with representation cross LSBU, as well as student focus groups, to co-create the Module Enhancement Framework (MEF). It was important to include cross-LSBU representatives as it has been commonly reported that a one-size-fits-all approach is not conducive to the diverse disciplines within HE institutions (Thomas et al., 2017).

CRIT identified 6 themes of root causes for risk of poor student performance and mapped across them tiered levels of facilitated interventions of support for course teams. These identifications have been highlighted as influencers for student success such as academic achievement, attainment of learning objectives, acquirement of respective skills, social skills, academic behaviours, learning environment and well-being (Kocsis and Molnár, 2024).

This workshop aims to create awareness of the MEF and empower course teams to use it to reduce risk of poor student performance. By the end of this 45-minute workshop, participants will:

- Become familiar with the purpose of the Module Enhancement Framework
  - Know the themes and characteristics of the root causes for modules at risk of poor student performance
  - Explore the support available to them to address these risks and enhance their modules
  - Know how to take early action and avoid being scored at high/critical risk
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## Experiential learning: collaborating with external entities to deliver creative forms of assessments

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**Subthemes:** Inclusive and innovative curriculum

**Speakers:**

- Prof Hadia Fakhreldin
- Yousra Gohar
- Nadeen Tawfik
- Roqaya Negm

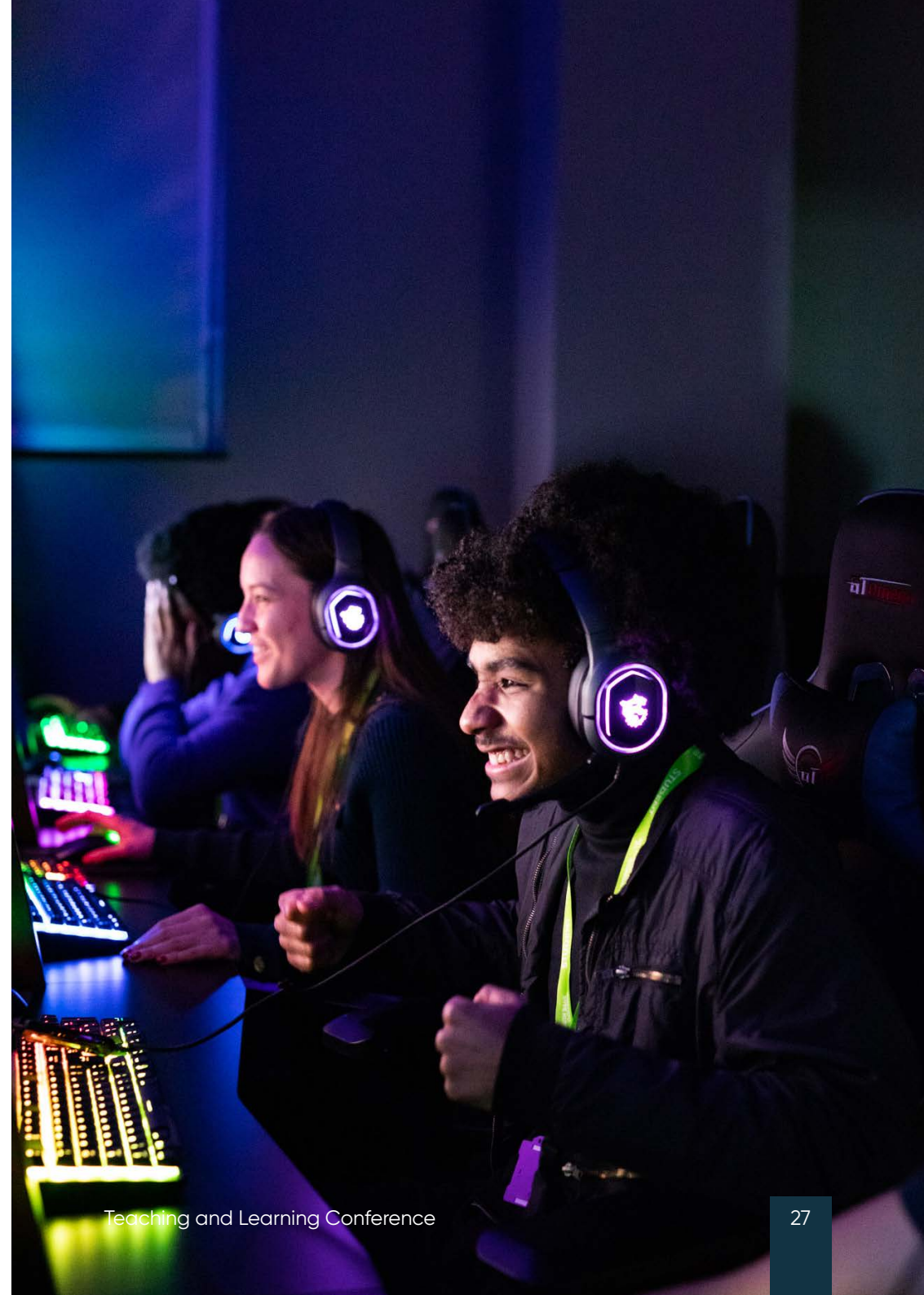
**Session type:** Online 20-minute discussion paper

**Location:** Online MS Teams ([join the meeting](#))

**Time:** 11.30–11.50am

**Outline:** The presentation discusses how collaborations with external entities can enhance assessments by providing students with experiential learning opportunities. The Comparative International Management module team enrolled students in the X-Culture experiential learning program, where they were assigned to global virtual teams to develop a business plan for a real-life company. This program enhanced students' inter-cultural communication skills and cultural intelligence. Also, it allowed them to grasp the concepts taught in the module leading to 80% passing the exam. Additionally, the program helped students transition from university to the workplace, with some now working as coaches for newly enrolled students in X-Culture.

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## Assessment principles: constructive alignment of formative assessment, feedback and feedforward

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**Subthemes:** Creative pedagogies

**Speakers:**

- Muhammad Kamran
- Jacquie Torrington

**Session type:** 45-minute workshop

**Location:** LH-303 training room 2

**Time:** 11.30am–12.15pm

**Outline:** This workshop is a basic introduction to effective formative assessment, feedback and feedforward based on LSBU Assessment Principles. It will provide you with a brief overview of the theory and some examples of assessment activities designed using the principles of constructive alignment.

The aim of the workshop is to provide you with tools to introduce effective formative assessment into your teaching.

By the end of the workshop, you will have been introduced to the concepts central to delivering constructively aligned formative assessment.

The workshop will be of interest to lecturers new to teaching and to those who would like an update on designing formative assessment and providing effective feedback and feedforward. While it does not replace teaching aimed at completion of a Post Graduate Certificate in Academic Practice, it will be of interest to staff undertaking the Award or to those working towards AdvanceHE Fellowship.

You will learn:

1. How to use constructive alignment to align formative assessment with summative assessment and module learning objectives.
  2. How to adapt formative assessment for large groups.
  3. How to support students to develop feedback literacy.
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## Game-orientated teaching methods to increase engagement

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**Subthemes:** Creative pedagogies

**Speaker:** Yuting Chen

**Session type:** 45-minute workshop

**Location:** LH-309 training room 3

**Time:** 11.30–12.15pm

**Outline:** Game-orientated is found to be useful to increase students' engagement. A designed game, in which students were asked to build a bridge together under the requirements of the 'client' being played by the lecturer, is used for face-to-face teaching in the Project Management module in the school of Built Environment and Architecture. The session has been updated several times and is based on the identified issues in the game-orientated classes. Another example of online game-orientated teaching was used under lockdown when face-to-face interaction was not possible for a very large cohort of over 100 students. This method is also helpful for students and the feedback received from the students was very positive.

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## Teachers' 'Make Like A Machine' workshop: integrating image-based artificial intelligence in the art & design classroom

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**Subthemes:** AI and digital literacies

**Speakers:**

- Tim Fransen
- Prof Geoff Cox
- Annie Davey

**Session type:** 45-minute workshop

**Location:** LH-303 training room 1

**Time:** 11.30am–12.15pm

**Outline:** Are you interested in encouraging pupils/students to think critically and creatively about Artificial Intelligence (AI)? Join the hands-on 'Make Like A Machine' workshop and engage with image-based AI researchers from LSBU's Centre for the Study of the Networked Image (CSNI) and UCL's Institute of Education (IoE).

The art and design subject is recognised as part of the national curriculum that fosters and enables knowledge and understanding of visual culture and human creativity. How will image-based AI fit with existing approaches to teaching visual creativity? New digital tools, such as Generative AI, have the potential to enhance the visual learning experience by generating images from textual descriptions known as 'prompts.' However, there is currently no formal guidance on effectively and safely integrating these technologies into teaching visual creativity.

Our research to date has produced qualitative data and learning materials based on the experiences of the art teacher community with AI technologies and how this translates into attitudes of positive inclusion or negative exclusion in creative classroom practices.

We aim to develop policy perspectives on best practice for teacher training and curriculum development and evaluate how social good is performed through teachers' adoption of our resources, which include documentation of workshops, a website, and diagrammatic posters.

The workshop will begin with a brief overview of ongoing CSNI/IoE image-based AI research and associated public engagement projects. Following this, there will be a creative learning activity co-developed with art and design teachers. This activity involves creating clay sculptures based on textual descriptions. Its aim is to enhance pupils' understanding of the formal elements used in creating artwork, demonstrate how prompts can be used to create artistic representations, and explore the limitations of language in these representations when we 'Make Like A Machine'.

You will receive a diagrammatic poster about image-based AI for your classroom by attending the workshop. The poster, designed by artist Dean Kenning, culminates a year-long collaboration between art and design teachers and researchers at CSNI, IoE, and The Photographers' Gallery (TPG).

This workshop is intended for art and design teachers from the LSBU Group who are interested in our ongoing research project, but all colleagues are welcome. You'll also have the opportunity to sign up to get involved, share experiences, and help develop digital skills and lesson plans that can be shared on our Open Educational Resource (OER) website.

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## Flipped learning model a platform to enhance student participation, retention, and employability

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**Subthemes:** Creative pedagogies

**Speakers:**

- Dr Lucy Ogbenjuwa
- Dr Chika Udeaja
- Daniel Fong
- Dr Olubisi Ige

**Session type:** 45-minute panel/roundtable

**Location:** Waterloo lecture theatre

**Time:** 11.30am–12.15pm

**Outline:** This study aims to provide insight into how the flipped model of teaching and learning can enhance student participation, retention, and employability. The flipped classroom model is a pedagogical approach in which students are introduced to new content before class and use class time for discussion, problem-solving, and other activities. This study presents and examines the different types of flipped models and how they are applied in teaching and learning through a review of the literature. The paper also uses LSBU as a case study to understand the level of usage of the flipped model for teaching among lecturers in BEA. The review of the literature provides an in-depth understanding of the different approaches of flipped model application in teaching and learning. The study discusses the pedagogical context and some examples from class sessions in BEA. Preliminary findings show that the flipped model has a positive impact on students' participation, feedback, skills, and satisfaction, and potentially could enhance retention and employability. The study proposes a process map encapsulating a model of flipped teaching and learning that would enhance and increase student participation, retention, and employability.

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## Parallel session 4

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### A day in the life of a social worker, creating the podcast: a time to reflect, revise and reimagine

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**Subthemes:** The student journey

**Speakers:**

- Dr Michelle Evans
- Tadios Whanya
- Andrea Colquhoun
- Ken Yaskey
- Dr Felicity Morrow

**Session type:** 20-minute discussion paper

**Location:** Westminster lecturer theatre

**Time:** 12.25–1.10pm

**Outline:** The aim of this presentation is to encourage alternative and innovative thought processes around supporting retention and transition. This session will provide prospective our listeners with the opportunity to gain an authentic look into the skills set required and daily experiences of front line social workers. Staff will talk about the podcast journey, how it began, who were interviewed and what was heard during the interviews. There were four themes considered in each podcast: Cultivating resilience with Andrea 2; Reflecting on decision making with Ken; Navigating challenges with Felicity and Cultivating self-awareness and self-reflection with Tadios.

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## Why don't students pass first time? A year on...

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**Subthemes:** The student journey

**Speakers:**

- Matt Myles-Brown
- Josh Goddard
- Usha Hamal
- Charlotte Adams

**Session type:** 45-minute workshop

**Location:** LH-302 Training Room 1

**Time:** 12.25–1.10pm

**Outline:** The Students' Union called students with low engagement at the start of Semester One, and then called students needing to submit resits in Semester Two. What we discovered provides an insight into the lives of students and, most importantly, clues to why some students don't pass their assignments on the first sit. The workshop will explore the findings and possible options for redesigning a curriculum that responds to this insight and helps more students to pass first time.

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## Maths in ESOL Learning: Providing the routes to enable progression whilst developing enhanced confidence and ambition for our learners

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**Subthemes:** The student journey

**Speaker:** Asma Ahmad

**Session type:** 20-minute discussion paper

**Location:** Chelsea lecturer theatre

**Time:** 12.25–1.10pm

**Outline:** This 20-minute paper will present the work of our ESOL team in creating an innovative project to develop the wider skills, ambition and confidence of our adult ESOL learners, meaning that progression and employment opportunities are enhanced. The focus of the project is on developing students' maths skills and giving students the opportunity to gain a qualification (Functional Skills and/or GCSE). The project was devised to challenge the misconception that 'ESOL students can't do Maths', with ESOL teachers being trained to teach Maths and then delivering the course to their students. Learner feedback has highlighted how the project has opened up new opportunities for them, and increased their aspirations, confidence and ability to gain employment as well as to support their own children with their Maths!

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## Are we adapting teaching methods to create an inclusive learning environment for mature students?

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- Subthemes:** The student journey
- Speaker:** Visakha Nanayakkara
- Session type:** 20-minute discussion paper
- Location:** Westminster lecturer theatre
- Time:** 12.25–1.10pm
- Outline:** Access to higher education diploma courses provide a transition year for mature students to enter universities. Unlike students who enter colleges directly from schools, the mature students have been out of education for some time. Hence, there are challenges in designing lectures/assessments, and to build their academic knowledge progressively to maintain their motivation. This paper discusses how to adapt current teaching techniques to support a group of mature engineering students to be independent learners based on feedback collected from students with different study skills, abilities, age/ethnic groups, previous education systems, life commitments, social, and work experiences.
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## Exploring the impact of the LSBU Group: perspectives from link tutors

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- Subthemes:** The student journey
- Speakers:**
- Lucia Otoyó
  - Dr Helen Powell
  - Dr Maria Centeno
  - Joanna Sorensen
- Session type:** 20-minute discussion paper
- Location:** Chelsea lecturer theatre
- Time:** 12.25–1.10pm
- Outline:** We represent a team of four link tutors from three different LSBU schools who have been collaborating across our LSBU group for over a year. Our presentation will explore the multifaceted impact of the LSBU Group, drawing from our unique perspectives and experiences. We will discuss the enhanced opportunities for recruitment into LSBU courses, the employment prospects available to our graduates, student feedback and the benefits and challenges of cross-institutional collaborations. Join us as we share how the LSBU Group has influenced our educational practices and contributed to our professional growth.
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## Teaching fellowship projects – applying, revising and reimagining: transforming education at LSBU through the student journey, inclusive and creative pedagogies and meaningful skills acquisition

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**Subthemes:** The student journey

**Speakers:**

- John Koo
- Danny Clegg
- Lyn Hamblin
- Joshua Sharman

**Session type:** 45-minute panel/roundtable

**Location:** Vauxhall lecturer theatre

**Time:** 12.25–1.10pm

**Outline:** LSBU has been supporting sabbatical projects during 23/24 to enable four academics to explore themes relating to engagement, digital skills mapping, professional skills and alignment of pedagogy and assessment, which underpin the Student Journey, Inclusive and Innovative Curricula and Digital literacy.

The projects and the academics:

**Danny Clegg**, IHSC, is exploring the capabilities of LSBU digital systems to capture intra-curricular digital skills acquisition through student journeys.

**Lyn Hamblin**, Business, is exploring the impact of employability modules and the development of professional skills across the Business School.

**John Koo**, SLSS, is reviewing notions and practices relating to student engagement and seeking to understand and advance students perspectives.

**Joshua Sharman**, IHSC, is exploring pedagogical approaches for teaching and assessing biosciences within Nursing & Midwifery.

The fellowship projects, while responses to particular needs and projects identified within Divisions and Schools are a collective call to the university community to rethink and re-imagine perspectives on the student journey during this epochal moment. For this roundtable the Fellows invite colleagues from across the university to consider and assess their ideas and findings, and together, to help us articulate emerging themes for the LSBU community.

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## Using AI and Digital Tools to create an inclusive and innovative learning experience for students at South Bank Colleges

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**Subthemes:** AI and digital literacies

**Speakers:**

- Chris Roberts
- Ross Gouldie

**Session type:** 45-minute workshop

**Location:** LH-303 Training Room 2

**Time:** 12.25–1.10pm

**Outline:** This workshop will present some examples of how we are harnessing new technology to improve planning, delivery and assessment of learning for our students at South Bank Colleges, to prompt discussion and reflection from participants across the group.

The session will focus on three areas. Firstly, we will share the ways we are experimenting with AI in different curriculum areas, and the opportunities and challenges we are experiencing, including around ethics.

We will also share how we are using speech to text apps as an inclusive tool to support those with learning needs such as dyslexia as well as to enable formative feedback, which is more tangible and long-lasting for students.

Finally, we will demonstrate how we are using technology to create blended learning teaching sequences which students can access in and out of the classroom.

This will be a hands on workshop, with activities and discussion.

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## Parallel session 5

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### Strategies for supporting learners who stammer

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**Subthemes:** Inclusive and innovative curriculum

**Speakers:**

- Phill Hoddinott
- Jonathan Thompson

**Session type:** 45-minute workshop

**Location:** LH-302 training room 1

**Time:** 2.15–3pm

**Outline:** This workshop aims to provide information and signposting around the strategies on how we at LSBU can better support our learners who stammer. The session will focus around the recently published 14 Strategies for Supporting Learners who Stammer by the LSBU DDS Team.

Phill Hoddinott a Senior Lecturer in adult nursing at LSBU who stammers himself and will provide an overview on the lived experience of a person who stammers in order to help people understand stammering better and address some of the myths and challenges around stammering.

Jonathan Thompson, LSBU Disabilities Manager will discuss the role of the DDS team in supporting our learners who stammer and address some wider legal duties we have as an education provider.

Participants of this workshop will have a better understanding around stammering, hear some lived experience of a person who stammers, understand the legal context around supporting people with disabilities and have a tool kit to better support our learners who do stammer. One key focus of this workshop will be around student participation and assessment and will explore how we at LSBU can consider these areas further to ensure we are offering a fully inclusive and innovative curriculum.

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## Reducing points for plagiarism

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**Subthemes:** Inclusive and innovative curriculum

**Speaker:** Paul Carden

**Session type:** 45-minute workshop

**Location:** LH-303 Training Room 2

**Time:** 2.15–3pm

**Outline:** Plagiarism impacts on assessment outcomes, student progression, module quality assurance and last but not least the student journey. In the workshop, I will present a method for designing coursework specifications to reduce the opportunities for a learner to be tempted toward academic misconduct. The method works no matter what size of class. An initial pilot has proven successful.

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## Reimagining assessments through inclusive practice

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**Subthemes:** Inclusive and innovative curriculum

**Speakers:**

- Jonathan Thompson
- Bisi Adelaja
- John Muya
- Dr Nicola Martin
- Dr Rory Summerley
- Danny Clegg

**Session type:** 45-minute workshop

**Location:** LH-309 training room 3

**Time:** 2.15–3pm

**Outline:** LSBU is proud of its diverse student body and our support services and academic teams are committed to enable students to engage and progress in their studies and future employment.

However, we're aware that our current assessment methods can sometimes create barriers in students being able to demonstrate the learning outcomes and therefore require formal support arrangements to mitigate the difficulty.

What if we re-imagined the way we assess our students and provided a range of alternative tasks that removed barriers to time constrained examinations and essays?

These are currently mitigated through additional time, separate rooms, scribes, readers, assistive technology and late submission. Is there another way that's beneficial to all concerned?

If you'd like to explore how to make your assessments more inclusive for a diverse group of learners, then please join and contribute to this workshop.

The aim is to consider designing a range of alternative tasks where students can demonstrate the required learning outcomes to widen participation and progression.

You will be able to:

1. Consider the barriers disabled & neurodiverse students experience when attempting traditional modes of assessment.
2. Understand the context and need to consider a broader range of assessment methods that benefit all students.
3. Have the confidence to redesign and adapt a traditional task and ensure parity for all.
4. Apply a range of suggested alternatives within your programme.
5. Provide feedback to DDS team & CRIT on the ways in which we can support you.



## Pedagogic development, peer observation and professional dialogues: quality as a collective responsibility

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**Subthemes:** Inclusive and innovative curriculum

**Speakers:**

- Dr Charlotte Clements
- Dr Cameron Giles
- Robert Hush
- Anna Jones

**Session type:** 45-minute workshop (extended session)

**Location:** LH-310 training room 4

**Time:** 2.15–3.30pm

**Outline:** The School of Law and Social Sciences launched four teaching and learning clusters as part of developing a School-wide teaching and learning strategy group in 2023. All permanent teaching staff within the school are affiliated with a cluster and are also participating in a pilot peer observation scheme. In this workshop, we discuss, reflect on and partially recreate the development of this collective approach to transforming our teaching and learning as part of our focus on the student journey within LSS. We explore how the four focal points to this work, embodied in our Decolonisation and Anti-Racism; Inclusion, Belonging and Student Voice; Assessment and Feedback; and Student Transitions clusters, were developed from initial conversations at an all-staff school away day and we argue that this collective responsibility for quality provides opportunities for professional dialogue and development alongside a means to revise and re-imagine our practice as educators.

We propose that our workshop comes with an embedded paper on Peer Observation (Peer Observation and Professional Exploration: Reflections on a Peer Observation Pilot to show how important this has been to develop our collective approach and practice. The paper will show how the elements of our approach has been co-created in parallel.

## The development of an assessment for learning for year 1 nursing

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**Subthemes:** Inclusive and innovative curriculum

**Speaker:** Joshua Sharman

**Session type:** 20-minute discussion paper

**Location:** Chelsea lecture theatre

**Time:** 2.15–3pm

**Outline:** As we depart from conventional assessment methods, it becomes increasingly vital to tailor assessments to meet our students' needs. In Biosciences, we've created an assessment that not only engages students more actively in the learning journey but also motivates them to enhance their performance.

By implementing a Moodle quiz, students are now tasked with a diverse range of questions delving into far greater detail than the typical exam. The flexibility of completing these quizzes at their own pace and convenience empowers students to delve into correct answers through various avenues, thereby fostering deeper learning experiences that cater to a range of learning styles.



## Video feedback utilising Scotia Medical Observation and Training System (SmotsTM) for the teaching and assessment of chiropractic students

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**Subthemes:** Inclusive and innovative curriculum

**Speakers:**

- James Oldham
- Mark Thomas
- Sumaya Ahmed
- Y1, Y2 & Y3 Students

**Session type:** 20-minute discussion paper

**Location:** Westminster lecturer theatre

**Time:** 2.15–3pm

**Outline:** SmotsTM is audiovisual technology which has been utilised in-class for multi-angle teaching demonstrations, facilitating observation, and recording practical clinical examinations. Additionally, it has also been utilised during moderation of practical assessments, enhancing inter-observer reliability. Student feedback has been positive with students expressing a preference for a single examiner with recording for moderation. This reduces assessment related anxiety and enables students to perform to their natural ability. All practical assessments have been recorded by SmotsTM which has additionally enhanced the quality of written feedback. This has enhanced the transparency of the assessment process and assists in the retention and transition of students.

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## Decolonising LSBU's history: approaches from engineering

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**Subthemes:** Inclusive and innovative curriculum

**Speakers:**

- Ruth MacLeod
- Safia Barikzai
- Megha Kashyap

**Session type:** 45-minute panel/roundtable

**Location:** Waterloo lecture theatre

**Time:** 2.15–3pm

**Outline:** How do we decolonise LSBU's past – what do we know about where our students have come from, how inclusive we were and what approaches we took? What about staff? Looking at these questions with regards to the School of Engineering, one of the subject areas taught consistently from when LSBU began, Safia, Megha and Ruth will discuss approaches to this kind of work, what we know about our history so far, and what we can do with it going forward.

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## The development of lecturers' knowledge and industry experience to meet the current development in the AEC sector

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**Subthemes:** Inclusive and innovative curriculum

**Speakers:**

- Yamen Bakhaty
- Prof Chicka Udejaja
- Dr Job Momoh
- Dr Lucy Ogbenjuwa

**Session type:** 20-minute discussion paper

**Location:** Chelsea lecturer theatre

**Time:** 2.15–3pm

**Outline:** Academics teaching Architecture, Engineering, and Construction (AEC) courses in Higher Education Institutes (HEIs) are required to have up-to-date experience to deliver curricula that reflect the industry's needs, challenges, and developments. In today's industry, academics must develop their knowledge of the latest developments and innovations to enhance curricula alongside their teaching methods. This study aims to investigate the methods of training and development for lecturers to understand the gap between education and practice. This will include examining engagement methods used in curriculum development, teaching, and training. A systematic literature review will be conducted to analyse the latest research on lecturer training and curriculum development in HEIs. The results will support the development of a framework to bridge the gap between academia and the industry within the AEC context.

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## Decolonising approach to curriculum transformation in diagnostic radiography

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**Subthemes:** Inclusive and innovative curriculum

**Speakers:**

- Katie Fordyce
- Djamila Hamdaoui
- John O'Neill
- Caitlin McLarty

**Session type:** 20-minute discussion paper

**Location:** Westminster lecture theatre

**Time:** 2.15–3pm

**Outline:** The DR course at LSBU applied the Decolonising The Curriculum Wheel framework (Ahmed-Landeryou 2023), to take a student and academic collaborative approach to curriculum transformation. This centralised the student voice within the decolonising process and listens to the experience of alumni in stakeholder meetings. Key areas that have undergone change so far include placement, academic modules, assessments, staff and students personal and professional development and admissions. By reducing the racial awarding degree gap we hope to also improve students' transitions to HE and support retention.

The DR course has started to reduce their racial degree awarding gap in a year and half of working with the decolonising the curriculum approach. We have had a reduction from 43.2% BME/White awarding gap in 20/21 to 1.2% in 21/22.

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## Parallel session 6

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### LSBU AI policy – an introduction

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- Subthemes:** The student journey
- Speakers:**
- Dr Elizabeth Newton
  - Lucia Otoyó
  - Dr Rory Summerley
  - Andy Unger
- Session type:** 20-minute discussion paper
- Location:** Westminster lecturer theatre
- Time:** 3.15–4pm
- Outline:** We will present the new LSBU Artificial Intelligence use policy and invite discussion from the audience.
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## Using data from students' self-reflections to support STEM teaching in Higher Education

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- Subthemes:** The student journey
- Speakers:**
- Dr Nadia Gaoua
  - Dr Ben Lishman
- Session type:** 20-minute discussion paper
- Location:** Westminster lecturer theatre
- Time:** 3.15–4pm
- Outline:** All students at London South Bank University are asked to complete a Personal Development Plan (PDP), and this year over five thousand students have done so. The PDP asks students a series of questions which help assess students' confidence and areas of need. As well as helping us support each individual student, the PDP also allows us to understand trends in students' self-analysis across disciplines and cohorts. In this presentation, we will compare cohort-level PDP results across the School of Applied Sciences and the School of Engineering.
- From this comparison between Applied Sciences and Engineering, we find for example, that 75% of engineering students express confidence in asking for help, compared to only 67% of applied science students. However, engineering students are somewhat more likely to say they are considering interrupting or withdrawing (11.3% compared to 10%). We can also use the data to understand potential barriers to learning. For example, our engineering students are more likely to be working for over twenty five hours a week, and more likely to say they have a challenging home environment, or parenting or caring responsibilities.
- We show how insights like these, collected through the PDP data, can also lead to increased understanding of similarities and differences between groups at the course level, and support course leaders' and personal tutors' action planning. This increased understanding can also feed into course and module design, with the aim of improving student satisfaction and student retention, and into cohort-centred support by university support services. This helps us help students to achieve their goals at university and beyond.
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The School of Law and Social Sciences has been piloting a peer observation scheme, utilising the cycles of peer observation framework, to foster professional pedagogic exploration and development across the School this academic year. All permanent teaching staff were involved with the pilot, with some staff participating in a research project looking at the implementation of the scheme. In this paper, we explore some of the data on staff experiences and reflect on the role of peer observation as a way for us to revise and re-imagine our professional practice. We discuss the importance of collaboration and recognition of the multiple forms which peer observation processes can take, as well as arguing for the importance of peer observation being used in a non-judgmental and professionally engaging manner.

The workshop will enable staff to respond to prompts on some key issues, provide the opportunity to co-create and explore how the exercise informs the future development of a school (or College) level strategy.

## How well do we know our students? How well can we know them? Student identities and transition into university

**Subthemes:** The student journey

**Speakers:**

- Katherine Pechey
- John Koo

**Session type:** 20-minute discussion paper

**Location:** Chelsea lecturer theatre

**Time:** 3.15–4pm

**Outline:** This discussion reports on the findings of research carried out by the LSS Transitions teaching and learning cluster group exploring L4 students' perspectives and experiences of joining the university. Our research focuses on how we as educators can understand student identities and support our students. It explores what information students are asked to provide when they This research provides a basis for considering how and what we know about new students, and how we might further develop our understanding of student identities and contexts to support their transition into the university.

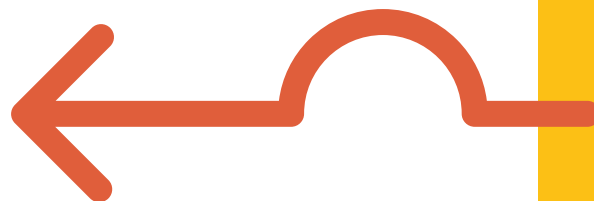


## Writing from the edge: an ethnographic exploration of the notions of identity and belonging of minority voice students with discussion of their experience in terms of academic writing and research practice

- Subthemes:** The student journey
- Speaker:** Robert Toniolo Wood
- Session type:** 20-minute discussion paper
- Location:** Chelsea lecturer theatre
- Time:** 3.15–4pm
- Outline:** A qualitative approach to ethnographic research into the sense of identity & belonging of minority voice students in terms of their experiences of academic writing & research practice. Via the “DrawingOut” method, the project aims to increase student agency and develop greater awareness of a decolonised approach to Learning Development. Using thematic analysis, the research aims to explore the depth and complexity of qualitative data by identifying patterns, themes, and underlying meanings. It will provide a nuanced understanding of student perspectives and experiences. Given the diverse nature of the LSBU student population, this project aligns with my own teaching practice, that of departmental colleagues as well as the university’s mission, vision, and values statement.

## What does decolonisation look like for Engineering subjects?

- Subthemes:** Inclusive and innovative curriculum
- Speakers:**
- Dr John Buckeridge
  - Dr Ben Lishman
  - Dr Safia Barikzai
  - Dr Sevan Harput
  - Dr Alex Paurine
  - Megha Kashyap
- Session type:** 45-minute workshop
- Location:** LH-302 training room 1
- Time:** 3.15–4pm
- Outline:** This workshop aims to develop strategies for the successful decolonisation of courses in engineering disciplines at LSBU. Staff from the School of Engineering (SOE) and the School of the Built Environment and Architecture (BEA) will collaborate to learn about decolonisation strategies across LSBU, present their own initiatives implemented to date, discuss problems and brainstorm a plan for successful implementation in both schools that complies with the overall vision of LSBU. We invite participants within SOE and BEA to share their experiences and help plan future strategies in decolonisation.
- The workshop will begin with a presentation of LSBU’s decolonisation vision (by Megha Kashyap, Decolonising Research Fellow), then with presentations from SOE and BEA on current initiatives in both schools. Participants will break into groups to discuss topics such as:
- What are the areas where decolonisation could be effective in Engineering?
  - How should teaching resources, the teaching environment and assessment criteria be designed to incorporate issues regarding decolonisation?
  - What are the best approaches to engage with the student body on this issue?
  - How do we measure success?
- A summary and action plan will be agreed on to finish the workshop.



## Bridging the gap between academia and industry in AEC

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<b>Subthemes:</b>	Inclusive and innovative curriculum
<b>Speakers:</b>	<ul style="list-style-type: none"><li>• Yamen Bakhaty</li><li>• Prof Chika Udeaja</li><li>• Dr. Job Momoh</li><li>• Dr. Lucy Ogbenjuwa</li></ul>
<b>Session type:</b>	45-minute workshop
<b>Location:</b>	LH-303 training room 2
<b>Time:</b>	3.15–4pm
<b>Outline:</b>	<p>The Architecture, Engineering, and Construction (AEC) sector holds strategic value, contributing significantly to the UK economy. It is anticipated that the AEC sector will continue to require a talented and skilled workforce capable of driving its growth and improving its productivity and performance. These growing needs present a challenge for Higher Education Institutes (HEIs) to equip new learners with the best skills and latest knowledge of AEC, especially in a fast-paced digital world. HEIs are expected to develop their staff with the necessary knowledge and skills to prepare future talents for the industry, fostering prosperity and growth. However, there is a growing skills gap in the AEC sector due to a disconnection between academia and practice, leaving new graduates lacking the crucial skills and abilities needed for the industry. The responsibility falls on HEIs to bridge this skills gap by assessing lecturers' current knowledge against the latest industry experiences. HEI lecturers are required to collaborate with the industry to continuously improve their knowledge and understand the industry's requirements.</p> <p>This workshop aims to engage in an in-depth discussion about how the gap between academia and the industry could be bridged to improve the learning experience of AEC graduates. The discussions will also illuminate the role of innovation and digitalisation in AEC and how they contribute to the development of lecturers' knowledge and expertise. Additionally, the workshop will explore how academics and industry professionals can enhance curriculum development.</p>

## Using LinkedIn Learning for teaching, learning and self-development

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<b>Subthemes:</b>	Inclusive and innovative curriculum
<b>Speakers:</b>	<ul style="list-style-type: none"><li>• Manasa Panikkamparambil Manomohanan</li><li>• Rebecca Fong</li></ul>
<b>Session type:</b>	45-minute workshop
<b>Location:</b>	LH-309 Training Room 3
<b>Time:</b>	3.15–4pm
<b>Outline:</b>	<p>All LSBU staff and students have access to LinkedIn Learning (LiL), an online resource of training videos and tutorials for personal and professional development. There are over 20,000+ video courses in Business, Creative and Technology areas available online or via a mobile device.</p> <p>Why use LinkedIn Learning?</p> <ol style="list-style-type: none"><li>1. It's a great way of filling gaps in our skills and knowledge and can be added to our PDRs.</li><li>2. Students can use the courses and videos to learn new skills and enhance their personal and professional development. Courses completed can also be added to their LinkedIn profile.</li><li>3. Staff can provide tutorials to support your course and incorporate videos within your Module sites on Moodle.</li></ol>

### Integration with Moodle

Recently we have successfully integrated LinkedIn Learning with Moodle, enabling module leaders to embed videos onto their Moodle site with few clicks. This is a good opportunity to promote this function to encourage module leaders to provide a blended teaching and learning experience to their students.

This session provides an insight into the significance of utilising the LinkedIn Learning platform for teaching and learning purposes. It includes the efficient use of LinkedIn Learning to access diverse courses and videos based on specific needs. This covers a demonstration of how you can integrate LinkedIn Learning courses into Moodle.

#### Learning Outcomes

- Be familiar of LinkedIn Learning tool
- Be able to include LinkedIn Learning courses in Moodle
- Be able to improve personalised learning paths aligned with teaching goals
- Be able to set up collections or learning paths for a topic of your choice.



## Supporting our disabled students effectively

**Subthemes:** The student journey

**Speakers:**

- Luke Howson
- Phoebe Cleary
- Dr Nicola Martin

**Session type:** 45-minute panel/roundtable

**Location:** Vauxhall lecturer theatre

**Time:** 3.15–4pm

**Outline:** In 23/24 LSBU started the journey towards producing our Disabled Student Commitment. The Commitment entails us looking at aspects of the disabled student journey and co-creating an action plan with students detailing our actions to enhance the experience of disabled students.

A disabled student panel was created in January '24 and over the last semester we have undertaken a really instructive piece of work with the panel where we have looked at all aspects of life as a disabled student at LSBU.

Naturally, central to this is the insight that students have given us into the on course experience. The commitment specifically recognises 'it is vital that we create a culture in which all students can excel in higher education. For disabled students to excel, their needs and support requirements should be met so that they can fully engage with their learning and achieve positive outcomes without unnecessary and stressful distraction'.

This discussion will focus on what the panel told us and what actions we are putting in place as a result of the findings to enhance the student journey. Our roundtable will involve a member of the Disabled Student Panel, Professor Nicki Martin from the School of Education, who has a wealth of experience in the field of inclusive education and Phoebe Cleary from the Disability and Dyslexia Service.

## Interprofessional simulation based education

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**Subthemes:** Creative pedagogies

**Speakers:**

- Jessica Jewell
- Amy Noakes

**Session type:** Poster/visual

**Location:** London Road Hub

**Outline:** Interprofessional education (IPE) is necessary in preparing a collaborative practice-ready health workforce. Simulation is an effective way to deliver IPE, offering an important route to safer care for patients. This poster focusses on a simulated student interprofessional discharge planning meeting utilising a scenario of a fictitious patient with safeguarding concerns. 20 students were divided into 4 subgroups and each allocated a faculty facilitator from mixed professional backgrounds including social work, health visiting, school nursing and acute practice. Student feedback demonstrated that this was a positive experience to understand the importance of interdisciplinary collaboration.

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## Innovative approaches in assessment and feedback for diverse educational contexts

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**Subthemes:** Creative pedagogies

**Speaker:** Saham Sherhani

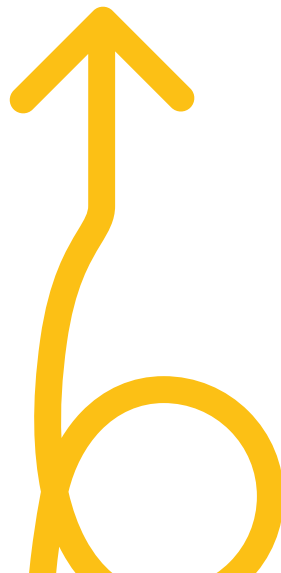
**Session type:** Poster/visual

**Location:** London Road Hub

**Outline:** This poster presentation explores innovative approaches in assessment and feedback aims at improving student engagement and learning outcomes in diverse educational contexts which include differences in classroom environments, teaching strategies and learning abilities. This incorporates interactive student-centered approach, flipped classrooms, Inclusive education practices for students with physical disabilities, and support for students who are at risk of falling behind. Furthermore, this poster examines existing methods and introduces new, evidence-based techniques, such as formative feedback and digital assessment tools.

The poster highlights improvements in student performance and satisfaction. Key findings suggest that personalized and timely feedback (formative assessment) significantly boosts learner outcomes and motivation. It advocates for the integration of continuous assessment practices that are aligned with learning objectives and student needs, ultimately fostering a more supportive and effective educational environment.

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## The transformative role of artificial intelligence in education

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**Subthemes:** AI and digital literacies

**Speakers:**

- Frank Ghansah
- Bert Young
- Rafiu Seidu
- Amina Nafiz
- Abigail Amoah-Korsah

**Session type:** Poster/visual

**Location:** London Road Hub

**Outline:** Artificial intelligence (AI) has the potential to disrupt teaching and learning methodologies via its learning algorithm, which will indeed help teachers uplift students in a more personalized and responsive manner. However, there are still different schools of thought, where one group supports, and the other is strongly against its implementation. This poster, thus, delves into the multifaceted function of AI in education (AI-in-E) to answer three main questions: (1) In what ways does AI-in-E improve student outcomes and benefit teachers? (2) What are the ethical considerations of AI-in-E? and (3) What does the future of AI-in-E look like? This is achieved by searching relevant literature and conducting content analysis to understand the role of AI-in-E. The poster proposed a holistic framework to maximise the potential roles of AI-in-E with respect to student outcomes and teachers. It is revealed that AI can revolutionise teaching and learning systems from student engagement to teaching styles, including helping learners of all different styles to accurately understand course materials, following ethical considerations such as data privacy, equity, and teacher training. In the future, analytics of students' massive data, smart content providers, tailored learning methodologies, and more could be explored for the benefit of students and teachers alike for continued and successful learning. The findings have the potential to redefine the boundaries of traditional teaching and learning methods, closing the gaps in learning, as it is clear that education is on the crossover of a transformative era due to AI.

## Home from home at LSBU

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**Subthemes:** The student journey

**Speaker:** Lisal Hellawell and the Multi-Faith Support Team

**Session type:** Poster/visual

**Location:** London Road Hub

**Outline:** Finding your place and feeling you belong in any community can be hard, especially at the beginning and during times of change. Our diverse and growing Multi-Faith Support team is here to support and serve the whole LSBU community. Whoever you are, wherever you are on your lifelong learning journey, and whatever faith or belief system you might identify with, there is space for you.

We offer moments of relaxation, reflection, and hospitality to renew you. We are alongside you in the low moments and rejoice with you when you achieve your goals. We invite you to stop, think, share, and begin again. Our non-judgmental listening and welcome are available for everyone.

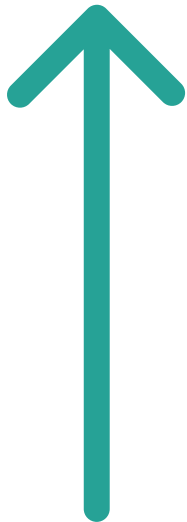
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## Closing plenary

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- Subthemes:** The studenty journey | Inclusive and innovative curriculum | Creative pedagogies | AI and digital literacies
- Speaker:** Pro Vice Chancellor Professor Antony Moss
- Session type:** Close
- Location:** Southwark lecture theatre
- Time:** 4.10–4.30pm
- Outline:** Reflection of the day
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