



Supporting the Success of all Students Thursday 16th January 2025

Our student body is as diverse as ever, representing a wide range of nationalities, backgrounds and interests. That diversity enriches our campus community and also brings with it challenges for our teaching practice and students' learning. Our theme this year aims to explore the many ways which we engage with or support students from all different backgrounds. We are interested in exploring the scholarship and evidence base for effective teaching practices which addresses inclusive teaching and diverse learning needs of our students from a range of different perspectives.

Programme:

9:00 -9:20	Registration, coffee & pastries		
9:20 – 9:30	Welcome from James Howard, Director of the Academy, Room 113		
9:30 – 10:00	Keynote 1: Varieties of Pedagogical Experience Charlie Reis XJTLU Room 113		
10:00—10:45	Keynote 2: Exploring the Impact of Pedagogical Research: From Policy to Practice Dawne Irving-Bell, Lucinda Bromfield & Alex Griffiths BPP, Room 113		
10:45—11:00	Q&A with keynote speakers		
11:00—11:30	Coffee & networking		
11:30 – 12:45	Full papers 1 room 113 Facilitator: Haixia Wang (XJTLU)	Full papers 2 room 115 Facilitator: Weiyi Chu (XJTLU)	MAAP presentations room 105 Facilitator: Charles Moderator: Raheela Awais
	Anisa Vahed (XJTLU)	Jinyang Song (XJTLU)	Gabriel Berzunza Ojeda
	Gina Washbourn (UoL)	Andrew S. Roe-Crines (UoL)	Stephen Deboo
	Victor Perez (XJTLU)	Seth Hartigan (XJTLU)	Claire Ellison Alys Griffiths Harriet Lahiff
12:45– 13:15	Lunch & networking		
13:15—13:30	Highlights from the Widening Participation & Outreach team		
13:30—14:30	The Imagine Scholarship Group Lightning Round Session ‘There’s nothing you can do that can’t be done’: Innovating student success, implications for future pedagogical research Room 113		
	Emerging Ideas speed talks Room 115		
14:30—14:45	Coffee & networking		
14:45—16:00	Full papers 3 room 113 Facilitator: Rebecca Wakelin et al (XJTLU)	Full papers 4 room 115 Facilitator: Gina Washbourn et al. (UoL)	MAAP presentations room 105 Facilitator: Charles Moderator: Alexis Nolan Webster
	David H. Roberts (UoL)	Sunil Jit Logantha (UoL)	Catherine Queen
	Rasha Swadi (LJMU)	Pete Bridge (UoL)	Yuan Shi
	Raheela Awais et al. (UoL)	Stephen Mason (UoL)	Rachel Stonall Catherine Whitmore
16:00 – 16:30	Conference close & networking		

Keynote 1: Charlie Reis (XJTLU)

Varieties of Pedagogical Experience

Varieties of pedagogical experience will cover different projects, including mentors and motivations, that show how the speaker is engaged in SoTL and how professional values drive scholarship to articulate and amplify ways to meet the needs of diverse and non-traditional learners and how to undo traditional roles to support all students.

Charlie Reis is an Associate Professor and Educational Developer the Educational Development Unit at Xi'an Jiaotong-Liverpool University (XJTLU), the programme director of XJTLU's Postgraduate Certificate in Teaching and Learning in Higher Education.

His primary area of research is the incorporation of classical Chinese knowledge into contemporary learning and teaching. Other areas of focus are: transnational education, artificial intelligence, curriculum design, expertise and learning and teaching, motivation and engagement, online and hybrid learning, academic identity, and leadership.

Recent publications include:

- Invasive Species in the Educational Ecosystem: Approaches to Dealing with GenAI in the Higher Education Sector
 - Undoing learning through lurking: a simple framework for supporting staff thinking about online teaching
 - Spicing Up Professional Development with Gamification and Interactivity: A Case of Maximising Engagement
 - Using H5P to Enrich Online Learning Engagement in a Postgraduate Certificate Programme
- Zhuangzi and the Phenomenology of Expertise: Implications for educators



Keynote 2: Dawne Irving-Bell, Lucinda Bromfield & Alex Griffith

Exploring the Impact of Pedagogical Research: From Policy to Practice

Join a diverse trio of academics with experience across ancient, modern, and private universities as we explore the evolving landscape of pedagogical research. Our keynote presentation will take you on a journey from macro to micro, offering insights into our current practices. We'll begin by discussing the significance of pedagogical approaches, followed by an examination of how national policies shape pedagogy, teaching practices, and institutional possibilities. Finally, we'll share a case study illustrating how pedagogy has directly influenced strategies for supporting students at both the faculty and institutional levels

Professor Dawne Irving-Bell, PhD, is a Professor of Learning and Teaching at BPP University, UK, where she leads on Scholarship and Research. With extensive experience working in secondary, further, and Higher Education settings as a teacher, Dawne is passionate about inspiring students, enabling them to achieve their full potential. Dawne's experiences shape her values, and she believes that effective learning is cultivated from positive relationships with students,



which starts with excellent teaching. Dedicated to raising the profile of the Scholarship of Teaching and Learning, and passionate about creating opportunities for others, Dawne established the award-winning [National Teaching Repository](#), an Open Educational Resource with proven reach and impact across the global Higher Education community. A platform where colleagues can share interventions that lead to real improvements in teaching and learning in a way that secures recognition for their practice, making it citable, sharable, and discoverable. Dawne is a National Teaching Fellow, Principal Fellow of the Higher Education Academy, holds a Collaborative Award for Teaching Excellence, and received a National Award in recognition of her outstanding contribution to teacher education.



Lucinda Bromfield is an Associate Professor of Educational Practice at BPP University, where she leads on scholarship for the Law School. A non-practising solicitor and qualified mediator she now uses her legal experience to support aspiring solicitors and barristers and her extensive teaching and academic expertise to support her education-focused colleagues. An advocate for widening participation in higher education and the legal profession, Lucinda's research focuses on humanizing online learning through inclusivity and engagement and exploring how attitudes to failure impact the lived experience of law students, legal academics and legal professionals. Lucinda is a Senior

Fellow of AdvanceHE and an assessor for the Office for Students

Alex Griffiths is an Associate Professor and Educational Social Scientist based at BPP University, UK, where he is Associate Professor of Academic Leadership and Director of Academic Governance & University Proctor. Initially training as a research psychologist in the areas of Social, Cognitive, and Developmental Psychology at the Universities of St Andrews (MA, PhD) and Cambridge (MPhil), he then went on to hold various posts that included teaching, research, professional leadership roles relating to educational quality and governance, as well as leadership roles developing and supporting the student experience at the Universities of St Andrews, Stirling, and now BPP University. Whilst working in these leadership roles, Alex completed a Professional Doctorate in Education (EdD) at the University of Glasgow where he fostered his current research interests that focus on exploring the debate on what the nature, role, and purpose of 'the University' is, and the effect this has on both on those who study and work there, but also broader society. Key debates in Alex's work centre on exploring concerns in relation to the labour conditions of university staff; reflecting on governmental and societal expectations of universities and the challenges this poses for the sector; and, developing solutions to support the professional practices of higher educators by influencing educational leaders and policy makers to use research-informed decisions in their approach to changing and reforming educational systems and institutions



The Imagine Scholarship Group Lightning Round Session

“There’s nothing you can do that can’t be done”: Innovating Student Success, implications for future pedagogical research

This is a session of brief lightning talks by colleagues in the ULMS scholarship group, each giving a short 5 minute presentation.

1. Introduction (5 minutes)

Overview of the session and its focus on innovation in supporting student success.

2. Speaker Presentations (35-42 minutes)

Design Thinking Approaches for Higher Education (Dr. Natasha Clennell)

Topic: Applying design thinking to create student-centered learning experiences, rethinking the Sprint Process.

Focus: How iterative processes can improve course design and address student needs.

Employability Development (Dr. Rachel Spence)

Topic: Innovative pedagogical design that integrates employability into the curriculum.

Focus: Collaborations with industry to ensure graduates are job ready.

Skill Development (Dr. Cathy McGouran)

Topic: Innovative curricula that integrate real-world skills and authenticate assessment.

Focus: Ensuring that students are digitally ready

HE as Service (Dr. Mohamed Maher)

Topic: Viewing higher education as a service-oriented model and focusing on Accessibility

Focus: Strategies for improving student experience and engagement through accessible and inclusive design principles.

Wellbeing in Higher Education (Dr. Chloe Spence)

Topic: Integrating wellbeing into academic and social environments. Focus on disabled and neurodivergent student experience and related issues of access and engagement

Focus: Programs and initiatives that promote mental health and resilience among students.

Value Co-Creation/students as partners in Higher Education (Dr. Treasa Kearney)

Topic: Engaging students as co-creators of their learning experiences, an XJTLU partnership.

Focus: Examples of International partnerships between faculty and students that enhance educational outcomes.

Technologies in Higher education (Dr. David Cockayne)

Topic: Leveraging technologies (e.g., AI, VR) to enhance learning.

Focus: Case studies on effective tech implementations in classrooms

3. Audience Engagement (10 minutes)

Open the floor for questions or comments from the audience.

Facilitate discussion on the integration of these themes in practice.

4. Wrap-Up and Key Takeaways (5 minutes)

Summarize key insights from each presentation.

Highlight actionable strategies that can be implemented in participants' institutions.

Full papers 1

11:30—12:45 room 113

Haixia Wang (XJTLU): Field Trips as a Pedagogical Tool in Business Chinese Education: Student Insights

Business Chinese courses in China were introduced in the 1980s at Beijing Language and Culture University as one of the most popular Chinese for Special Purpose course. Since then, top Chinese universities have developed Business Chinese modules, programs, or majors, driven by the rapid growth of China's economy and initiatives like the Belt and Road Initiative. Despite the growing demand for Business Chinese education, students often struggle to perform effectively in business contexts due to limited exposure to real-world business environments. Field trips can address this gap by providing experiential learning opportunities.

This study aims to explore student attitudes towards the design and implementation of field trips in Business Chinese education. This project investigates the perspectives of Business Chinese students on field trips, providing insights for further integration of field trips into educational practices. The specific aims of the project are to: (1) explore students' attitudes towards field trips, and (2) identify the potential benefits and effective components, as well as the challenges of field trips from the students' perspective. A questionnaire survey and interviews are conducted to assess students' attitudes towards field trips. After analysis, suggestions are provided to design and implement effective field trips in Business Chinese classes.

Anisa Vahed (XJTLU) : Insights and Lessons from Facilitating Intercultural, Digital, and Transnational Learning through COIL: A Case Study from Xi'an Jiaotong-Liverpool University

Collaborative Online International Learning (COIL) fosters intercultural, digital, and transnational learning through virtual exchanges (VE). By forming Global Virtual Teams (GVTs), COIL enables faculty and students from diverse universities to collaborate on developing intercultural awareness, problem-solving, critical thinking, project management, and leadership skills—all crucial for the 21st-century workforce. This teaching and learning methodology directly integrates digital literacy and real-world issues into coursework through international faculty partnerships, blending online and in-person learning activities to create an engaging, cross-cultural educational experience that aligns with Sustainable Development Goal (SDG) 4 for inclusive and lifelong learning. This study showcases the partnership between Xi'an Jiaotong-Liverpool University and their partner universities in South Africa, Japan, and the USA. In particular, how faculty gained hands-on and customised training to design and implement COIL-enhanced projects, promoting global collaboration and practical educational outcomes. Despite the varying digital platforms across geographically diverse and located universities constraining collaboration, this study foregrounds COIL's significant influence on curriculum design in fostering intercultural, digital, and transnational learning.

Gina Washbourn (UoL): Redeveloping a 3rd Year Organic Chemistry Practical to enhance Experimental Planning and reduce the 'Fear of Failure'

As educators, our goal is to foster independence, confidence, and adaptability in students pursuing chemistry degrees. Traditionally, lab courses have relied on 'recipe' style methods to ensure students achieve results they can analyse. However, this approach often shields them from the fear of failure, hindering the development of resilience and a deeper understanding of chemistry. In this presentation, I will explore how we've incorporated a group work component into the assessment of a year 3 organic lab. This component involves students planning experiments to evaluate the conditions of a short Suzuki coupling experiment. The aim is to guide students in systematically planning experiments to enhance reaction yield, critically analysing all outcomes, and recognising failure as an integral part of practical chemistry. Additionally, these student traits help to fulfil the QAA benchmarks and multiple points of the RSC accreditation, helping us to establish scientifically literate undergraduate students as quality lab practitioners, as they move into employment.

Victor Perez (XJTLU): Creating customized AI-based music to boost students' entrepreneurial learning: A Practice-Based Approach"

This study presents a unique intervention aimed at enhancing students' entrepreneurial motivation through the creation of customised AI-driven songs. Conducted within the framework of the 2024 Immersive Technopreneurship Summer School, organised by the Entrepreneurship and Enterprise Hub (EEH) at XJTLU Liverpool University, the research involved 39 students from five nationalities. Utilising the latest AI technology, the author got engaged in the composition and full production of a set of songs and lyrics tailored to enhance students entrepreneurial motivation before, during, and after class.

Employing a survey and a round of semi-structured interviews with selected students, the study evaluated the effectiveness of AI-driven songs in fostering entrepreneurial motivation among participating students. The findings offer valuable insights into the creative use of AI in educational settings. This research contributes to the burgeoning field of AI-driven interventions in the field of education, shedding light on the intersection of technology, creativity, and motivation in shaping students' entrepreneurial mindset.

Full papers 2

11:30—12:45 room 115

Weiyei Chu (XJTLU): From Glossary to Discourse: Production Oriented Approach-Informed and GenAI-Based Creation of Learning Materials for English in Mathematics

Learning mathematics in an English as a Medium of Instruction (EMI) environment presents unique challenges in both oral and written communication within the discipline. These challenges, as identified in the literature, include the multi-semiotic nature of mathematics, complex noun phrases involved in relational processes, and the precise meanings of conjunctions and implicit logical relationships that structure mathematical discourse. Academic literacy in mathematics comprises three interconnected components: mathematical proficiency, mathematical practices, and mathematical discourse. While mathematics teachers typically provide keyword lists and corpus linguists generate lexical bundles, no learning materials focused on mathematical discourse for EMI students have been developed using an ESL pedagogical approach. This proposal aims to fill this gap by creating learning materials informed by keyword lists derived from mathematicians' lexicons and lexical bundles identified in corpus studies. These materials, along with prompts based on the Production-Oriented Approach (POA), will be processed through ChatGPT to generate texts and scaffolding activities targeting vocabulary acquisition and discourse production. The goal is to transform the findings from corpus linguistics and teachers' expertise into practical teaching materials that emphasize the integration of English language skills into mathematics education in EMI contexts, an aspect often overlooked but essential for effective learning.

Jinyang Song (XJTLU): AI-Driven Independent Learning: A Case Study from an EAP Classroom

In this presentation, we will explore the integration of Generative Artificial Intelligence (GenAI) tools in English for Academic Purposes (EAP) classrooms at XJTLU, aimed at enhancing independent learning among students. This presentation begins by highlighting the importance of fostering independent learning in transnational higher education contexts and the potential of GenAI tools to facilitate this process.

The results section presents insights into the impact of GenAI tools on student engagement, autonomy, and language proficiency. We then discuss the implications of our findings, highlighting opportunities and challenges associated with learning and teaching environments in transnational educational settings at XJTLU.

Concluding with reflections on professional improvement, we evaluate the effectiveness of our action research in addressing the identified problem of teaching and learning in the EAP context, emphasizing the importance of ongoing innovation in pedagogical practices to meet the evolving needs of students in transnational higher education at XJTLU.

Andrew S. Roe-Crines (UoL): Inclusive Language in Modern Political Science Seminars

This paper will explore the importance of language in the modern teaching and learning environment with the aim of demonstrating inclusivity and measurable impacts on the student experience. To do this, the paper will outline a proposal for a research project that measures student experiences of specific types of language within political science education. Put simply, complex and often unfamiliar concepts are frequently discussed as part of advanced political science education which can risk alienating students seeking to develop their foundational understanding. The paper will propose testing the hypothesis that complex concepts within political science can be more inclusively expressed by adopting a more descriptive approach of political ideas. By doing so, the discipline would enjoy more effective communication, improved student experiences and understanding, alongside demystifying complexity and enabling inclusivity.

Seth Hartigan (XJTLU): Effect of Prescreening Undergraduate Student Dissertations for Plagiarism on Business Professors' Compliance with Institutional Academic Integrity Standards

This study, once published, will be the largest review of how Business School professors assess plagiarism in undergraduate dissertations. By comparing over 2100 senior year undergraduate papers from three academic years, to the clearly delineated limits on plagiarism in the Business School of an English-medium University in China, this review assesses whether business professors adhere to both institutional and legal standards for assessing and approving capstone projects in business degree programs. Reviewing two years of student senior year projects found significant levels of un-assessed plagiarism that exceeds clearly delineated School limits. In the third year under review, supervisors of plagiarizing students were advised that the senior dissertations of their students exceeded the School's plagiarism limits, but few professors acted on this information. The results raise significant issues for higher educational academic integrity, governmental regulation of academic degrees, and business ethics education, specifically how business students are taught to respect legal limits on the actions of the business community. Societies fund Business Schools in part to instill respect for the law and improve the ethical posture of business professionals. Given the duty of University Business Schools and the Professors who work there to respect and inculcate adherence to institutional standards, government regulation, and community norms, this study interrogates how seriously Business Schools are meeting their social responsibilities to ethically education future business leaders.

Full papers 3

14:45—16:00 room 113

Rebecca Wakelin, Anisa Vahed, Yan Gao, Yexiang Wu, Danyue Su (XJTLU): Capturing Culture: A Visual Journey Through Teaching in a Sino-Foreign University

Capturing Culture: A Visual Journey Through Teaching in a Sino-Foreign University” is an exploration into the world of higher education within the unique context of a Sino-foreign university in China. This research, and resulting photography book, aims to reveal, through a compelling combination of photographs and accompanying text, the interplay between teaching, culture, and education. It provides a visual narrative of the teaching and learning experiences in a multicultural environment, shining a light on the labour involved and capturing the positive, and sometimes challenging, moments embedded within.

The research that underpins this book is photographic narrative inquiry. In the context of a sino-foreign university, this method offers a richer, more comprehensive understanding of the unique cultural dynamics at play in this educational setting.

This research not only contributes to the evolution of research methodologies in the field of higher education but also provide a fresh perspective on teaching, the profound influence of culture, and the partnership between East and West in education.

Through this book, readers will gain a deeper understanding of the complexities and nuances of teaching in a Sino-foreign university, making it an invaluable resource for educators, researchers, and anyone interested in multicultural education.

David Hesketh Roberts (UoL): Pre-Clinical Students Perceptions of Hybrid Learning in a UK Medical School

A thematic analysis of pre-clinical medical students reveals both strengths and deficiencies with hybrid learning. The flexibility pre-recorded lectures give is offset by inconsistency in the ability to process visual and verbal information, because of inaccurate lecture captions, high volume of lecture content in many system blocks, uncertainty over specific learning objectives and a lack multiple choice questions or quizzes. Synchronous teaching through interactive seminars is not always perceived an effective method of learning. Moving back and forth between two different learning environments is very time pressurised, often with insufficient student preparation time for interactive seminars. Some students got behind in their preparatory work which produced anxiety and affected their attendance. Direct questioning during interactive seminars often made the students feel uncomfortable, particularly when ill prepared, and anonymity by electronic methods was preferred. Students liked to know the rationale for correct and incorrect answers, but this was not always undertaken by facilitators. Students do not appear to possess a large understanding about learning in a flipped classroom. Interactive learning should ideally aim for a deeper learning strategy but students appear to adopt a strategic approach and sometimes a surface approach in their learning. This is principally motivated to avoid failure at their assessment for progression. The results from this study have transferable findings applicable to pre-clinical courses in other medical schools.

Rasha Swadi (UoL): Enhancing the Academic Performance of International Students in Pathway Programs: Rethinking Assignments

This study examines interventions designed to improve academic performance and confidence among international students in the Science and Engineering Foundation program at the University of Liverpool International College (UoLIC). Recognising the unique challenges faced by these students, especially in their biology module lab reports, the UoLIC implemented several student-centred strategies in 2022. Interventions included writing workshops, guidance on data presentation, and formative assessment prior to final submissions. Data from pre- and post-intervention cohorts were analysed, focusing on final grades, student satisfaction, and survey responses.

Findings revealed a significant improvement in student performance, with lab report scores rising by 15% compared to previous year. Survey feedback indicated a notable boost in student confidence and readiness to achieve the scores needed for undergraduate admission. Students highlighted the value of structured support, especially the formative feedback and collaborative approach, in navigating assignment requirements and meeting academic expectations. Statistical analysis ($p < .01$) confirmed the efficacy of these interventions, with overall module scores improving from 62% to 73%, an approximate 11% increase. These results highlight the importance of adaptive, supportive teaching and authentic assessment in enhancing academic outcomes for international students, offering a framework for broader applications within similar academic settings.

Raheela Awais, Maria Limniou, Gita Sedghi (UoL): Amplifying Diverse Voices for Inclusive Success-Partnering with Students to Review the Curriculum

Higher Education (HE) institutions are committed to attracting students from diverse national, socioeconomic, ethnic, and cultural backgrounds as part of their widening participation agenda. This shift has changed the demographic profile of the student population, presenting new challenges, including disparities in student experiences and degree outcomes for underrepresented groups. Addressing these challenges to support equitable success of all students requires reimagining curricula, with students actively engaged as key partners in the process.

Previous research on student consultation in curriculum development often lacks diversity, leading to limited and subjective insights. This study highlights the importance of a pluralistic approach, incorporating multiple methods to elevate the voices of a broader student population.

To promote student partnership, student interns were recruited to assess the inclusivity of 45 selected modules in Life Sciences, Chemistry, and Psychology utilising the innovative Inclusive Curriculum Tool (ICT). The interns used the tool to identify existing strengths and recommended priorities to enhance curriculum inclusivity, directly addressing barriers to equitable student success. Complementing this, online surveys and focus groups were used to engage a broader student population, capturing diverse perspectives on four key areas: sense of belonging, teaching content, delivery, and assessments. Findings uncovered shared themes and unique insights, which were shared with academic staff to inform curriculum design.

The study demonstrates that pluralistic, collaborative approaches are vital for creating inclusive curricula that support the success of all students. Regularly adopting these methodologies can foster equity, belonging, and achievement within increasingly diverse learning communities.

Full Papers 4

14:45—16:00 room 115

Gina Washbourn, Tony Topping, Georg Meyer (UoL): Immersive Virtual Learning Environments for Enhancing Safety.

Students learning to undertake chemical experiments safely and efficiently is a key part of developing themselves as an expert chemist. For many students, the thought of having to work quickly whilst managing potential hazards can be daunting, and many lack confidence when initially entering the lab. Many universities, including the University of Liverpool, have successfully embedded pre-lab digital content, quizzes and 360° safety examples into lab courses to enhance student confidence and preparedness. We have used a virtual immersive learning environment to deliver at 3rd year safety briefing, which has enhanced learning and increased safety in our teaching labs. We will discuss how these Immersive environments have been developed for safety in chemistry, how other departments are using these around the university and how we will further develop the immersive chemistry offering to our undergraduate students.

Sunil Jit Logantha (UoL): Ethical Use of Generative AI in Higher Education: A Study of Student and Staff engagement with University Policy.

The rapid evolution of generative artificial intelligence (AI) tools has raised significant questions about its integration into educational environments. Universities are increasingly facing challenges related to the ethical use of generative AI by both students and staff. Universities are developing guidance on the use of generative AI by students and staff, in learning, teaching, and assessment; the University of Liverpool guidance can be accessed at <https://www.liverpool.ac.uk/media/livacuk/centre-for-innovation-in-education/digital-education/generative-ai-teach-learn-assess/guidance-on-the-use-of-generative-ai.pdf>. The awareness and understanding of this guidance among students and staff may be limited. Understanding the level of awareness regarding this policy is crucial to ensure that AI is used responsibly and in alignment with institutional policy. This study aims to investigate student and staff awareness of currently available generative AI tools, gauge the level of awareness regarding our university guidance and the use of generative AI for assessments, and provide recommendations for enhancing awareness, identifying at risk assessments, and developing educational resources to ensure the responsible use of AI in higher education.

Pete Bridge (UoL): Keep Talking and Write

"Shut Up and Write" (SUAW) sessions have gained popularity as a strategy to enhance students' productivity and writing skills. These structured sessions provide a supportive environment where students can focus on their writing tasks, minimizing distractions and maximizing their output. They have been criticised, however, for their solitary nature.

This project evaluated the impact of novel "Keep Talking and Write" (KTAW) sessions on Year 2 students as they wrote research proposals together with peer and tutor support in a computer lab in two whole-day sessions six weeks apart. A survey method gathered Likert-style quantitative data and open textual data at the end of the last session.

The surveys received 55 responses. Students enjoyed the KTAW sessions and felt they helped with assignment writing and time management. Many comments indicated that students had engaged with assessment earlier than they would have normally. Module assessment marks compared favourably with those of the previous year.

The KTAW format was well-received by students who found them enjoyable and useful. Recommendations include extending the number of planned sessions and increasing the staff:student ratio. Future work should investigate what additional support this initiative can provide specifically to international students.

Stephen Mason (UoL): Quality Indicators for Palliative Care Education: Findings from the EU COST Funded CODE-YAA@PC-EDU Project.

Quality education is crucial for optimal end-of-life care. The CODE-YAA@PC-EDU project aims to create a universal assessment tool for palliative care education and offer professional development opportunities. Workgroup 1 will establish quality indicators (QI) for palliative care education and training.

Aim: To use structured review and consensus methods to identify and agree on QI for palliative care education and training, enabling the development of a CODE-YAA Assessment Tool.

Methods: Step1. Establishing Candidate QI: Scoping Review to identify potential QI from current literature; Nominal Group Technique consensus meetings to generate candidate QI; Narrative review of policy and curriculum documents.

Step 2. Delphi: Harmonisation of findings from Step 1 will be used in a 3-round Real-Time Delphi process to establish consensus on QI.

Step3. CODE-YAA Assessment Tool: Identified QI will be structured into an assessment tool and piloted for implementation.

Results: Step 1: Identified 451 studies from 7613, forming a core set of literature for profession-specific scoping reviews. Nominal Groups identified 37 (online) and 50 (face-to-face) candidate indicators. Curriculum/Policy review is ongoing.

Conclusions: A sequential approach to developing QI for palliative care education will ensure the CODE-YAA assessment tool is robust, applicable, and meaningful.

Emerging Ideas

13:30—14:30 room 115

All Emerging Ideas presentations are available asynchronously through the Teams space. Do take a look at the videos or posters ahead of this session. During this session, presenters will be available to discuss their ideas and respond to any questions or comments you may have.

Irene Margaret (UoL): Caring for Sustainability: The Needs and Challenges of Reflexivity in Teaching Sustainability to Culturally Diversified Cohorts

This study aims to address the question of how to get students to care about sustainability through reflexivity considering their varying norms and values. Sustainability has emerged as a topical subject in management education. While the affective aspect, such as ethical awareness, has been put as a key learning outcome of sustainability modules, it remains challenging to get students involved and really care about sustainability. Teaching sustainability to culturally diversified cohorts amplifies the issue because students' perceptions and affective experiences, such as their emotions (Montiel et al., 2018) and passion for sustainability (Shrivastava, 2010), are shaped by the norms and values derived from their cultural background (Collins & Kearins, 2010). This study built on Kegan's constructive development theory (1980, 1998) to advance practices in teaching sustainability by (1) structuring how reflexivity (Archer, 2012) should be conducted to facilitate the transformation from low to high-level meaning-making and (2) systematically identifying the challenges so that teachers can effectively facilitate reflexivity of culturally diverse cohorts. Given the exploratory nature of the study (asking "How"), the case study is chosen as the primary research method.

Magdalena Plesa (UoL): Using AI as a Tool for Entrepreneurial Teaching

Entrepreneurship education stands at a critical point in fostering innovation and educational development in the modern era, with many questioning if artificial intelligence is a 'friend or foe'. With the advent of artificial intelligence (AI), there arises a profound opportunity to revolutionize the methodologies and approaches employed in entrepreneurship learning. This paper explores the integration of AI technologies into entrepreneurship education, elucidating its potential benefits and implications through an experimental study. Leveraging AI as a learning technique facilitates personalized learning experiences, adaptive curriculum design, and real-time feedback mechanisms, catering to the diverse needs and learning styles of aspiring entrepreneurs. This paper uses AI software as part of a learning experiment where students use both original techniques of creating customer personas using templates, and then also using an image generator to create an image of their customer persona. Preliminary results show that students benefit from the imagery shown by the AI tool and connect more with their customer persona images than the templates. Overall, this paper advocates for the strategic utilization of AI technologies as tools to enrich entrepreneurship education, fostering the development of innovative mindsets and authentic and experiential teaching.

Rob Morris (UoL): Virtual Badges for Academic and Biosciences Skills in Higher Education.

Virtual badges, awarded to students for demonstrating proficiency in academic and research skills, may serve as an effective tool for enhancing the quality of their work. Each badge will be based on a clearly defined set of criteria, ensuring transparency in the process. A pilot trial will assess a "scientific writing" badge with a small cohort of students. The criteria for earning this badge will focus on academic language, scientific notation, and referencing format. To earn the badge, students must submit a scientific report or essay once they are confident they have met the established criteria. Upon successful completion, students will receive the badge as a digital icon. To assess the impact of this system, a survey will be conducted before and after the trial. Research suggests that badge systems, coupled with clear criteria, promote increased dialogue between students and teachers, which leads to a better understanding of academic standards. Additional benefits include improved motivation, clearer identification of development areas, enhanced recognition of employability skills, and opportunities for lecturers to refine their teaching strategies. The aim of this project is to raise awareness of academic and research standards within a biological sciences degree program, benefiting both students and teachers.

Mohamed Maher (UoL): Safeguarding Assessments in Higher Education Institutions in the UK from Student Misuse of Generative Artificial Intelligence (GenAI)

With the emergence of AI tools (e.g., ChatGPT, QuillBot, Perplexity, etc.) that support academic writing, the unreliability of AI detection software, and the difficulties academic staff members experience to detect AI-generated assignments, the effectiveness of coursework assessments, particularly in Humanities and Social Sciences is jeopardised. The number of cases of misuse of GenAI in assessments is rampant, although most are not even detected.

This study aims to mitigate the potential negative impact that the misuse of GenAI tools can have on the effectiveness of coursework assessments. Using a case study research design that focuses on the School of Law and Social Justice and the Management School at the University of Liverpool, a mixed-methods research strategy is implemented. Data gathered includes a) secondary data at the School and University levels on students' misuse of GenAI which breaches academic integrity standards; b) content analysis of university and school level policies on student's use of GenAI in their studies; and c) semi-structured, in-depth interviews with academic staff, academic integrity officers, and assessment teams, who share their perceptions and perspectives on GenAI (mis)use by students. This study proposes practices that can safeguard assessments and maintain the quality of education in Higher Education Institutions (HEIs) in the UK.

Aynsley Jones (UoL): Analysing the efficacy of supported learning in medical education

The research will be an analysis on the efficacy of the Return to Studies, Skills Programme (RSSP). This is a supported learning programme developed by the Clinical Skills team in the School of Medicine to help provide support to students who have taken a prolonged break from their studies. The team provide tailored support to each individual student focussing on clinical skills, but also supporting their emotional, behavioural and attitudinal needs. To understand its impact, the data will be compared to one of the School of Medicines other supporting clinical learning programmes, the Progression Support Pathway (PSP). The PSP differs from RSSP, in that it was developed for students who have had to resit a year due to failing either the practical or written examinations. As this programme was developed 4 years before the General Medical Council (GMC) introduced guidance to Medical Schools to provide this type of support, it is a great opportunity to analyse the data and see what effect the programme has had. The intention of the study is to determine whether the academic results reflect the anecdotal evidence that the RSSP is a valuable resource in aiding medical students to complete their training.

Gena Greaves (UoL): Top Twelve Tips for developing an Medical Undergraduate Education Escape Room

Escape rooms were originally conceptualised for recreation, whereby participant's are placed into a room and given a limited time to solve puzzles, leading to their escape. Over the last decade their use has become increasingly popular in education due to their fun and engaging nature appealing to learners from 'millennials' and 'generation Z' who are looking for more of an experiential learning. This project we will develop an undergraduate medically themed escape room, escape rooms are increasing in popularity in medical education allowing for a fully immersive experience where students work in a team to link clues to solve a final puzzle and complete a series of tasks. This will be observed by a facilitator and a post workshop debrief looking at the importance of excellent non-technical skills, explore lessons learnt from undertaking the workshop relative to clinical practice. The aim of this research study is to create a guide by journaling the development of the escape room, from conceptualisation to execution, trialled and evaluated via focus group, along with facilitator feedback. As a result, a Top Twelve Tips for Developing a Medical Undergraduate Education Escape Room to aid others with an honest account of the processes to enable them to utilise this approach for delivery in any higher education programme.

Victoria Pownall (UoL): Developing the Learning Ward to Enhance the Student Learning Experience: How can we improve the resources and create greater context?

Background: The Clinical Skills Teaching and Learning Centre has a simulated learning environment, the Learning Ward, which is a peer-led environment, specifically for students who are in the 4th and 5th year, to enable them to 'Broaden Expertise' and 'Prepare for Practice' and is designed to be authentic and reflect real life practice and the holism of the patient journey. Undergraduate Student Doctors can practice both

clinical and examination skills, in order to develop their skills and practice. Aims: The aim of my project to involve the students and give the students who are utilising the Learning Ward, the opportunity to share their ideas. Also, explore what the students actually use it for, what is their learning experience like and what resources would be beneficial support them to develop their learning. I am currently in the process of collecting the data. Following data collection, I will do thematic analysis of the data and explore what we can initiate and implement to develop the resources. I would also like to form a working group and to meet with the students to discuss their ideas and suggestions, followed by an action plan of the development, to improve resources and create greater context.

Emma McCabe (UoL): Gloves Off Campaign

Since the Covid 19 pandemic, healthcare settings have seen an excessive and unnecessary use of non-sterile gloves. This change in practice impacts infection control as there is an increased risk to patient safety due to cross-contamination and acquiring healthcare-associated infections. There is also the added impact on the environment. Over the last 12 months numerous healthcare organisations have started a campaign to minimise the unnecessary use of non-sterile gloves. At the Clinical Skills Department, we want to stay authentic to what is happening out in practice and ensure we are teaching the most up to date and evidence-based practice to students. By implementing the gloves off posters around the department and introducing them into our teaching sessions, our aim is for student doctors to not only know when non-sterile gloves are and are not necessary, but gain the understanding of why, so that they are equipped to assess the risk in each individual situation out in practice to make the right decision. Thus, improving patient safety and sustainability.

Sandy Britton (UoL): Task and Share - a methodology for Architecture Studio teaching and learning.

Architecture studio, a fundamental part of architectural schooling, is complex challenging and exciting. Studio is where students develop and express their creativity, technical ability and 'position' through design projects which synthesize learnings of lecture-based modules. Designs evidence readiness for 'the real world', laws, obligations and regulations as per professional requirements of the program. Within studio many layers of teaching and learning are undertaken simultaneously along a core sequential path, with concepts and design enquiries explored in parallel and decisions often reflected and cyclically iterated. For students the complexity can be daunting. Not all students possess the same skill sets, academic strengths, pace or mode of learning, but in professional programmes students all must reach set goals in a set time. It can be overwhelming and easy for students to become disorientated and ommissive. For (mostly part time) teachers a great deal of material needs to be 'processed' efficiently. Task and Share introduces short instructive, output driven exercises which combine structured investigations, open enquiry, reflections, and practical exercises to underpin key architectural studio design processes and guide study and skill building across the cycle of a professional undergraduate architecture studio. Tasks aim to provide an adaptable framework for developing student strengths.

NS Kenneth, R Awais, LV Mello (UoL): Efficacy of Lab Bootcamps to Enhance Postgraduate Student Experience

Laboratory skills are essential for students entering M-level programs in Biosciences. However, with the increase of international students in our cohorts, many students enter these courses with varied levels of prior training and experience. These create disparities in confidence and readiness to perform a research project. To support our students, we have implemented a 2-day "Lab Bootcamp" intervention to teach and refresh general laboratory techniques and skills. This study is an action research to investigate the efficacy of the bootcamp using an evidence-based approach through quantitative and qualitative analysis. Student perspectives on the bootcamp were captured via a questionnaire, assessing changes in confidence and perceived readiness. Supervisors' viewpoints will be gathered evaluating staff perception whether students who attended the bootcamp demonstrated enhanced skillsets and competence when entering their research labs compared to previous years. Data will be analysed to identify trends and differences to determine the impact of the intervention. Preliminary findings suggest that bootcamp sessions positively impact student confidence. We will discuss the framework, data collection and analysis, and key measurables gathered in the duration of the study. We aim to provide actionable recommendations in the design and implementation of high intensity interventions in postgraduate programmes to support equitable learning experiences.

Sivapriya Ramakrishnan (UoL): Towards a Sustainable Practice: Educating Physiotherapists for a Greener Health System

Creating sustainable higher education in the field of physiotherapy involves a comprehensive and step-by-step approach. Sustainability in higher education encompasses not only environmental sustainability but also social and economic aspects. Physiotherapy is a non-pharmacological method of treating health problems within its scope there by reducing the carbon emissions. The outcome needed in sustainability is to reduce carbon emission without compromising on the health outcomes (Palstam et al., 2022). Creating sustainable higher education in physiotherapy is an ongoing process that requires commitment, collaboration, and adaptability. By following these steps provided with the example in this pilot paper, institutions can not only prepare students to be environmentally and socially responsible physiotherapy professionals but also contribute to a more sustainable healthcare system.

Stephen Weatherhead (UoL): Dclin staff perspectives on disability support planning for Trainee Clinical Psychologists

The Doctorate in Clinical Psychology (Dclin) is a professional training programme, where Trainee Clinical Psychologists hold a dual role as UoL postgraduate students and employees of Mersey Care NHS Trust. The Dclin programme constitutes a mix of teaching, placement, academic assignments, and a doctoral thesis. As disability awareness and support systems have increased, so have the number of Trainees with disability support plans: 25% general population, 25% at start of year 1 Dclin, 50% by end of year 2 Dclin, Small number of additional in year 2 Dclin, but with increased levels of complexity. Staff on the Dclin Programme team fall into four groups: Academic, Clinical, Research, Student Experience Team. The academic, clinical, and research members of staff also act as Personal Tutors (Academic Advisors) to Trainees, which includes responsibility for twice yearly progress reviews, which includes attending to wellbeing and support. Whilst we have a system in place to facilitate this, via the Departmental Disability Contact (DDC) it still presents a challenge to staff, given the competing demands, varying levels of expertise in disability, and power differentials. This research aims to explore staff perspectives on disability support planning for Dclin Trainees. The project will explore: Consideration of how support plans are developed and implemented; Views on the strengths and weaknesses of existing systems of support; Perspectives on actions that may be taken to improve existing processes. Focus group methodology will be used to interview each of the four Dclin teams, to garner perspectives on support planning, and consider action for improvement in processes.

Jingfei Zhang (XJTLU): Enhancing Effective Peer Feedback with AI: Empowering Students in Collaborative Learning

In today's increasingly diverse classrooms, fostering inclusive teaching practices is vital to address the varied learning needs of students. Peer feedback is a widely used strategy to enhance collaboration, critical thinking, and engagement, yet its effectiveness is often undermined by vague or disengaged responses from some students. This study investigates the integration of Artificial Intelligence (AI) into the peer feedback process as a solution to these challenges. AI tools can scaffold students' feedback skills by providing real-time guidance, modelling effective feedback, and evaluating the quality of responses. Based on classroom observations, this research highlights how AI can support students who struggle to engage meaningfully in the feedback process, encouraging accountability and fostering inclusivity. The findings suggest that AI can help educators address common barriers in peer feedback, empowering students from diverse backgrounds to develop essential critical thinking and communication skills. The presentation offers evidence-based recommendations for leveraging AI in teaching practices, ensuring peer feedback becomes a more inclusive and impactful tool for learning.

Qiong Ji (XJTLU): Integrating Business Simulation and Gamification in Teaching: Enhancing Students' Employability

This study explores the integration of business simulation and gamification into teaching practices, focusing on the utilization of a real-world Enterprise Resource Planning (ERP) system to enhance students' employability. Employing a practical, application-based pedagogical framework, the approach combines gamified elements with realistic ERP scenarios to provide an immersive learning experience. The methodology fosters critical skills such as problem-solving, teamwork, decision-making, and communication—attributes

highly valued in the job market. Drawing on empirical evidence from case studies and student feedback, the paper demonstrates that gamification, when aligned with industry-relevant tools like ERP systems, bridges the gap between theoretical knowledge and real-world application. The findings aim to underscore the transformative potential of integrating simulation and gamification in higher education, offering insights for educators and institutions aiming to enhance student outcomes and employability.

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Bin Feng (XJTLU): Are Students More Engaged Without a Designated Leader? Exploring the Impact of Leaderless Group Discussions on Engagement in EAP Classes

While the benefits of leaderless group discussions, such as increased commitment (Matten & Crane, 2005), enhanced creativity (Wassenaar & Pearce, 2018), and improved communication skills (Costigan & Donahue, 2009), are well-documented, their impact on student engagement in language classroom settings remains underexplored. In my English for Academic Purposes (EAP) classes at Xi'an Jiaotong-Liverpool University (XJTLU), I incorporate leaderless group discussions using backward design. Each class begins with a discussion question linked to lesson materials, which students keep in mind as they engage with the content. This leads to a final group discussion, where students work in small groups, select a representative, and present their collective ideas in a public leaderless format. This study will gather qualitative data through semi-structured interviews conducted by two student co-authors with their peers. The interview questions will be based on Fredricks, Blumenfeld, and Paris's (2004) Three Dimensions of Engagement framework, focusing on behavioural, emotional, and cognitive engagement. Additionally, observational data from the teacher will be utilized to supplement the interview findings. The results of this study will contribute to developing strategies for enhancing student engagement and fostering a more active, student-centered learning environment.

Kate Trainor (UoL): Exploring perceptions of new graduate physiotherapists regarding their preparedness for working in musculoskeletal practice: A systematised review

Background: The transition into clinical practice for newly qualified physiotherapists can be a challenging and unsettling time. Graduates must be able to cope with increased patient caseloads and manage more complex patient presentations than they did as a student. In musculoskeletal clinical practice, new graduates face a particular set of challenges in terms of the clinical reasoning and diagnostic reasoning skills required to manage people with undifferentiated and undiagnosed musculoskeletal conditions. Although the concept of preparedness for physiotherapy practice is difficult to accurately conceptualise, some studies have explored the preparedness, readiness or perceived competence of new graduate physiotherapists in different practice settings. Nevertheless, a synthesis of the evidence relevant to preparedness for musculoskeletal clinical practice is currently lacking. The aim of this study was to critically review and synthesise available literature regarding new graduate physiotherapist preparedness for working in musculoskeletal practice to generate insights relevant to training or support needs. **Methods:** Two online databases were searched (Scopus & CINAHL) for the period of Jan 2014 to April 2024. Qualitative or mixed-method studies were included that explored final year physiotherapy student or recent physiotherapy graduate perceptions, views or experiences about preparedness or competency relevant to musculoskeletal practice. The JBI Critical Appraisal Checklist was used for quality assessment and findings of studies were thematically synthesised. **Results:** Eight studies met inclusion criteria from the UK, Australia and Brazil. Studies explored graduates' perceptions and experiences of assessing and managing individuals with chronic musculoskeletal pain, managing diagnostic uncertainty and identifying suspected serious pathology. Data was collected

via survey and semi-structured interviews and mainly analysed using thematic analysis. The review used content analysis to synthesise the qualitative findings from the included studies. This resulted in the generation of three conceptual statements about new physiotherapy graduates' preparedness for musculoskeletal practice: 1) Some aspects of university learning are more helpful than others in preparation for musculoskeletal practice 2) Specific areas of musculoskeletal practice are perceived as particularly challenging for new physiotherapy graduates and 3) New physiotherapy graduates perceive a range of factors and strategies to be helpful in improving competence and confidence in musculoskeletal practice. New graduate physiotherapists value authentic practice learning experiences but want more exposure to complexity during clinical placements to enhance their readiness to work with musculoskeletal patients. They described that university and practice-based learning did not always adequately prepare them to manage people with chronic pain conditions or to effectively use a biopsychosocial approach. They also described finding it challenging to manage patients with suspected serious pathology and deal with diagnostic and clinical uncertainty in musculoskeletal practice. Conclusion: This systematised review has identified and synthesised relevant literature to provide a deeper understanding of new graduate physiotherapist preparedness for working in musculoskeletal practice settings. The findings could be used to inform curriculum design in pre-registration programmes and enable practice educators, clinicians and healthcare managers to consider how they can best prepare and support entry level physiotherapists to work effectively in musculoskeletal settings.

Kristen Hawkins (UoL): Improving Students' Learning Gain, Experience and Engagement in Veterinary Anatomy Teaching

Veterinary anatomy education provides opportunities to advance anatomy knowledge, practical skills and personal development which are all vital to future clinical careers (Smith et al., 2015; Scrooby, Reitsma and Waggle, 2019). These improvements demonstrated by students between two points in time are referred to as learning gain (McGrath et al., 2015). A positive correlation between student engagement and learning gain in higher education has previously been demonstrated (Ma, Sun and Wang, 2022). However, a lack of student engagement during taught anatomy teaching sessions, and subsequently not meeting expected learning outcomes, are well recognised concerns within both veterinary and medical education (Older, 2004). Digital three-dimensional models of cadaver specimens have been explored as an anatomical pedagogic aid within medical education, with many studies focusing on student experience, satisfaction and perspectives (Clunie et al., 2017). However, few studies have focused on the efficacy of these models as a teaching tool, with the efficacy of digital three-dimensional models, augmented and virtual reality within veterinary anatomy teaching yet to be investigated. Skills and experience gained within practical dissection and prosection classes are a vital part of development during medical education and digitisation of anatomy teaching should be considered in combination with these practical sessions to enhance student outcomes (Xiao and Evans, 2022). It has been shown that knowledge of anatomical content gained in preparation for a dissection or prosection class aids retention of anatomical knowledge more so than pedagogic methods used within the practical class itself (Lackey-Cornelison, Bauler and Smith, 2020). Additionally, students who use passive learning activities and two dimensional or text based resources to enhance their anatomical knowledge have poorer outcomes than those that utilise active learning strategies, digital three dimensional resources, augmented and virtual reality within their learning (Langfield, Colthorpe and Ainscough, 2017; Little et al., 2018; Maresky et al., 2018). This study aims to improve students' learning gain, experience and engagement in veterinary anatomy teaching with the use of these novel teaching resources.

David Edwards (UoL): Understanding Undergraduate Physiotherapy Students' Preparation Needs for Cardiorespiratory Practice Placement: A Qualitative Focus Group Exploration of Pre-and-Post Placement Perspectives

Cardiorespiratory physiotherapy is known to cause students unique concerns for practice placement. Deeper understanding of these may enable academics and educators to better prepare students for practice education. 13 Year Two and 14 Year Three BSc Physiotherapy students recruited via purposive sampling. Second year student interviewed prior to placement, third year students interviewed post- cardiorespiratory placement. Exploratory qualitative design using focus groups with semi-structured question schedule. Thematic analysis used for theme generation. Unknown nature and risk of harm in cardiorespiratory, importance of simulation and effective teaching were highlighted by both years. Year two students

perceived their lack of confidence and limited understanding of real-world applicability, whilst year three students discussed practice educator role, managing expectations and seeing benefits of intervention. Academics should appreciate student concerns around cardiorespiratory and link theory with practice, utilising realistic scenarios and simulation. Skill repetition helps transition to placement, as well as role of practice educators.

MAAP presentations, room 105

These talks are presented by current participants on our MA in Academic Practice programme.

11:30—12:45

Raheela Awais: A Systematic Review of the Awarding Gap and Strategies for Change in Higher Education

Gabriel Hernán Berzunza Ojeda: Feedback reactions: A study of early-career academics in mathematics' engagement with student evaluations

Stephen Deboo: Exploring how generative AI technologies can be effectively integrated into research-led teaching in Life Sciences to enhance teaching and learning outcomes

Claire Ellison: Does the type of marking rubric affect student engagement with feedback?

Alys Griffiths: Exploring the barriers and facilitators to leadership for women in academia

Harriet Lahiff: Exploring Academic Experiences in the Design and Implementation of MPharm Courses: Challenges and Opportunities for Future Course Development in UK Universities

14:45—16:00

Alexis Nolan-Webster: To what extent do students feel they develop skills in the Chemistry curriculum and what is employer perception of graduate career readiness of Chemistry graduates at the University of Liverpool?

Catherine Queen: Investigating academic identity in Early Career staff on Teaching and Scholarship contracts

Laura Randle: Investigating Remote Cloud Lab practicals for Undergraduate Pharmacology education.

Yuan Shi: Rethinking Authentic Assessment Design in the Era of Generative Artificial Intelligence – An In-depth Case Study from the subject area of Town and Regional Planning

Rachel Stonall: Exploring Chatbot Integration in Occupational Therapy Education: Enhancing Student Engagement and Learning through AI-Powered Support

Catherine Whitmore: Using think aloud methods to understand students' interaction and interpretation of assessment feedback.