Key
Plenary Sessions
Research Informed Teaching and Learning
Teaching and Learning as Innovation
Social Justice in Teaching and Learning
Fringe and other events

University of Manchester, Institute of T&L Conference Wednesday 8th July 2026

Schedule Summary

Exhibitors arrive at 9.00

All Day: The Drum - Exhibition stalls & Posters – Prayer room**; 2.217** – Quiet room; **2.219**

	Room 1 2.218	Room 2 2.220	Room 3 3.204	Room 4 4.205	Room 5 4.206	Room 6 4.204	Room 7 4.214
9.15 - 9.45	University Place, The Drum: **Registration and Coffee** **Move to University Place Theatre B from 9.45 for prompt start at 10.00**						
10.00 - 10.20	University Place Theatre B: **Opening remarks – Professor Jenn Hallam**						
10.20- 10.30	10 minutes to move to first session						
10.30 – 11.30	**D1.1.1. Standard Papers: VR and Gamification for Employability and Learning** ***1. Innovating Employability Learning through VR -*** Pietro Paolo Frigenti, Sumin Kim; ***2. Eating, drinking & swallowing clinical competencies and virtual reality simulation*** - Hawra'a Abid, Jack Delaney & Rachel Purcell; ***3. Gamified Formative Assessment to Enhance***	**D1.1.2. Standard Papers: Working with Partners (PEL) and Communities** ***1. Innovations in Patient and Public Involvement (PPI) in Education -*** Yvonne Awenat; ***2. Teaching the Circular Economy Through Community-Embedded Learning -*** Lindsay Pressdee, Jo Conlon & Amy	**D1.1.3. Standard Papers: Transition, Induction and Equity** ***1. Co-Creating inclusive transition pathways for widening participation applicants in Biosciences*** - Maria Canal, Lisa Swanton, Grace Gibbons, Emily James, Bethan Stones; 2***. Co-creating Academic Induction –*** Catherine Collin	**D1.1.4. Lightning Talks: Playful, experiential and gamified learning** ***1. Gamification to cultivate tolerance of uncertainty*** – Ryan Peers; ***2. Beyond the single group mark*** - Sara Jackson and Jo Williams; ***3. The Playful Playlist: Enhancing engagement in nursing students via playful learning*** – David Collett; ***4. Creating posters as a way of improving engagement in first undergrad seminars*** - Richard Procter; ***5. Experiential***	**D1.1.5. Standard Papers: The Research-Teaching Nexus** ***1. research-led teaching::teaching-led research*** – Christina Masters; ***2. Research-Informed Curriculum Mapping: Bridging Transferable Skills Theory and Assessment -*** Zhiteng Feng, Tatiana Martinez, Sally Gee, Na Zuo; ***3. Interdisciplinary research and teaching in international business courses*** – Xia Han	**D1.1.6. Wicked Problem Set: Academic Advising - All Change?** Annette Nordhausen Scholes	**D1.1.7. Wicked Problem Set: From fear to fairness: Co-creating inclusive fitness to practise cultures** Pat Cartney and Polly Turner

	Inclusion and Feedback Literacy in Enquiry-Based Learning - Rinal Sahputra	Benstead; ***3. Co-Created Learning Through Lived Experience and Partner Engagement*** - Sarah Knighton, Harsha Parmar, Sadia Ibrahim, Eisha Mughal, Aseel Said, Amna Syed		***Learning Beyond the Classroom*** - Derek Eldridge and Lujia Feng;			
11.30 – 11.50	University Place, The Drum: **Morning Coffee**						
11.50 – 12.50	**<u>D1.2.1. Standard Papers: Students as research partners</u>** ***1. Combatting the 'Turnitin Abyss' through a student led virtual conference*** - Aadya Gupta, Zoe Phillis, Alexandra Nickel, Jen O'Brien; ***2. Becoming Ready*** - Harsha Parmar, Masuma Sajedah, Kennedy Osaseri Junior, Stephanie Okoro, Hermela Weldegerges and Sarah Knighton; ***3.***	**<u>D1.2.2. Standard Papers: Assessment and Feedback Transparency and Literacy</u>** ***1. Building Assessment Literacy in Higher Education using Peer Marking –*** Hannah Wilkinson; **2. *Beyond the Unit*** - Rachel Ashworth, Ruth Ingram and Elizabeth Lewis; **3. *Enhancing***	**<u>D1.2.3. Standard Papers: Building Belonging</u>** ***1. Co-Creating Belonging*** - Reimi Sivalingam, Sarah Hatherill, Aurelie Le normand, Barbara Waters, Nooch Kuasirikun, Scott Midson, Hamza Badenjiki & Ruitong Wang; ***2. Building Belonging Together*** - Oluwatoyin Dosumu; Oluwaseun Olabode; ***3. Enhancing***	**<u>D1.2.4. Standard Papers: Reflection, Coaching and Assessment Guidance</u>** ***1. From teaching resource to blueprint: extending 'Discipline Definers' for primary education to university assessment and assignment guidance for students*** - Rebecca Phillips, Andrew Rhodes, Liz Birchinall ***2. Worked Examples as Coaching –*** James Brooks	**<u>D1.2.5. Posters</u>** 1. Harry Potter; 2. Tom Rodgers, Marija Shukulovska, Zahira Chaudhry Wajid; 3. Afiq Husaini Bin Rozali, Muhammad Zulkiflee, Wennie Subramonian; 4. Patricia Munoz-Escalona, Christina Picken, Daniel Engstrom, Alison Harvey; 5. Olivia Shaw, Keira Higgens; 6. Molly Smithies, Stephanie Greenwood-Davies; 7. Clare Clarke, Kelly Fletcher, Justin Ward, Imran Sahgal; 8. Thea Sloanes, Maria Zia,	**<u>D1.2.6. Wicked Problem Set: Finding the Fun in Learning: Using object-based learning to build an engaging and accessible classroom</u>** Laura Thompson	**<u>D1.2.7. Wicked Problem Set: Supporting GTAs as Future Academics: An Action Learning Set on Expectations, Workload and Fair Practice</u>** Alison Zimmer Anowyesha Dash Hien Dao Jieyichi Zhao Alkiviadis Fioratos Ernestina Zhu Eve Suharwardy Samia Marium Tessa Harris

	Embedding Social Justice in Fashion Education - Lisa Taylor, Aurelie le Normand, Lia George	***Feedback Literacy to Improve Student Engagement with Feedback -*** Samantha Durrant, Jenny Freed	***Student Belonging and Mattering: Key Role of Academic Advisor's Attitude & Flexibility*** - Amir Rahbarimanesh	***3. Using spoken word poetry to transform reflective practice -*** Emmanuel Oladipo, Esther Boyede;	Cody Burgess, Steph Greenwood-Davies; 9. Samantha Durrant, Jenny Freed, Megan Allen; 10. Samantha Durrant, Pollyanna Ward;		
12.50 – 2.00	University Place, The Market: **Lunch**						
2.00 – 3.00	**<u>D1.3.1. Standard Papers: Visibility, Inclusion and Equity</u>** ***1. Non-visibility of LGBTQ+ UK University Classrooms*** – Stephen Doyle; ***2. Constructing the Inclusive Classroom: Narratives of Disabled and Neurodivergent Students*** - Gaëlle Flower; Yan Yin Alicia Lee; Esme Valley; Shan Xi; ***3. Improving Support Pathways for University Students*** - Amber Ruigrok and team	**<u>D1.3.2. Standard Papers: What do students want and get from their degree? Researching student experiences</u>** ***1. Educate MCR: From Student Insight and Data to Impact in Teaching and Learning*** - Safia Khan and Sophie Bayliss; ***2. Educational Gains for all – Understanding, supporting, and measuring the broader value of higher***	**<u>D1.3.3. Standard Papers: International students, belonging and social justice</u>** ***1. Communities of Belonging in UK Academia: Why the Hostile Environment Matters*** - Moises Vieira, Marcelle Trote Martins; ***2. Belonging, Voice and Agency: Co-Designing Mentoring with International Students*** - Lei Zeng, Wennie Subramonian, Lalrinzuali Fanai	**<u>D1.3.4. Lightning Talks: Communication and Clarity in Teaching and Learning</u>** ***1. Educating Generation Z: How can we bridge the generational gap to better inform our teaching practices?*** - Anjali Vaidyanathan, Genevieve Shimwell, Chelsea Kouassi; ***2. A framework for front loading academic advising support for international masters level students*** - Heather Cockayne and Lise Hopwood; ***3. Empowering***	**<u>D1.3.5. Wicked Problem Set: Educators, assessment and academic integrity</u>** Elika Aminian, James Brooks, Jilian Yeow, Skye Zhao	**<u>D1.3.6. Wicked Problem Set: Engaging in meaningful scholarship</u>** Rachel Ashworth, Alison Fisher, Wai Yeung, Hannah Taylor, Ruth Johnson, Doron Cohen, Annie Pye	**<u>D1.3.7. Fringe Session: Meet the University's T&L Communities of Practice, Networks and ITL Fellowship Projects – Drop In</u>** **Networks and Communities of Practice** • Playful Learning CoP • Belonging Network • Evaluation Advocates • Teaching and Scholarship network **ITL Fellowship Projects**

		education - Jen McBride, Kelly-Ann Mallon, and the UoM Educational Gains Group; ***3. From feedback to co-creation: Faculty Forum case study*** - Ausrine Naujalyte, Darlene Fernandes		***postgraduate healthcare student learning using a multidisciplinary and multimodal teaching and learning approach to healthcare bioethics*** - Stephine Whiteside, Søren Holm; ***4. Pharmacy Voices: A Student–Staff Partnership to Build Belonging*** - Sarah Knighton; Poppy Bradshaw-Annand; Susan Cochran; ***5. A Collaborative Lab Report Toolkit for a Large Programme*** - Rachel Ashworth, Ruth Johnson, Rebecca White, Rebecca Champion, Doron Cohen;			• AI in T&L contributor group • Service Learning network • Teaching and Research nexus contributor group • Curriculum Interventions contributor group
3.00 – 3.30	University Place, The Drum: **Afternoon Coffee**						
3.30 – 4.30	**<u>Plenary 1: Professor Helen Walkington (Oxford Brookes University)</u>** ***<u>Teaching and learning through research: moving towards a partner enabled learning approach?</u>*** University Place Theatre B						
4.30 – 6.30	Christies Bistro: **Drinks Reception**						

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9.00 - 9.30	University Place, The Drum: **Registration and Coffee**						
9.30 - 10.20	**Plenary 2: Dr Hardeep Basra (De Montfort University) and panel** ***Social justice in teaching and learning*** University Place Theatre B						
10.20 - 10.30	Time to move to sessions						
10.30 – 11.30	**D2.1.1. Standard Papers: Research informed AI in T&L** ***1. A Research Informed Generative AI Framework to Provide Context in Project Management Teaching -*** Paul Baguley, Ian Stewart, Louis Edmondson, Auzair Khan, Ziru Tao, Linxi Xu; ***2. Evaluating Generative AI potential and integrating it in***	**D2.1.2. Standard Papers: Human centred learning and the student voice** ***1. Humanising the Classroom: Co-Creating Teaching and Learning Through Student Partnerships*** - Claire Forbes, Justina Nikolayeva; ***2. Student Voice in Designing Inclusive First-Year Group Work*** - Barbara Waters, Aurelie Le Normand, Fiona Velez-Colby, Lei Zeng; ***3. 'Joining a community' -***	**D2.1.3. Standard Papers: Applications of Universal Design for Learning and reflective Practice** ***1. Re-Designing Seminar Practice: Enhancing Student Engagement Through Active, Technology Supported Pedagogies*** - Rashid Maqbool, Saleha Ashfaq; ***2. Ensuring equitable and***	**D2.1.4. Lightning Talks: Innovation in Assessment** ***1. Redesigning Postgraduate Education for Flexibility, Inclusion and Sustainability*** - Grazyna Grace Lipowska-Bhalla, Jamie Honeychurch, Suzanne Johnson, Alan McWilliam, Elham Santina, Keith Brennan; ***2. Mapping Transferable Skills in MSc Curriculum***	**D2.1.5. Wicked Problem Set: What does belonging mean to you? A Reframing Workshop** Elora Baishnab, Heather Cockayne, Adam Danquah, Sadia Habib, Katie Newton, Manny Oladipo, Alisha Rahman, Christopher Sutton	**D2.1.6. Wicked Problem Set: Bringing student led innovation in teaching and learning practice: scaling models of partnership within HE contexts** Samhita Mukherjee, Fariha Agha	**2.1.7. Wicked Problem Set: Beyond performance: Zines, accessibility and reimagining engagement** Rachel Heyes

	Engineering Education - Antonis Theodorou, Tayyib Majumder, Shaun Walmsley, and Salman Shahid; ***3. A Cross-Institutional AI-Driven Framework for Safe, Automated, Scalable and Student-Centred Assessment -*** Homa Molavi and Kamal Qazi	***Using a Viva Voce as an assessment on a PGT unit*** - Sheena Kalayil	***inclusive education in the Teach Economics course at The UoM*** - Robert Hindle and Tamara Montrose; ***3. Coaching with Q-Methodology: Developments of independent reflective learning in medical students*** - Mandi Banks Gatenby, Frances Hooley, Isobel Braidman	***Design*** - Zhiteng Feng, Tatiana Martinez, Sally Gee, Na Zuo; **3. Reviewing University of Manchester MPharm Year 4 Hospital Placement Assessments** - David Beaumont; **4. Rethinking Assessment of Laboratory Practicals** - Karima Kahlat; **5. Scaling Assessment Innovation** - Claire Goulsbra, Craig Thomas, Pete Ryan, Ross Jones			
11.30 – 11.50	University Place, The Drum: **Morning Coffee**						
11.50 – 12.50	**<u>D2.2.1. Standard Papers: Researching Assessment and Feedback Literacy</u>** ***1. Improving Assessment Clarity: The Impact of***	**<u>D2.2.2. Standard Papers: Innovation and inclusion in blended learning</u>** ***1. Blended Learning That Works: Inclusion, Student Partnership and Performance –***	**<u>D2.2.3. Standard Papers: Wellbeing, Inclusion and belonging</u>** ***1. Understanding Student Menstrual Health Literacy***	**<u>D2.2.4. Lightning Talks: Using (and not abusing) AI in Assessment and Beyond</u>** ***1. The use of AI Tutors in Science and Engineering*** - Daniel	**<u>D2.2.5. Wicked Problem Set: Making Advising Work for All: Exploring Boundaries and Inclusion for Neurodivergent Students</u>** Janine Dixon Neil Morrison	**<u>D2.2.6. Wicked Problem Set: Talking with strangers</u>** Verity Langlands, Rachel Starkey, Helen Chilton, Esnath Magola-Makina, Claire Burns, Rachel Lindley,	**<u>D2.2.7. Fringe Session: Meet the AVPs Drop In Session</u>** ***Meet the University's new TLS Associate Vice-Presidents and help shape the priorities for 2026–27.*** Prof

	Standardised Assessment Guidance and Feedback Structures on Students - Claire Goulsbra, Craig Thomas, Pete Ryan, Ross Jones; **2.** ***Formative feedback and its short-term and long-term implications -*** Xia Han, Ashna Singhal, Jintao Liu, Jiaqi Wang	Salman Shahid; **2.** ***If It Feels Real, It Matters: Co-Creating A Digital Simulation Game*** - Rachel Studd, Rachel Parker-Strak, Phil Boulton, Sharon Gardner, Georgina Hopkinson; **3.** ***Engaging Learners through Uncertainty: Holding Space for Interdisciplinarity, Novelty and Open-endedness in Digital Learning*** – Bean Sharp;	- Amber Ruigrok, Ambreen Choudhury, Freya Grint, Grace Potter, Rachel Walsh, Debbie Smith; ***2. A qualitative study exploring how language, data use and support shape the experiences of widening participation students -*** Adam Cooke & Rachael Howe; ***3. Belonging in Biological Sciences -*** Maria Canal and Adella Tobing	Engstrøm, Christina Picken, Patricia Munoz, Alison Harvey; ***2. The L-AI article coursework*** - Alison Harvey, Katie Moore, Dirk Engelberg; ***3. Teaching Programming in the AI Era*** - Lijing Lin; ***4. Designing AI-Resistant Assessment*** - Jennifer Rose; ***5. Co-Creating a Digital Sustainability Education Platform*** – Lisa Taylor.		Emmanuel Oladipo and Belen Lopez-Perez, Saneya Majotra, Annette Okeke Onyeama, Justin Ward	Sarah Dyer (Teaching Excellence & Innovation), Prof Rebecca Hodgson (Curriculum & Quality) and Prof Rob Appleby (Students) will host an informal fringe session with poster snapshots of current priorities. Bring your questions, ideas, and issues — from assessment and curriculum change, to teaching innovation and student success.
12.50 – 1.40	University Place, The Market: **Lunch**						
1.40 – 2.40	**<u>D2.3.1. Standard Papers: Reflection, Empathy and Mediation in T&L</u>** ***1. Patient Narratives and Creative approaches to Reflective***	**<u>D2.3.2. Standard Papers: Partner Enabled Learning in Practice</u>** ***1. Partner-enabled learning with local and global software engineers from Manchester to the world*** - Duncan Hull, Suzanne Embury, Tom	**<u>D2.3.3. Standard Papers: Equity and inclusion in large group and lab teaching</u>** ***1. Assessment Under Pressure: How Cohort Growth Shaped Pedagogical Innovation -*** O.J.	**<u>D2.3.4. Lightning Talks: Research Informed and Innovative Teaching</u>** ***1. Research informed teaching of cognitive psychology*** – Karen Lander; ***2.***	**<u>D2.3.5. Wicked Problem Set: Building A Community of Practice for Neurodivergent Teaching and Learning Scholarship</u>** Janine Dixon and Amber Ruigrok	**<u>D2.3.6. Wicked Problem Set: From Learning Outcomes to Competence: What Should Graduates Be Able to Do and How Can We Map This Using Skill Portfolios?</u>** Tayyib Majumder,	**<u>D2.3.7. Wicked Problem Set - Embedding AI in the Curriculum: Are We Developing Skills or Following the Hype?</u>** Tatiana Martinez, Zhiteng Feng, Sally Gee, Na Zuo

	Practice - Emmanuel Oladipo, Karolina Szarzanowicx; ***2. From Content to Connection: Empathy in Healthcare Education -*** Esnath Magola and Jasmin Kuliev; ***3. Mediation in Action: Building Bridges Across Disciplines*** - Susana Lorenzo-Zamorano	Carroll, Christopher Page and Ben Possible; ***2. The Connections Café: A service learning model for inclusive communication and community*** - Molly Smithies , Caroline Sutton, Steph Greenwood-Davies; ***3. University Living Lab: Addressing social and environmental challenges through existing assessment*** - Jennifer O'Brien, Aadya Gupta, Benya Irlam	Bakker, O. Allegre, D. Clery, A. Kennaugh and C. Imediegwu; ***2. Two (or Three) in the Room: Scaling Co-Teaching to Improve Equity and Outcomes -*** Rachel Parker-Strak , Aurelie Le Normand , Rachel Studd; ***3. Equity in Lab-based programmes: The Commuter Student Experience -*** Varsha Reddy, Emily Cooksey	***Educational Gains through Group Engagement*** - Rachel Purcell & Samantha Durrant; **3.** ***Authentic Approaches to Skills Development*** – Donna Lloyd; **4.** ***Mixing Agency into Practical Teaching*** - Christina Picken, Ciaran Lahive, Lee Fielding, Daniel Engstrom, Patricia Munoz, Alison Harvey; 5**.** ***Co-Creating Inclusive Biomedical Tutorials with Students*** - Sabrina Santoleri		Nadia Choy, Iman M. Afif, William Blair, Arham Adil, Ruoxi Wang, Dr. Salman Shahid,	
2.40 – 3.00	University Place, The Drum: **Afternoon Coffee**						
3.00 – 4.00	**D2.4.1. Standard Papers: Students as Partners in Research, Innovation and Employability**	**D2.4.2. Standard Papers: Innovation through strong staff-student partnerships and GTA training**	**D2.4.3. Standard Papers: Blended, Flexible and Lifelong Learning**	**D2.4.4. Lightning Talks: Accessibility and Inclusion in Assessment, the Digital and Beyond**	**D2.4.5. Standard Papers: Authentic assessment with large cohorts**	**D2.4.6. Wicked Problem Set: Animating the Soul of Learning** Mark Johnson, Siobhan Cartwright	**D2.4.7. Fringe Session: UMSU Decolonising the Curriculum – led by Sohini Biswas**

	1. Students-as-Partners in Translating Pedagogical Research into Peer-Support Practice in Undergraduate Mathematics - Sonia Balan, Holly Barker, Louise Walker; ***2. Pitch it, Pitch in: Student-led Teaching and Learning Innovation*** - Freya Weetch, Krystyna, Drewenska, Louisa Shirley, Karen Lander. ***3. Employer Projects as Cooperative Learning: Advancing Inclusion and Career Readiness in Psychology*** - Belen Lopez-Perez, Emma Brewin-Caddy and Billi Charrington-Golland	***1. Designing interdisciplinary learning outside the curriculum: creating student-led opportunities*** - Ausrine Naujalyte, Kavvinah Murali; ***2. Off the Record: A Student-Led Innovation in Staff–Student Engagement -*** Nidha Sidhick and Krystyna Drewenska; ***3. Experiential marking and feedback development for Graduate Teaching Assistants*** - Emily Cooksey and Oli Taylor	***1. Moving the Titanic: 10 Months to Train a Faculty on Canvas*** – Kate Hilton; ***2. The Future Ready University: New Markets, New Models, New Mindsets*** – A. Davies, T. Humphreys, A. Abel; ***3. Repurposing Curriculum for Lifelong Learning: A Micro-Credential Initiative*** - Korry Robert and Amélie Mons.	***1. Representation Matters*** - Laura Shobiye, Hannah Cobb, Gabrielle Finn, Raluca-Elena Valcescu, Alayna Kondamundi, Carl Kulimushi, William Odumosu; ***2. How Inclusive Is Your Assessment Support?*** Zaynab Khan, Polly Turner and Sandra Flynn; ***3. Building Institutional Confidence for Digital Accessibility in Higher Education*** - Grazyna Grace Lipowska-Bhalla, Karen Lander, Pam Birtill, Neda Haj-Hosseini, Lisa Hatfield; ***4. Establishing the Inclusive Technology Working Group -*** Dr Helen	***1. Using Authentic Assessment to Improve Inclusivity in Large Management Cohorts*** - Elika Aminian, Louise Walker; ***2. Scaling Authentic Learning: Evaluating a Large-Cohort Poster Showcase in Undergraduate Computer Science*** - Stewart Blakeway, Uli Sattler; ***3. Developing an authentic coursework assessment for first-year Actuarial Science and Mathematics students*** - Holly Barker, Rose Wagstaffe		

				Chilton, Samantha Johnson, Kai Prince; ***5. Student–staff partnerships for inclusive and equitable physiology access and engagement*** - Michelle Keown & Elizabeth Sheader			
4.00 - 4.10	Time to move to Plenary						
4.10 – 4.50	**<u>Plenary 3: Professor Jenn Hallam and Professor John Holden (University of Manchester)</u>** ***<u>Innovation in Action – Reimagining the Student Experience</u>*** University Place Theatre B						
4.50 – 5.00	**Closing Remarks: Sarah Dyer, Jennie Blake and Hannah Cobb**						