

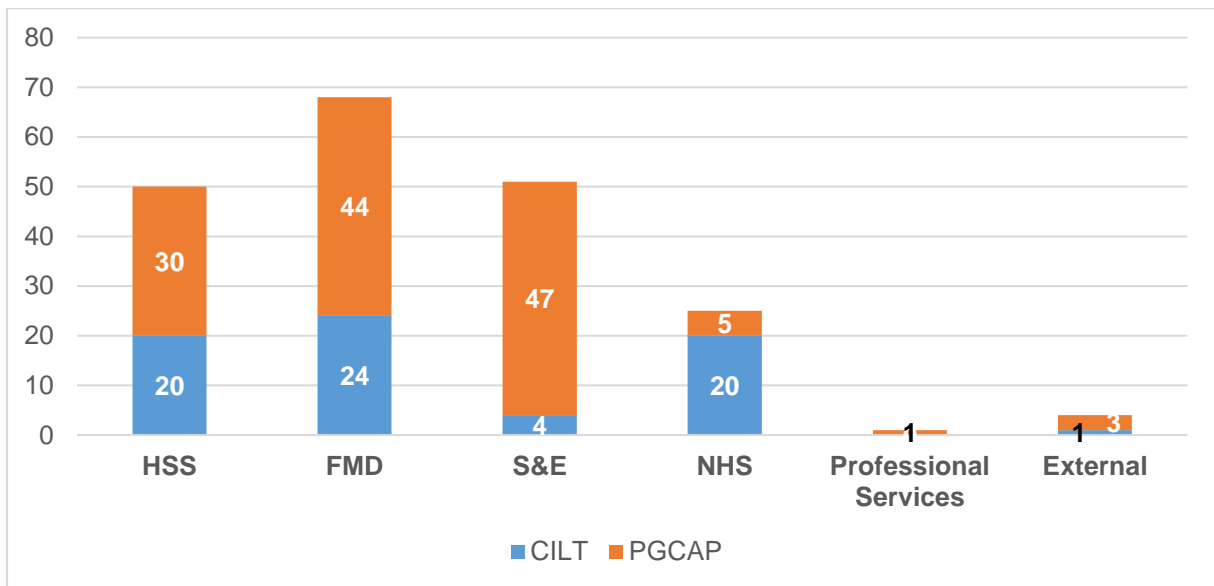
# **Queen Mary Academy Impact Report 2023/24**

## **Combined appendices**

**Table 1 - Participants starting taught programmes**

Programme	2020/21	2021/22	2022/23	2023/24
Certificate in Learning and Teaching (CILT)	76	97	72	69
Postgraduate Certificate in Academic Practice (PGCAP)	74	42	81	130
<b>Total</b>	<b>150</b>	<b>149</b>	<b>153</b>	<b>199</b>

**Figure 1: Number of participants starting taught programmes by programme and Faculty 2023/24**

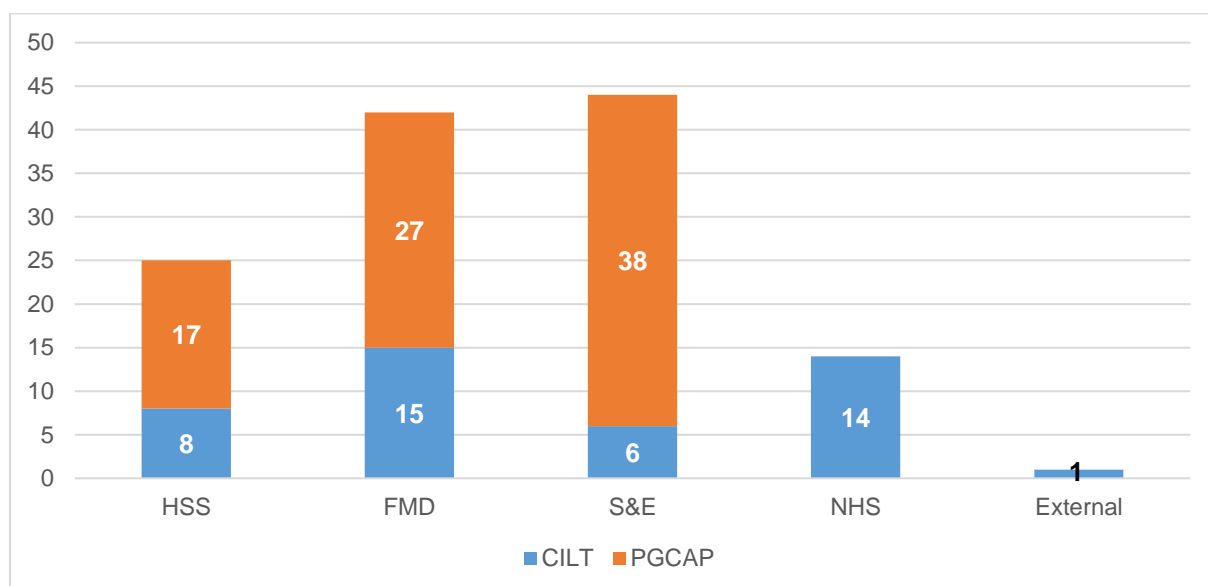


*Note: NHS staff teaching Queen Mary students. External includes staff at our Malta campus and from our Joint Programmes.*

**Table 2: Participants completing taught programmes 2023/24**

Programme	Number
Certificate in Learning and Teaching (CILT)	44
Postgraduate Certificate in Academic Practice (PGCAP)	82
<b>Total</b>	<b>126</b>

**Figure 2: Participants completing taught programmes 2023/24 by programme and Faculty**



Note: NHS staff teaching Queen Mary students. External includes member of staff from Kew teaching on a Queen Mary programme.

**Table 3: Modules and conveners 2023/24**

Module	Semester A convener	Semester B convener
ADP7216 Learning and Teaching in Higher Education	Olu Popoola / Heather McClean	Olu Popoola / Heather McClean
ADP7217 Learning and Teaching in the Disciplines	Giorgia Pigato / Heather McClean	Giorgia Pigato
ADP7218 Curriculum Design	Steph Fuller / Jo Trelfa	Steph Fuller / Heather McClean
ADP7219 Action (Practitioner) Research	Ana Cabral	Ana Cabral

**Table 4: Workshops and Courses for educators – attendance****Advising and signposting**

<b>Provision</b>	<b>Total</b>
Bold and challenging conversations when working one-to-one with students	47
Senior Tutor Updates and Discussions	12

**Assessment and Feedback**

<b>Provision</b>	<b>Total</b>
Acting as Subject Exam Board Chair (QMplus)	35
Assessment Design for Academic Integrity	16
Becoming a marker at Queen Mary (QMplus)	64
Becoming an External Examiner (QMplus)	25
Effective Feedback for Summative Assessment (GTAs)	27

**Co-creation**

<b>Provision</b>	<b>Total</b>
Co-chairing and co-creating in Staff Student Liaison Committees (QMplus)	3
Co-creating with students in committees (QMplus)	4

**Curriculum Design**

<b>Provision</b>	<b>Total</b>
Developing Inclusive Education for Neurodivergent Learners	47
Embedding Queen Mary Graduate Attributes	10
Embedding Sustainability in the Curriculum	15
Enhancing Programme and Module Design	9

**Education Practice**

Designing Effective Group Work	9
Flip to Engage: Designing Flipped Learning to Engage Learners	8
How Students Learn (GTAs)	10
Intercultural Teaching & Learning Strategies: Improving Communication & Inclusivity	27
Putting Active Learning Into Practice	8
Reflective Practice to Enhance Teaching	5
Student-paced learning: Enhancing asynchronous education	8
Teach Your First Session	149

**Educational Scholarship**

Getting started with Educational Impact	48
Starting your scholarship journey with Action Research (QMplus)	19
What is Educational Scholarship? Workshop	6
Your scholarship journey: Engaging in Educational Scholarship	45

## Teaching Innovation

Learner Engagement Analytics bespoke workshops	62
The President and Principal's Fund for Educational Excellence Information Session	26

## Teaching Recognition

A/FHEA Writing Retreat	4
Associate Fellowship & Fellowship of the Higher Education Academy Workshop	138
Associate Fellowship Accelerator for PGR students	17
Associate/Fellowship Accelerator for Professional Services	17
National Teaching Fellowship & CATE information session	7
Principal Fellowship Accelerator	4
Senior Fellowship of the Higher Education Academy Workshop	43
Senior Fellowship SFHEA Accelerator	19
SFHEA Writing Retreat	18

**Table 5: Bespoke sessions for schools and institutes**

## Assessment and Feedback

Faculty	School/Institute	Topic	Type	Attendees
HSS	SEF	Effective Feedback	Bespoke Workshop	6
HSS	SLLF	Assessment review & authentic assessment	Consultancy	3
HSS	SPIR	Assessment redesign	Bespoke workshop	12
FMD	Wolfson	Assessment Literacy	Bespoke Workshop	16
S&E	EECS	Assessment and feedback SWG	Consultancy	9
S&E	EECS	Diversifying assessment	Workshop	7
S&E	EECS	Aligning Our Assessment (calibration)	Workshop	5
S&E	SMS	Academic integrity	Bespoke Workshop	6
S&E	SPCS	Consultancy and prep/provision of material on group assessment	Consultancy	1

## Co-creation

Faculty	School/Institute	Topic	Type	Attendees
All	Various	Sem A training to PLTL Peer Leaders	Bespoke Workshop	50
All	Various	Sem B training to PLTL Peer Leaders	Bespoke Workshop	36
FMD	IoD	An Introduction to Reflective Practice in Advising	Bespoke Workshop	30
FMD	IoD	A Co-created Approach to Group reflection	Bespoke Workshop	13
FMD	IoD	A Co-created Approach to Group reflection	Bespoke Workshop	12
FMD	IoD	A Co-created Approach to Group reflection	Bespoke Workshop	12
FMD	IoD	Co-creating a reflective approach to Advising	Bespoke Workshop	40

FMD	IoD	Co-creating a reflective approach to Advising	Bespoke Workshop	45
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## Curriculum Design

Faculty	School/Institute	Topic	Type	Attendees
FMD	Barts Cancer Institute	Curriculum review approach and materials	Discussion	2
FMD	Digital Education Studio	Principles of Programme Design	Bespoke workshop	13
FMD	IHSE	Programme level mapping tool	Bespoke Workshop	4
FMD	IHSE	MBBS Curriculum Review	Presentation at curriculum review workshop	40
FMD	Wolfson	Programme development - new MSc in Health Data Science	Bespoke workshop	7
HSS	HSS	ILOs level 7 and programme design principles	Bespoke Workshop	10
HSS	Law	Law degree curriculum review	Consultancy	4
HSS	Law	Graduate attributes and curriculum design	Discussion	2
HSS	Law	General advice on resources / approaches to support curriculum review in LLM	Consultancy	1
HSS	SLLF	Applying the ACE model and using the Mapping Tool	Bespoke workshop/discussion	8
PS	Careers	Session and curriculum design, embedding employability into curriculum design	Bespoke Workshop	20
S&E	EECS	BUPT delegation: Leadership, graduate attributes, assessment and feedback	Bespoke Workshop	20
S&E	EECS	Restructuring the BSc Digital Technology Solutions Professional Degree Apprenticeship	Consultancy	15
S&E	EECS	Graduate Outcomes and employability	Discussion	2
S&E	SBBS	Employer led education & authentic assessment	Bespoke workshop	16

S&E	SMS	Programme level outcomes/ graduate attributes	Discussion	2
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#### Education Practice

Faculty	School/Institute	Topic	Type	Attendees
FMD	Blizard	Evaluating students' experience	Resource creation	12
FMD	IHSE	Impact Evaluation	Consultancy	1
FMD	IHSE	Impact Evaluation	Discussion	3
FMD	IHSE	Reflective Practice to Enhance Teaching	Bespoke Workshop	14
FMD	IHSE	Consultancy	Consultancy	5
FMD	Wolfson	Flipped learning	Bespoke Workshop	6
FMD	Wolfson	Effective Group Work	Bespoke workshop/discussion	1
HSS	Geography	Inclusive Education for neurodivergent learners	Bespoke Workshop	18
HSS	SBM	Peer Observation of Teaching	Bespoke Workshop	80
PS	Careers	Interactive and Inclusive Teaching	Bespoke Workshop	5
PS	Global Opp	Supporting neurodivergent students	Bespoke Workshop	8
S&E	EECS	Active learning for inclusivity	Bespoke Workshop	14
S&E	EECS	Intercultural teaching and learning strategies: improving communication and inclusivity	Bespoke Workshop	
S&E	EECS	Supporting neurodivergent students	Bespoke Workshop	9
S&E	EECS	Designing Effective Group Work	Bespoke Workshop	16
S&E	EECS	Authentic assessment / ACE approach workshops for EECS teaching away day	Presentation	55
S&E	QMES	Peer Observation of Teaching	Bespoke Workshop	11
S&E	SEMS	Active Learning	Consultancy	1



S&E	SEMS	Principles of Programme Design	Session as part of SEMS Programme Director Away Half Day	13
S&E	SMS	Supporting neurodivergent students	Bespoke Workshop	6

### Educational Scholarship

Faculty	School/Institute	Topic	Type	Attendees
FMD	IHSE	Evaluating Impact	Bespoke Workshop	25
HSS	SLLF	Introduction to Educational Scholarship	Bespoke Workshop	14

### Teaching Innovation

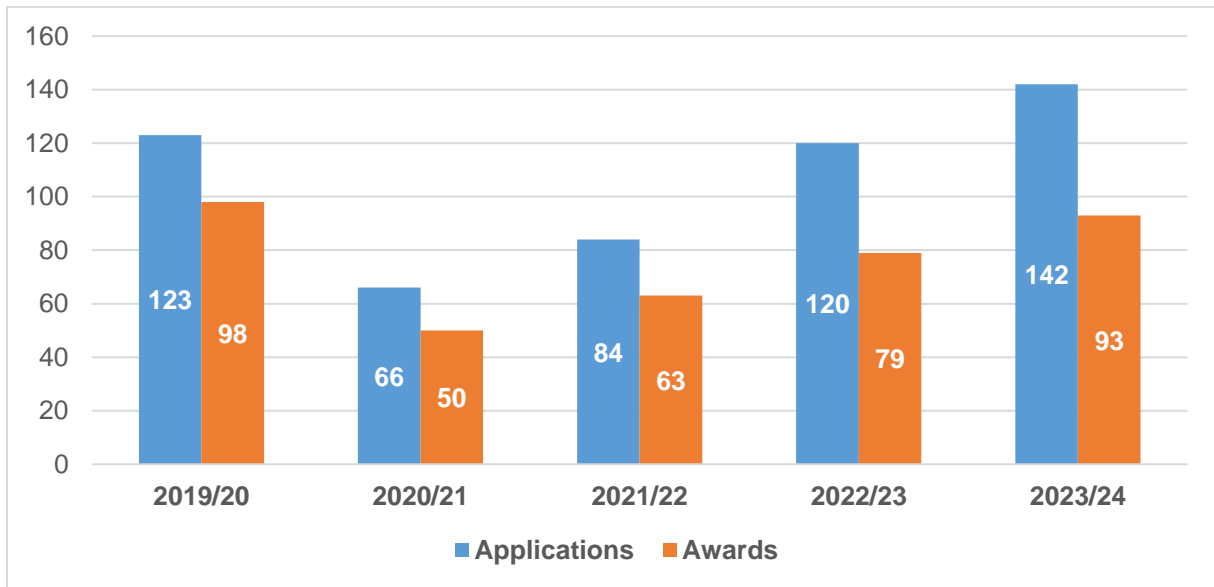
Faculty	School/Institute	Topic	Type	Attendees
FMD	IHSE (Malta)	LEA Best practice from around QM	Bespoke Workshop	2
FMD	IHSE (working group)	Demystifying Learner Engagement Analytics for Educators	Bespoke Workshop	4
FMD	IHSE (working group)	Demystifying Learner Engagement Analytics for Educators	Bespoke Workshop	3
FMD	IHSE (working group)	Demystifying Learner Engagement Analytics for Educators	Bespoke Workshop	3
HSS	School of Geography	LEA Best practice from around QM	Bespoke Workshop	2
HSS + S&E	School of History School of Business and Management School of Mathematical Sciences	Transform your Module Activities: Unlock the Power of Learner Engagement Analytics in Student Paced Learning	Open Workshop	4
FMD	Institute of Dentistry	LEA Best practice from around QM	Bespoke Workshop	10

HSS	Schools of Business and Management	Transform your Module Activities: Unlock the Power of Learner Engagement Analytics in Student Paced Learning	Bespoke Workshop	2
HSS	Senior Tutors	LEA Best practice from around QM	Bespoke Workshop	11
FMD	Blizard Institute	Demystifying Learner Engagement Analytics for Educators	Bespoke Workshop	21

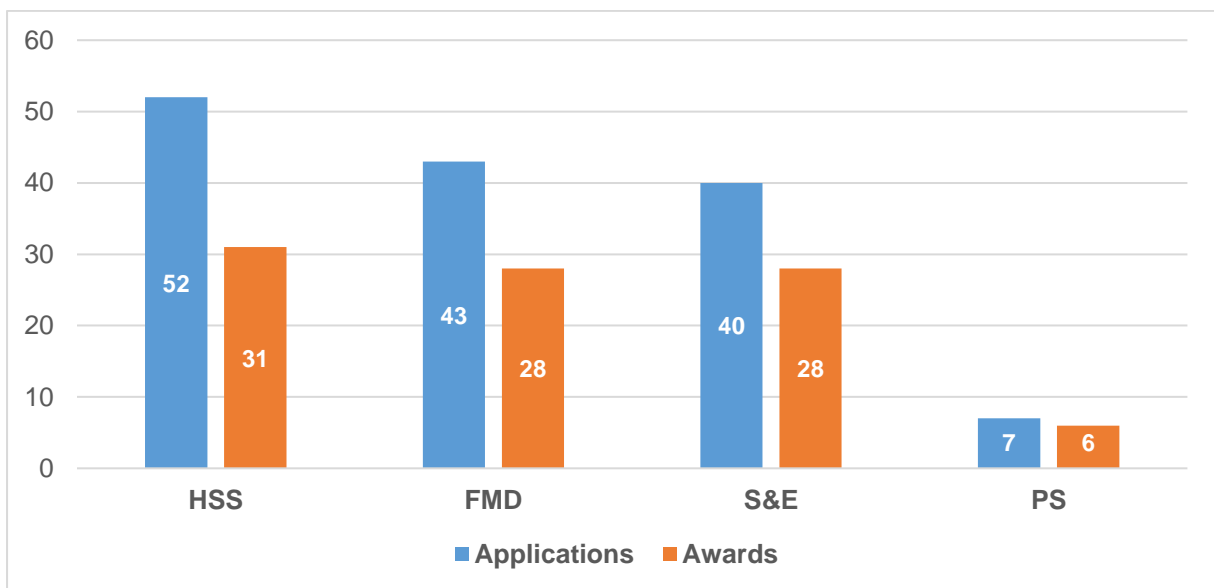
### Teaching Recognition

Faculty	School/Institute	Topic	Type	Attendees
HSS	SED	Introduction to TRP & TP	Bespoke Workshop	13
S&E	SBBS	Educational development and CPD for PDRAs	Bespoke Workshop	10

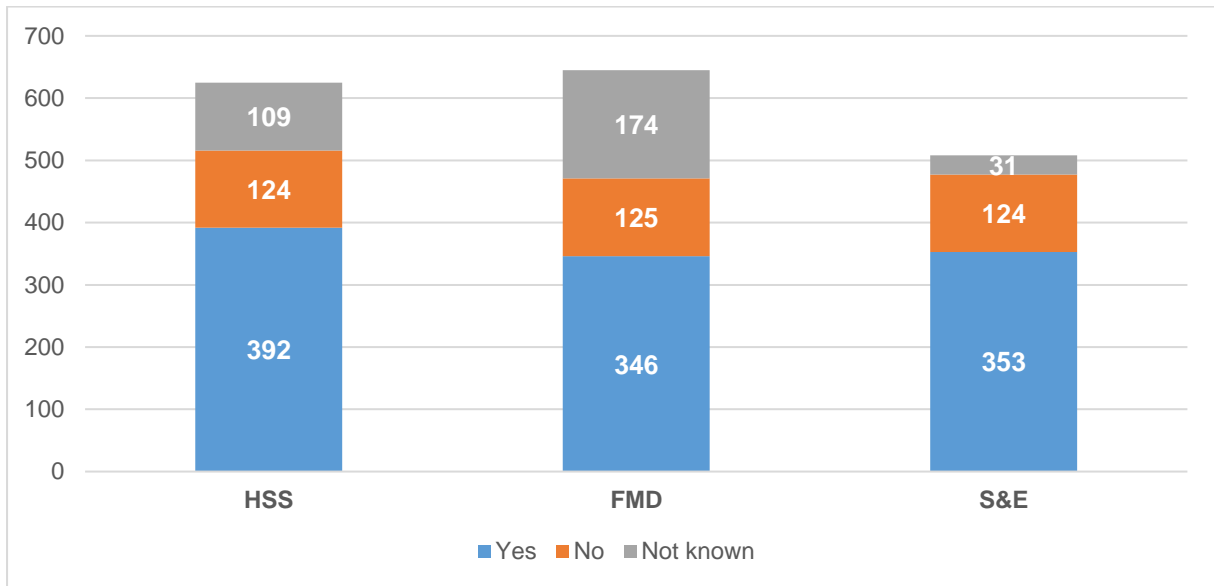
**Figure 3: Teaching recognition applications and awards by academic year**



**Figure 4: Teaching recognition applications and awards by Faculty**

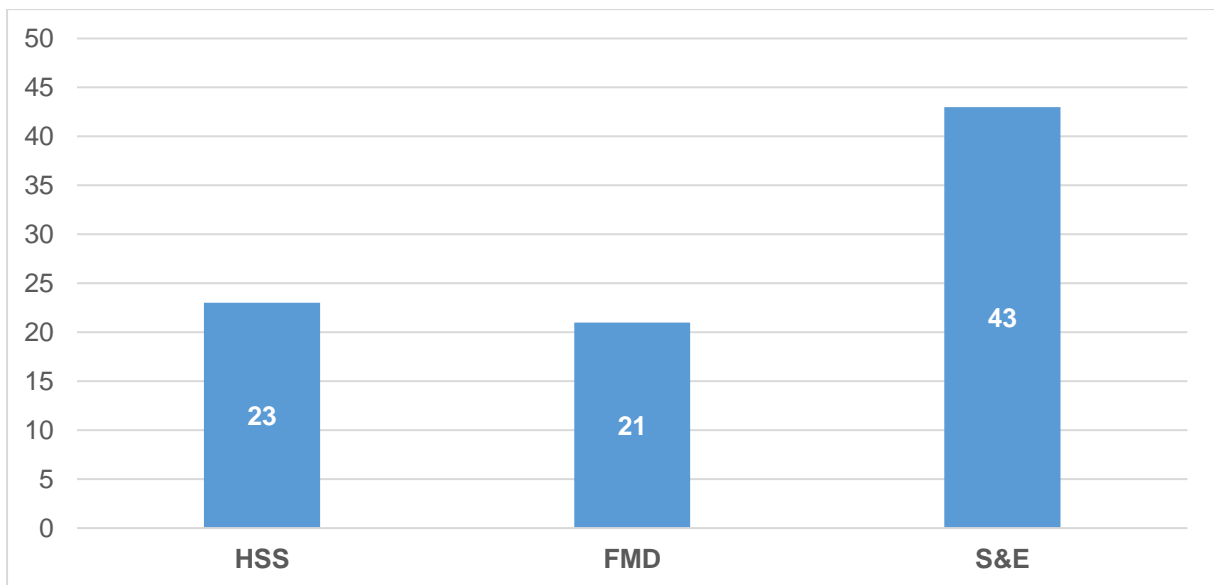


**Figure 5: Academic Staff on T&R and T&S contracts with Teaching Qualification and/or Teaching Recognition**



*\*Source: Resource Link: HR Teaching qualifications/recognition dashboard September 2024*

**Figure 6: SEED awards 2023/24**



**Table 6: Educational Leadership Development Programmes - enrolment**

Programme	Pilots (Cohort one)	Cohort two
Directors of Education	16	10
Programme Directors	25	21
Module Organisers pilot	10	n/a

**Table 7: Educational Leadership Development Programmes - completion**

Programme	Cohort one
Directors of Education	7
Programme Directors	15

**Table 8: Researcher Development engagement**

Workshops, Courses and Events

Participant type	HSS	FMD	S&E	URIs	Attendees
Postdocs and Fellows	16	118	47	0	181
Academic research staff (all levels)	3	5	24	2	34
Other (eg PGRs, technicians, research managers)	8	11	14	0	33
<b>Total</b>	<b>27</b>	<b>134</b>	<b>85</b>	<b>2</b>	<b>248</b>

Mentoring trial

Participant type	HSS	FMD	S&E	URIs	Attendees
Postdocs and Fellows	0	17	1	0	18
Academic research staff (all levels)	0	17	6	0	23
<b>Total</b>	<b>0</b>	<b>34</b>	<b>7</b>	<b>0</b>	<b>41</b>

Postdoc Conference

Participant type	HSS	FMD	S&E	URIs	Attendees
Postdocs and Fellows	5	75	35	3	118

Community and Cultural Engagement (incl. Conference planning or presenting, Postdoc Comedy Presenter, RDCIG, Postdoc Community Fund Applicant/Panel, Academics contributing to RD courses)

Participant type	HSS	FMD	S&E	URIs	Attendees
Postdocs and Fellows	2	37	6	2	47
Academic research staff (all levels)	8	13	26	6	53
<b>Total</b>	<b>10</b>	<b>50</b>	<b>32</b>	<b>8</b>	<b>100</b>

Postdoc Appreciation Week (PAW) campaign

Participant type	HSS	FMD	S&E	URIs	Attendees
Postdocs and Fellows	1	18	1	0	20
Academic research staff (all levels)	3	3	1	0	7
Other (eg PGRs, technicians, research managers)	0	4	5	0	9
<b>Total</b>	<b>4</b>	<b>25</b>	<b>7</b>	<b>0</b>	<b>36</b>

Staff in post

Participant type	HSS	FMD	S&E	URIs	Total
Estimated Postdoc and Research Fellow Numbers (March 2024)	37	427	192	4	660
Estimated Academic Staff (PI and T&R) Numbers (March 2024)	543	494	406	3	1446

Summary of engagement

Participant type	HSS	FMD	S&E	URIs	Attendees
Postdocs and Fellows	24	265	90	5	384
Academic research staff (all levels)	14	38	57	8	117
Other (eg PGRs, technicians, research managers)	0	4	5	0	9
<b>Total</b>	<b>38</b>	<b>307</b>	<b>152</b>	<b>13</b>	<b>510</b>

**Table 10: Queen Mary Academy Fellows 2023/24**

<b>Fellow</b>	<b>Faculty</b>	<b>Project</b>	<b>2030 Strategic Pillar</b>
<b>Dr Radhika Desai</b>	FMD	Curriculum Development	Education
<b>Professor Graham Easton</b>	FMD	Co-creation	Student Engagement
<b>Dr Sally Faulkner</b>	S&E	Team Based Learning	Student Engagement
<b>Dr Heather Ford</b>	HSS	Learning and Teaching Enhancement	Student Engagement
<b>Dr Nicola Georgiou</b>	HSS	Curriculum Development	Education
<b>Professor Gerard Hanlon</b>	HSS	BTEC learner transition	Education
<b>Dr Nick Hostettler</b>	HSS	Independent studentship	Education
<b>Dr Lesley Howell</b>	S&E	Peer Led Team Learning	Student Engagement
<b>Dr Jonathan Kennedy</b>	FMD	Virtual educational exchanges	Education
<b>Dr Usman Naeem</b>	S&E	Learner Engagement Analytics	Student Engagement
<b>Dr Anne Ropiquet</b>	S&E	Interdisciplinarity and cross-disciplinary approaches	Education
<b>Dr Lilian Schofield</b>	HSS	Learning and Teaching Enhancement	Education
<b>Dr Daniela Tavasci</b>	HSS	Inclusive education	Education
<b>Dr Luigi Ventimiglia</b>	HSS	Inclusive assessment and feedback	Education
<b>Professor Louise Younie</b>	FMD	Co-creation	Student Engagement
<b>Dr Xue Zhou</b>	HSS	Digital skill development	Student Employability

## Queen Mary Academy Fellows conference participation and publications 2023-24

### Graham Easton

- Advance HE Students as Co-creators Symposium on 31 January 2024. Vlog presentation with medical student Rob Tucker. *A strategic programme to support co-creation of a renewed medical school curriculum*
- QMUL Festival of Education March 2024
  - Poster presentation: *Supporting co-creation of the medical undergraduate curriculum review*. With medical student.
  - Faculty workshop with Sally Faulkner: *Small Groups acronym buster: PLTL and TBL explained*
- QMA Fellows Talk for visit of Nobel Prize Winner Carl Wieman 21 June 2024: *Team-Based Learning: Medical School Pilots*
- William Harvey Day 19 Oct 2023: poster *Just-in-time interprofessional training: lessons from the NHS Nightingale London*
- Podcast; Treasure Island Pedagogies, Centre For Innovation at the University of Liverpool: talking about narratives in education <https://podcasters.spotify.com/pod/show/livunicie/episodes/Treasure-Island-Pedagogies-Episode-28---The-One-With-The-MMs-e2dfgkv>
- Awarded National Teaching Fellowship 2024
- Faculty of Medicine and Dentistry Education Excellence Team award for Learning Innovation Team in IHSE
- William Harvey Day: winner of The Worshipful Society of Apothecaries Research Poster Prize for poster *Just-in-time interprofessional training: lessons from the NHS Nightingale London*
- Workshop: Working with students on the curriculum review: A practical workshop for staff

### Heather Ford

- QMUL Festival of Education, March 2024, AI workshop
- Case study for the Head of Faculty Education and Student Experience: The HSS Student Digital Champions Initiative 2023/24. This paid opportunity involved a GEG5230 (Climate Change in Practice) student curating LinkedIn Learning material for the Physical Geography and Environmental Science program.

### Sally Faulkner

- QMUL Festival of Education March 2024: Faculty workshop with Graham Easton: *Small Groups acronym buster: PLTL and TBL explained*
- QMA Fellows Talk for visit of Nobel Prize Winner Carl Wieman 21 June 2024
- Presented at Peer Led Team Learning International Society (PLTLIS) in New York, June 2024
- Talk at AdvanceHE Learning and Teaching Conference 2024 <https://www.advance-he.ac.uk/programmes-events/calendar/teaching-and-learning-conference-2024>.
- Royal Society of Chemistry (2023). Recipient: PLTL Project Team. Project: Investigating the impact of PLTL on the continuation and progression of students from low socioeconomic backgrounds in Chemistry.
- PLTL was featured as a case study in the [UPP Student Futures Commission: Two Years On](#) report.
- Initiated dialogue with colleagues from Birkbeck University to support them with the rollout of PLTL over the next few years and start collaborating across the sector.



## **Gerard Hanlon**

- G Hanlon and N. Nyathi (2024) 'Transitioning to University' submitted to SECA journal Education *Developments* for review, July 2024.
- G. Hanlon (2024) 'NCC absentee issues' – report on absentee issues submitted to National City College as part of an analysis undertaken for them on absenteeism and student outcomes. June 2024
- G. Hanlon (2024) 'Deputy Heads Presentation and Focus Group', May 17, 2024.
- G. Hanlon (2024) 'The Problem of the Corporation' – classes given to NCC students Tower Hamlets, April 24 and 25. Focus Group April 25.
- G. Hanlon (2024) 'Transitioning to University' paper presented to QM Festival of Education, 6-7 March – to be filmed as Pecha Kucha videos for QM Academy September 17, 2024.

## **Lesley Howell**

- UK and Ireland HEIR Network 2023 Annual Conference - Kingston Uni Sept 2023
- AdvanceHE Learning and Teaching Conference 2024 <https://www.advance-he.ac.uk/programmes-events/calendar/teaching-and-learning-conference-2024>.
- Christian, T., Wilton, H., Shahid, R., Faulkner, S., & Howell, L. (2023). Empowering Peer Leaders: Designing dynamic PLTL training in the United Kingdom. *Advances in Peer-Led Learning*, 3, 56-76. Online at <https://doi.org/10.54935/apll2023-01-05-5>
- Advance HE case study [Student-led peer learning and support](#)

## **Jonathan Kennedy**

- QMUL Festival of Education 7 March 2024: Pecha Kucha on Virtual Educational Exchanges
- J Kennedy, J Dubreuil, D Thibodeau, A Zachmeier, R Ganesh (2024). Improving intercultural competence through a combined virtual exchange and simulated pandemic response exercise. *Medical Education* 58(5): 646-647.  
[Also one short paper is under review at *Clinical Teacher* and a longer one to be submitted soon to *Journal of Virtual Exchange*]
- Fulbright Conversations - Teaching and Learning: Pandemics with Jessie Dubreuil and Jonathan Kennedy. <https://fulbright.org.uk/our-community/podcasts/>

## **Usman Naeem**

- Presented the paper – 'Data-Driven Interventions for Capstone Projects' at EDUCON 2024
- Delivered the 'Student-Paced Learning' session at the Festival of Education 2024.
- Delivered the session "Unlocking the Potential of Learner Engagement Analytics in Higher Education: An Educator's Perspective" at The Learning Ideas Conference, Columbia University. June 2023
- ALDonHE and ASME conferences: supporting educators across the institution to integrate LEA into their practice
- Series of bespoke in-person sessions: "*Demystifying Learner Engagement Analytics*" and "*Transform your Module Activities - Unlock the Power of Learner Engagement Analytics in Student-Paced Learning*" for QMUL institutes
- Won the education excellence award for the engagement framework in EECS, where LEA was a key component, significantly improving EECS's NETP figures in 22/23 (more than halved from 13.6% down to 6.6%).

## Lilian Schofield

- **Schofield, L.** & Zhou, X. (2024). Reflections on the student-led business case competition in promoting students' sustainability awareness. [https://www.seda.ac.uk/wp-content/uploads/2024/05/Ed-Devs-25.2\\_JUNE\\_2024-1.pdf](https://www.seda.ac.uk/wp-content/uploads/2024/05/Ed-Devs-25.2_JUNE_2024-1.pdf)
- **Schofield, L.** & Zhou, X. (2024). Practical examples of integrating generative AI into the learning activities of the capstone project module. BERA blog.
- **QMUL Festival of Education poster award: SCHOLARSHIP** – Dr Lilian Schofield (2024). 'ACEing' for Excellence: Practical insights and approaches to fostering transformative student experiences through 'Learning by Doing' approach.
- **QMUL Festival of Education poster award: IMPACT** - Dr Xue Zhou, Dr Joanne Zhang, Dr Lilian Schofield, Dr Aisha Abuelmaatti, Dr Lesley Howell Enhancing Cross-Disciplinary Collaboration: Co-creating AI Skills Enhancement Resources through Student-Staff Best Practice Sharing Sessions.
- **Schofield, L.;** Zhou, X.; & Mosonyi, S. (2024). Incorporating generative AI into capstone projects to enhance student's skills in critical feedback, problem-solving, and creativity. Paper presented in Deep Sea Islands of Innovation 2024, held 10th May, University of Liverpool, UK.
- **Schofield, L.;** Zhou, X., Zhang, J., Durowoju, O. A., Odea, X., & Odea M. (2024). "Integrating generative Artificial Intelligence (AI) inclusively for constructivist-oriented active learning", Paper presented at the [84th Annual Meeting of the Academy of Management, held 9-13 of August 2024, Chicago, Illinois, USA \(presenter\)](#).
- **Schofield, L.;** Rose, R., and Elston, P. (2024). "Classroom to Real-Life Practices: Practical Applications of Learning by Doing". Paper presented at [Queen Mary, University of London Festival of Education Conference 2024](#), held 6-7th March 2024, London, UK (panel chair).
- **Schofield, L.;** Zhou, X., Zhang, J., Valez, T., Petrov, G., Morrison, D. (2024). "Advancing Business and Management Students' Agency through inclusive experiential learning approaches and authentic assessment in the era of Artificial Intelligence (AI)", paper presented at [Management & Organizational Behaviour Teaching Society \(MOBTS\) conference](#), June 27-30, 2024, James Cook University, Singapore (panel chair).
- Zhou, X., **Schofield, L.** & Zhang, J. (2024). "How can I ethically and effectively use AI-powered tools for my learning if you won't teach me? Enhancing AI Literacy through AI Workshop in Higher Education", Paper presented at Learning and Teaching, Student Experience 2024 ([LTSE](#)), held 14-15th of May, Birmingham, UK (presenter).
- **Schofield, L.;** Zhou, X., Zhang, J., Valez, T., Petrov, G., Morrison, D. (2023). "ACEing' learning: Enhancing student's skills and learning through 'learning by doing'". School of Economics and Finance Second International Conference in Education and Scholarship. 10th of November 2023, Queen Mary University of London (Panel chair).
- **Schofield, L.;** Zhou, X. and Morrison, L.D. (2023). "Closing the gap in responsible management education through student-led extracurricular activities." Paper presented at the 83rd Annual Meeting of the Academy of Management, held 4-8 of August 2023, Boston, Massachusetts, USA.

## Luigi Ventimiglia

- June 2024 International Assessment in Higher Education (AHE) Conference
- July 2024 EDULEARN24 - 16th annual International Conference on Education and New Learning Technologies
- March 2024 QMUL Festival of Education

- Nov 2023 SEF 2nd Conference in Education and Scholarship in Economics and Finance
- 2024 QAA Research project grant. Funder Reference 30455/003/2024. Using institutional data to address the causes of awarding gaps.
- 2023 Ventimiglia L. and Tavasci D. *The effects of Covid-19 stringency measures: from increased educational inequality to poverty trap, with a particular focus on European countries* in Yusuf, A., Morelli, C.J. and O. Feraboli (eds.) *Post-Crash Economics and the Covid Emergency in the Global Economy* (Palgrave Macmillan Cham).
- 2024 Tavasci D. and L.Ventimiglia *Teaching about inequality and the growth–inequality circular mechanisms: a loop that matters* in S. Paredes (eds.) *Teaching Macroeconomics: A Modern and Inclusive Approach*. Elgar Guides to Teaching (Edward Elgar).

## Xue Zhou

- Zhou, X. and Schofield, L. (2024). Using social learning theories to explore the role of generative Artificial Intelligence (AI) in collaborative learning. *Journal of Learning Development in Higher Education*. <https://doi.org/10.47408/jldhe.vi30.1031>
- Schofield, L. and Zhou, X. (2024). Reflections on the student-led business case competition in promoting students' sustainability awareness. *Educational Development Magazine*. Issue 25.2. pp.11-15. [https://www.seda.ac.uk/wp-content/uploads/2024/05/Ed-Devs-25.2\\_JUNE\\_2024-1.pdf](https://www.seda.ac.uk/wp-content/uploads/2024/05/Ed-Devs-25.2_JUNE_2024-1.pdf).
- Zhou, X. & Schofield, L. (2024). "Effective supporting mechanism for education-focused academics" *Advance HE*, available from <https://advance-he.ac.uk/news-and-views/effective-supporting-mechanisms-education-focused-academics>. (04/06/2024).
- Zhou, X.; Hathaway, G. and Schofield, L. (2024). "Is a learning experience inauthentic if it doesn't embrace AI?" *Dynamic Conversation, CABS*, available from <https://charteredabs.org/insights/knowledge-sharing/is-a-learning-experience-inauthentic-if-it-doesnt-embrace-ai> (17/05/2024)
- Schofield, L. & Zhou, X. (2024). Policing AI use by counting 'telltale' words is flawed and damaging. *Times Higher Education*, available from <https://www.timeshighereducation.com/blog/policing-ai-use-counting-telltale-words-flawed-and-damaging>. (03/05/2024).
- Schofield, L. & Zhou, X. (2024 forthcoming). Practical examples of integrating generative AI into the learning activities of the capstone project module. *BERA blog*.
- Zhou, X.; Schofield, L.; Zhang, J.; Howell, L; & Abuelmaatti, A. (2024). "Empowering the Next Generation: Co-Creating AI Literacy Training Package with Students at the Helm", paper presented at *Advance HE Teaching and Learning Conference 2024*, held 2-4th July 2024, Nottingham Trent University, UK.
- Zhou, X. & Hathaway, P. (2024). "Transforming Student Learning with Queen Mary Academy (QMA) Fellowships: A Case Study of Generative AI Training", Paper presented at *BAM Management Knowledge and Education (MKE) Teaching Practice Conference*, held 6<sup>th</sup> of June 2024, Warwick Business School, the Shard, London.
- Zhou, X.; Schofield, L. & Zhang, J. (2024). "How can I ethically and effectively use AI-powered tools for my learning if you won't teach me? Enhancing AI Literacy through AI Workshop in Higher Education", Paper presented at *Learning and Teaching, Student Experience 2024 (LTSE)*, held 14-15th of May, Birmingham, UK.
- Zhou, X.; Zhang, J. J. & Chan, C. (2024). "A Student Perspective on Harnessing Generative AI in Entrepreneurship Education: An Exploratory Study at a UK University". Paper presented at *International Conference Of Artificial Intelligence In Higher Education 2024*. *Open-publishing.org*, held 6 June 2024, online. <https://open-publishing.org/international-conference-of-artificial-intelligence-in-higher-education-2024>.

- Zhou, X.; Schofield, L.; Zhang, J.; Howell, L.; & Abuelmaatti, A. (2024). "Enhancing Cross-Disciplinary Collaboration: Co-creating AI Skills Enhancement Resources through Student-Staff Best Practice Sharing Sessions", Paper presented at Queen Mary, University of London Festival of Education Conference 2024, held 6-7th March 2024, London, UK.
- Schofield, L.; Zhou, X.; Zhang, J.; Durowoju, O. A.; Odea, X.; & Odea M. (2024). "Integrating generative Artificial Intelligence (AI) inclusively for constructivist-oriented active learning", Paper presented at the 84th Annual Meeting of the Academy of Management, held 9-13 of August 2024, Chicago, Illinois, USA.
- Schofield, L.; Zhou, X.; & Mosonyi, S. (2024). Incorporating generative AI into capstone projects to enhance student's skills in critical feedback, problem-solving, and creativity. Paper presented in Deep Sea Islands of Innovation 2024, held 10<sup>th</sup> May, University of Liverpool, UK.
- Schofield, L.; Zhou, X.; Zhang, J.; Valez, T.; Petrov, G.; & Morrison, D. (2024). "Advancing Business and Management Students' Agency through Inclusive Experiential Learning Approaches and Authentic Assessment in the Era of Artificial Intelligence (AI)", paper presented at Management & Organizational Behaviour Teaching Society (MOBTS) conference, June 27-30, 2024, James Cook University, Singapore.
- President and Principal Prize at QM Education Excellence Award Celebration 2024 for the AI literacy Project.
- Festival of Education 2024 poster competition "Impact category" award
- British Academy of Management (2023). Project: The effectiveness of using PLTL in reducing attainment gap in business analytics

## Learner Intern Programme projects 2023-24

Project	Project leads	Student interns
Exploring learner attitudes toward the use of AI in Queen Mary educational approaches.	Dr Casandra Lewis, Institute of Dentistry Dr Pedro Elston & Nick Fisher, Institute of Health Sciences Education	Girija Negi Khanh Tran
Empowering skill-based Education through VR: recommendations on how VR can be rolled out effectively across the institution.	Dr Lesley Howell & Meghan Bryden, School of Physical and Chemical Sciences Prof Chie Adachi, Faculty of Medicine and Dentistry Dr Pedro Elston, Institute of Health Sciences Education	Enzo Olivieri Cortes Kasandra Mavrigiannaki Annika Joshi
Learner facing co-created Learner Engagement Analytics: Report on thematic analysis on student's perceptions on LEA	Dr Usman Naeem, School of Electronic Engineering and Computer Science	Lusi Pan Heenal Panchal Naoshin Haque
PLTL and its impact on team leader employability development. Students' perceptions on the impact of PLTL on their outcomes and employability.	Dr Xue Zhou, School of Business and Management	Qianying He Muhammad Uzair
Understanding the Bangladeshi experiences and attitudes towards career development	Liz Gall and Matthew Halfin, Careers & Enterprise	Vi Bui

## Festival of Education 2024

	Programme Contributors	Attendees
<b>Faculty of Humanities and Social Sciences</b>		
Centre for Commercial Law Studies	13	3
School of Business and Management	18	22
School of Economics and Finance	3	6
School of English and Drama		
School of Geography	2	5
School of History	1	2
School of Languages, Linguistics and Film	7	13
School of Law	14	1
School of Politics and International Relations	3	5
<b>Faculty of Medicine and Dentistry</b>		
Barts Cancer Institute		1
Blizard Institute	5	6
Faculty centre		7
Institute of Dentistry	4	8
Institute of Health Sciences Education	1	28
William Harvey Research Institute	3	3
Wolfson Institute of Population Health	2	4
<b>Faculty of Science &amp; Engineering</b>		
School of Biological and Behavioural Sciences	16	22
School of Electronic Engineering and Computer Science	18	17
School of Engineering and Materials Science	7	20
School of Mathematical Sciences	5	5
School of Physical and Chemical Sciences	7	12
<b>Totals*</b>	<b>129</b>	<b>190</b>

\* There is overlap with these numbers i.e. those who both contributed to and attended the Festival of Education, but there are also colleagues who contributed to the Festival but did not attend due to travel/illness.

31 attendees completed a post-Festival survey, indicating good levels of satisfaction and impact; on a 5 point Likert scale (1 = strongly disagree, 5 = strongly agree)

Attendees agreed that the FoE contributed to their understanding of the ACE approach (4.14)

Attendees agreed that the FoE contributed to their understanding of educational scholarship (3.93)

Attendees were likely to use what they learned at the FoE (4.24)

## Queen Mary Academy staff

### Publications

Currant, N., Bunting, L., Hill, V. and Salines, E. (2024). Rethinking assessment? Research into the affective impact of higher education grading. *Compass: Journal of Learning and Teaching*, 17:1. <https://doi.org/10.21100/compass.v17i1.1496>

Cabral, A., Younie, L., Osei-Bonsu, J. Shah, S., Addo, M., Salines, E. and De Wilde, J. (2024). [How might we grow co-creation in our institution? The value of student recognition](https://doi.org/10.21100/compass.v17i1.1496). *Journal of Educational Innovation, Partnership and Change*, 10:1, <https://journals.studentengagement.org.uk/index.php/studentchangeagents/index>

Cabral, A., Fuller, S., De Wilde, J. & Melsen, M. (2024). Co-chairing and co-creating in Staff-student Liaison Committees: the experience of co-creating and running a course for staff acting as co-chairs. *Journal of Educational Innovation, Partnership and Change*, 9:1, <https://journals.studentengagement.org.uk/index.php/studentchangeagents/article/view/1232>

Cabral, A., Fuller, S., De Wilde, J., Khama, K., & Melsen, M. (2023). Curriculum enhancement through co-creation: Fostering student-educator partnerships in higher education. *International Journal for Students as Partners*, 7(2), 111–123. <https://doi.org/10.15173/ijsap.v7i2.5280>

Cabral, A. & Fuller, S. (2023). Key factors for designing and delivering an effective asynchronous professional learning experience. *Compass: Journal of Learning and Teaching*, 16(1), 117-143. DOI: <https://doi.org/10.21100/compass.v16i1.1392>

De Wilde, J.P., Timus N. & Morrisroe A. (2024) *Challenges and enablers in designing transnational joint education provision, EUA*, available from <https://eua.eu/resources/publications/1111:challenges-and-enablers-in-designing-transnational-joint-education-provision.html>

De Wilde, J.P. & Forasacco, E. (2023) *Developing STEM Doctoral Students' Collaboration Skills as Learning Outcomes*, in *Enhancing Student Learning Outcomes in Higher Education*: Edited by Kayoko Enomoto; Richard Warner, & Claus Nygaard, [Libri Publishing](https://doi.org/10.21100/compass.v16i1.1392), pp91-115.

De Wilde, J.P. & Forasacco, E (2023) *Enhancing Learning Outcomes for Doctoral Students through perspective-taking in safe spaces*, in *Enhancing Student Learning Outcomes in Higher Education*: Edited by Kayoko Enomoto, Richard Warner, & Claus Nygaard, [Libri Publishing](https://doi.org/10.21100/compass.v16i1.1392), pp205-235.

Forasacco, E. & De Wilde, J.P. (2024) *Can we welcome generative AI to our learning community as an inclusive collaborator?*, Accepted for publication in *AI in Higher Education*: Edited by Kayoko Enomoto; Richard Warner, & Claus Nygaard, [Libri Publishing](https://doi.org/10.21100/compass.v16i1.1392)

### Conference papers

**Student Education Conference 2024**, University of Leeds 11 January 2024  
Gasser Omfalos, E 'Co-creation through Scholarship. Queen Mary Academy's Learner Interns Programme'.

**UEL Learning and Teaching Symposium**, London, 18 January 2024

McClean, H., Pigato, G. 'An Action plan for student engagement'. Gasser Omfalos, E 'Co-creation through Scholarship. Queen Mary Academy's Learner Interns Programme'.

**Evasys Student Engagement Conference**, 19 January 2024

Gasser Omfalos, E 'Co-creation through Scholarship. Queen Mary Academy's Learner Interns Programme'.

**Advance HE Students as Co- creators Symposium 2024**, 31 January 2024.

Cabral, A., Younie, L., Addo, M., and Melsen, M. Co-creation: Stories of change and recognition at Queen Mary.

**Freedom to Learn Conference**, Kings College, 5 April 2024

Trelfa, J., Salines, E., Fuller, S. 'Hospicing the old' - centering care to create pedagogical spaces for a sustainable future.

**Change Agents' Network Conference 2024: The future of student engagement and student-staff partnerships to enhance higher education**, 20, 22 and 23 May 2024.

Cabral, A., Younie, L., Addo, M., and Melsen, M. Student engagement through co-creation: a framework for co-creating institutional recognition schemes. Cabral, A., Younie, L., Osei-Bonsu, J., Shah, S., Salines, E., Addo, M., and De Wilde, J. Engagement in co-creation: outcomes for students and staff at Queen Mary.

**Neurodiversity in Higher Education 2024**, HE Professional, online, 21 May 2024

Pigato, G. 'Developing Inclusive Education for Neurodivergent Learners: A students and staff story at Queen Mary, University of London'.

**Change Agents' Network Conference 2024: The future of student engagement and students- staff partnerships to enhance higher education**, 20, 22 and 23 May 2024.

Pigato, G., Sereda, V. 'Students and staff working together to develop inclusive teaching strategies for neurodivergent learners'.

**Assessment in Higher Education Conference 2024**, Manchester, 20 and 21 June 2024.

Salines, E., Trelfa, J., Fuller, S. Does it take a village – or a whole university – to enhance assessment and feedback? Fuller, S., Trelfa, J., Salines, E. Towards inclusive assessment to support well-being.

**ALDinHE Conference**, University of Glasgow, 7 June 2024

Dimova, E., Shah, R., Preston, A., Fuller, S. 'Promoting equity in education for sustainable development through community-based learning and teaching

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