



Regent  
College  
London

# Learning and Teaching Conference 2025

Inspire & Engage: Showcasing our  
RCL Pedagogies and Practices

Friday, 25<sup>th</sup> April 2025



9:00-9:40

**Registration**

---

9:50-10:45

**Session 1**

- Welcome to conference – Inspire & Engage: Showcasing our RCL Pedagogies and Practices
  - Launching PCC (Prepare, Collaborate, Consolidate) at RCL
  - Keynote: The psychology of inspiration and engagement
- 

10:55-11:55

**Session 2**

- University Of Greater Manchester – Centre of Higher Education Research and Practice: Enhancing quality through active observation and CPD
  - PCC and Me: Rationale for and implementation of 'Prepare, Collaborate, Consolidate' in RCL
  - Implementing critical pedagogy through analytical frameworks: Case studies, outliers, and wicked problems
- 

12:10-12:50

**Session 3a**

- Am I doing it right?: Using critical reflection as a tool to enhance teaching practice
- Decolonising HE curricula: Challenging colonial legacies through the integration of critical pedagogy and a culture of empathy

**Session 3b**

- Inspiring competence: Scaffolding strategies to engage health sciences learners
  - Symbiotic learning: Integrating AI with reflective practice, interconnected enquiry and quantum thinking
- 

12:50-13:35

**Lunch**

---

13:35-15:00

**Session 4 - Sports team**

- Insights from the Sport Programme Team on enhancing student engagement through blended learning
  - Using video recordings to improve presentation skills and feedback
  - A case for leveraging hands-on learning by utilising Regent College London's unique higher-education model
  - Enhancing student outcomes through innovative pedagogies in an online practical learning environment
  - Enhancing student experiences using an anatomy and physiology based virtual learning software
- 

15:15-15:55

**Session 5a**

- Psychology of underachievement
- Culturally responsive teaching practices in UK HE settings

**Session 5b**

- Bridging the language gap: English proficiency and student engagement in a foundation-year business programme
  - "Bringing my world into assessments": Using Situated Learning Theory to integrate student experiences into assessments
- 

16:05-16:45

**Session 6**

- Cultivating emotional intelligence: A transformative workshop series for students
  - Integrating AI into higher education to enhance critical reading and thinking
- 

16:55-17:25

**Plenary Session**

- Advance HE Workshop
- Concluding thoughts

## ▶ Session 1

**Time: 9:50-10:45**

**Moderator: Paul Williams, Director of Scholarship and Research**

### **Welcome to conference – Inspire & Engage: Showcasing our RCL Pedagogies and Practices**

**Presenter:** Professor Ernest Caldwell, Provost

### **Launching PCC (Prepare, Collaborate, Consolidate) at RCL**

**Presenter:** Dr Siobhán Strike and Joanne Hooker, Associate Provosts

Teaching and learning, and the assessment of the learning are fundamental to a successful student experience. RCL has adopted the PCC (Prepare, Collaborate, Consolidate) teaching method to encourage students to engage with their learning and to appropriately prepare for assessments. To support academic staff to implement PCC and good assessment practice, we have launched a new SharePoint site where you can find all necessary and relevant resources. This short presentation will expand on PCC and how it should be integrated into teaching, and the resources we have created to support your teaching and assessment practice.

### **Keynote: The psychology of inspiration and engagement**

**Presenter:** Professor Patrick McGhee, Assistant Vice Chancellor, University of Greater Manchester

In this keynote, Professor Patrick McGhee highlights contemporary research and ideas on inspiration and engagement, while offering some practical tips in the context of pedagogy.

## ► Session 2

**Time:** 10:55-11:55

**Moderator:** Paul Williams, Director of Scholarship and Research

### **University Of Greater Manchester – Centre of Higher Education Research and Practice: Enhancing quality through active observation and CPD**

**Presenters:** CHERP team: Rachel Young, Placements and Bursaries Administrator for the School of Education ; Paula Walsh, Senior Lecturer in the School of Education ; Sadiyya Jangharia, Operational Manager in the School of Education ; Claire Wilcox, Professional Development (T&L) Practitioner, University of Greater Manchester

This presentation explores the innovative strategies implemented by the Centre for Higher Education Research and Practice (CHERP) at the University of Greater Manchester (formerly Bolton) to enhance teaching quality. By integrating a research-informed observation process and tailored continuous professional development (CPD), these approaches have significantly improved the staff and learner experience and contributed to a stronger Ofsted outcome. The session will explore how dynamic quality assurance processes – such as professional dialogue, personalised development and transparent observation – drive continuous improvement and cultivate a sustained culture of excellence in teaching and learning. Attendees can expect to leave with a deeper understanding of effective professional development strategies within education.

### **PCC and Me: Rationale for and implementation of ‘Prepare, Collaborate, Consolidate’ in RCL**

**Presenter:** Chris Baldwin, Head of Digital Learning

Regent College London has been implementing our PCC (Prepare, Collaborate, Consolidate) approach to content over the past six months. This presentation will dive into the underlying pedagogical models that we are implementing to help us as teachers and content developers better understand how to guide our students to success using this PCC approach. We will look at the SAMR, and TPACK frameworks of digital learning, as well as concepts such as activating schemata, spaced repetition and backwash to see how these can be used to improve student outcomes. The presentation will include practical examples that everyone can use when writing module content and teaching using this methodology.

### **Implementing critical pedagogy through analytical frameworks: Case studies, outliers, and wicked problems**

**Presenter:** Dr Tricia Tikasingh, Head of Programmes - Health, SoHSS

The Future of Jobs Report 2025 highlights that the most in-demand skill will be analytical thinking, which will be reflected in a workforce that can collaborate, problem-solve and produce innovative solutions. Our approach to teaching and learning therefore requires embedding creative, critical, innovative and transformative pedagogical tools which can stretch and challenge students to develop and hone these skills. This presentation will highlight one such tool – Cultural Historical Activity Theory (CHAT). I have employed this theoretical framework as both a conceptual and practical tool in the classroom. CHAT offers a multi-dimensional, systematic approach that allows for exploration of the psychological, historical, cultural and socio-economic contexts. It also promotes a collaborative, critical pedagogy and through the social, cultural and historical lenses can challenge hegemonic structures and normalised practices. This enables students to understand the institutional, social and conflictual dimensions required to become changemakers to address complex real-world challenges.

## ► Session 3a

**Time: 12:10-12:50**

**Moderator: Dr Jill Hanson, Associate Provost**

### **Am I doing it right?: Using critical reflection as a tool to enhance teaching practice**

**Presenter:** Dr Riadh Ghemmour, Lecturer, ASK@Regent

In an ever-changing and complex educational landscape, the need for reflective practice has never been greater. This presentation explores the transformative potential of critical reflection as a tool to enhance educational practices. I particularly draw on my previous and current professional experience as a Lecturer in English and Academic Skills, supporting RCL students' learning experiences through 1:1 tutorials, learning resources or embedded teaching, to demonstrate how I employ critical reflection in my own teaching and pedagogical practice. Drawing on Stephen D. Brookfield's seminal work, *Becoming a Critically Reflective Teacher (2016)*, I will present the four lenses of (1) learning from experience, (2) seeing ourselves through the students' eyes, (3) learning from colleagues, and (4) engaging with theory. I will also discuss how I have used these lenses to critically examine and challenge my own assumptions and beliefs around teaching. Examples and relevant scenarios will be used to support each lens to show how blind spots can be addressed and areas of ignorance can be named. The presentation seeks to inspire colleagues to integrate critical reflection into their praxis, emphasising its benefits (and potential risks) in fostering lifelong learning and professional growth for inclusive teaching and enhancing the students' overall learning and education experiences. Practical strategies to adapt in the classroom will also be shared.

### **Decolonising HE curricula: Challenging colonial legacies through the integration of critical pedagogy and a culture of empathy**

**Presenter:** Maryam Rouintan, Programme Leader for BNU Partnership, SoHSS

Decolonising the curriculum in higher education plays a crucial role in fostering an inclusive and empathetic academic culture. While higher education institutions worldwide are seeking to cultivate a more inclusive environment, challenges persist within the epistemology of producing and reproducing knowledge. One key issue is overlooking the importance of critically reviewing curricula to ensure that learners remain connected to their own legacies and cultural backgrounds while still being able to empathise with others. A decolonised curriculum aims to embed empathetic learning by integrating local knowledge systems and anthropological understanding of cultural acts and indigenous philosophies through practices such as rethinking reading lists and core resources, encouraging dialogue and discourse in learning, and promoting public pedagogy. This presentation aims to highlight historical practices and to look forward to the pragmatic strategies available to educators as they design curricula.

## ► Session 3b

**Time:** 12:10-12:50

**Moderator:** Rebecca Yates, Deputy Provost

### **Inspiring competence: Scaffolding strategies to engage health sciences learners**

**Presenter:** Dr Beloved Masava, Lecturer, SoHSS

The complexity of health sciences programmes necessitates a certain level of scaffolding in order to support students' learning of critical knowledge and skills of healthcare practices and to inspire them in becoming competent health professionals. Scaffolding, as a pedagogical strategy rooted in social constructivism, applies diverse strategies as targeted support to bridge the gap between students' current knowledge and their potential mastery. A recent review synthesised findings from 29 theoretical and empirical studies to describe the application of scaffolding in health sciences programmes. The study followed the stages of an integrative review and the PRISMA guidelines. The application of scaffolding tools, resources and frameworks, for example dynamic modelling and fading, or the sequencing of educational activities, were found in the review to support learning. Indeed, these strategies enable educators to create tailored, student-centred learning experiences that promote competence development. These findings underscore the importance of scaffolding in transforming health sciences education, ensuring learners are prepared to excel in real-world healthcare settings.

### **Symbiotic learning: Integrating AI with reflective practice, interconnected enquiry and quantum thinking**

**Presenter:** Dr Xavier Matieni, Senior Lecturer, SoEC

Education appears to be moving beyond traditional, linear models to embrace symbiotic learning, which integrates artificial intelligence (AI) with reflective practice, interconnected enquiry and quantum thinking. Reflective practice fosters self-awareness and adaptability, while interconnected enquiry, inspired by Dewey's experiential learning, promotes collaborative problem-solving enhanced by AI. Quantum thinking offers a paradigm shift, embracing uncertainty and multidimensional perspectives, while integrative intelligence merges human cognition with AI-driven adaptive feedback for holistic decision-making. In this way, AI can serve as a collaborative learning partner, personalising education and enhancing cognitive processes. This presentation proposes a transformative pedagogical model, combining human creativity, AI augmentation and adaptive learning strategies. It explores AI-supported reflective practice, closed-loop learning models and neuroadaptive AI-human collaboration in higher education. Advocating for symbiotic learning methodologies, the presentation highlights how integrating AI with cognitive development ensures that future learners acquire the critical, creative and adaptive thinking skills essential for navigating an era of rapid technological change.

## ► Session 4 - Sports team

**Time:** 13:35-15:00

**Moderator:** Dr Morris Anglin, Dean of the School of Health and Sports Science

### Insights from the Sport Programme Team on enhancing student engagement through blended learning

**Presenter:** Dr Sophia Ha, Programme Leader for Sports, SoHSS

Blended learning combines face-to-face instruction with computer-mediated instruction and can be seen as a thoughtful integration of classroom and online learning experiences. With mobile advancements, blended learning is increasingly technology-mediated. For example, the flipped classroom is an approach involving traditional and digital learning where students digitally access and study materials before class, engage in activities in class, and then complete tasks after the class. Benefits of using blended learning in higher education include creating space for students to actively participate and take ownership of their learning outside of a traditional synchronous classroom setting. By adopting a more personalised learning, self-paced and self-regulated approach, students have more opportunities to solve problems from a real-world workplace setting. The Sports programme team will share four approaches in more detail: 1) presentation skills support, 2) practical and consultancy services, 3) online practical sessions, and 4) learning beyond the class using a mobile app. Each approach will explore their effectiveness in enhancing student engagement.

### Using video recordings to improve presentation skills and feedback

**Presenter:** Luis Iglesias, Lecturer, SoHSS

Effective presentation skills are crucial for academic and professional success, yet students in higher education often struggle to develop these competencies due to delayed and ineffective feedback. This study explores the use of video recordings as a self-evaluation tool to enhance learning and feedback in presentation skills development. By incorporating self-recording and structured reflection, students can identify strengths and areas for improvement without needing to rely solely on instructor feedback. The study highlights the limitations of traditional feedback methods, which are often inopportune and lack relevance, and alternately proposes a shift towards a dialogic feedback model which fosters self-regulation and evaluative judgment. Findings suggest that video recordings, combined with structured observation and feedback forms, support autonomous learning and the refinement of skills. This approach enhances a student's ability to monitor progress, reflect on performance and apply improvements effectively. The results indicate that integrating self-evaluation strategies can transform feedback processes, making them more timely, relevant and conducive to continuous learning.

### A case for leveraging hands-on learning by utilising Regent College London's unique higher-education model

**Presenters:** Duncan Mahon, Lab Technician, SoHSS ; Dr Ryan Norbury, Lecturer, SoHSS

Students report laboratory practical sessions as valuable learning opportunities (Dohn et al., 2016). However, these practical sessions are often underutilised. In this presentation, we will make the case for practical sessions as valuable pedagogical tools, and suggest that our unique teaching and learning model creates an opportunity for leveraging the benefits of practical sessions. This case will be supported by the success of our own physiology modules within the

BSc Sports and Exercise Science/Nutrition programmes. Additionally, our laboratory is in the process of developing a consultancy service which will offer fitness assessment services, such as cardiopulmonary testing, body composition analysis and functional movement analysis. Students will be trained to lead these sessions, which will allow them to apply the theoretical knowledge they learn in class in a real-world setting. Students will also develop soft communication skills, health and safety knowledge, and technical skills, all of which support their future workplace readiness.

## Enhancing student outcomes through innovative pedagogies in an online practical learning environment

**Presenter:** Jodie Teale, Senior Lecturer, SoHSS

Blended learning in higher education often means applying multiple pedagogical approaches and different technologies as part of the effort to meet the Office For Students' standards for enhancing student engagement, experience and outcomes. The application of blended learning within Sport and Exercise Science and Nutrition is particularly important, where practical and skills development are essential for academic and professional success. Innovative strategies have been created to enhance the practical application of key concepts within the online learning environment, particularly within modules such as Anatomy and Physiology, Practical Field Testing, and Biomechanics. In these classes, activities have been created to combine virtual exercise testing, physiological data collection and motion analysis with open-source software such as Tracker and Kinovea, in an effort to bridge the gap between theoretical concepts and real-world application. Such application promotes a deeper understanding of the topic and develops industry-relevant skills. Subsequently, the aim of this presentation is to share the current methodologies used in these areas to support student academic success, engagement and career readiness.

## Enhancing student experiences using an anatomy and physiology based virtual learning software

**Presenter:** Humza Fazli, Lecturer, SoHSS

The use of additional software to enhance student learning is growing in higher education. Evidence suggests that promoting learning through such software may provide increased positive outcomes. Visible Body (VB) is an anatomy and physiology focused educational tool used to improve student learning. This presentation discusses an understanding of students' experiences using VB and how educators can continue to facilitate an active learning environment. Students were invited to complete a mixed-methods questionnaire to share their experiences using VB in class, while additional reflections and feedback were obtained from teaching staff. Findings suggest that all students found VB helpful and would recommend it to others to support learning, with almost seventy percent using it at least once a week. Teaching staff reported that VB was effective in increasing student engagement and supporting the use of a virtual learning software. Learnings from this project will support colleagues in future endeavours to embed technology into curriculum.

## ► Session 5a

**Time: 15:15-15:55**

**Moderator: Dr Siobhán Strike, Associate Provost**

### Psychology of underachievement

**Presenter:** Dr Alicja McGarrigle, Senior Lecturer, SoHSS

Underachievement among university students, despite their intellectual potential, has been a topic of interest for researchers for decades. This phenomenon is influenced by various psychological, social and contextual factors (Dinsmore et al., 2008; Cassady & Johnson, 2002; Eccles & Wigfield, 2002). Our presentation aim is to explore the psychological factors behind academic underachievement, focusing on how issues like self-confidence, self-belief and cultural influences may affect student performance. Our research examined how students' understanding of how academic education contributes to their professional development may impact their achievement. The goal was to identify these psychological factors to create interventions that help students improve their academic outcomes. The research employed mixed methods, including quantitative surveys to collect data on psychological influences and semi-structured interviews to understand students' personal experiences. These interviews further explored how an understanding of professional contexts may enhance students' academic performance and overall achievement.

### Culturally responsive teaching practices in UK HE settings

**Presenter:** Alex Avadenei, Programme Leader for Level 7, SoHSS

Motivation plays a crucial role in how learners acquire and apply new skills. Self-determination theory emphasises the importance of high-quality motivation in supporting cultural identity, especially for low-performing students (Chirkov, Ryan, & Willness, 2005). Cultural factors greatly influence learning, making cultural awareness and sensitivity vital in educational settings in order to improve student engagement and success (Ginsberg & Wlodowski, 1995). It is essential to tailor teaching practices to students' cultural needs and address biases to foster inclusive learning environments. However, most research focuses on primary and secondary education in the US and Europe, often using qualitative methods, limiting generalisability. This presentation discusses a recent project, which sought to address this gap by testing a culturally responsive teaching (CRT) survey with UK-based higher education lecturers. Using a mixed-methods approach, the study combined quantitative and qualitative data to explore CRT practices in higher education, focusing on diverse adult student populations. It was shown that language barriers, cultural misunderstandings and disciplinary constraints can limit the integration of CRT, and that the use of culturally relevant materials is a key strategy to enhance culturally responsive teaching in UK higher education.

## ► Session 5b

**Time:** 15:15-15:55

**Moderator:** Joanne Hooker, Associate Provost

### **Bridging the language gap: English proficiency and student engagement in a foundation-year business programme**

**Presenter:** Besiana Tifeku, English Tutor, SoBL

The growing number of international students in UK higher education has highlighted significant challenges in English language support. While international foundation-year students arrive with varying levels of English proficiency, existing pre-sessional courses often prioritise academic writing over essential linguistic competencies such as grammar, communicative fluency and vocabulary range. This gap leaves students struggling with business presentations, discussions and collaborative tasks, impacting both their academic success and engagement. This presentation explores how English proficiency influences the academic experience of non-native English-speaking students in a business foundation-year programme. It also examines the challenges higher education institutions face in integrating general English instruction within academic skills training. The session will offer insights into more effective language development strategies, ensuring students are better prepared for both their academic journey and future careers.

### **“Bringing my world into assessments”: Using Situated Learning Theory to integrate student experiences into assessments**

**Presenter:** Dr Gayani Gamage, Senior Lecturer, SoHSS

Learning becomes effective when students can observe, identify and evaluate concepts and theories in relation to their own experiences. This is particularly important for mature students and non-traditional route students as they may lack the know-how to connect their experiences to content. Situated Learning Theory (Lave and Wenger, 1991) suggests that when a learner is “situated” within the learning process, the learning process becomes less about “filling vessels” and more about learning a “way of being in the world”. Thus, a retrospective study was designed to analyse 13 video recorded student presentations from a Level 4 cohort. Using thematic analysis, two themes were identified – (1) experiences capturing theoretical essence and (2) use of examples with ownership. This presentation shares this insight into how assessment can be interwoven with learning when it is situated within relatable context. Limitations are recognised in the use of a retrospective design and small sample size.

## ► Session 6

**Time: 16:05-16:45**

**Moderator: Dr Palto Datta, Programme Leader – Scholarly Activity**

### **Cultivating emotional intelligence: A transformative workshop series for students**

**Presenters:** Dr Fatemeh Azizi, Programme Leader for Foundation Level, SoHSS; Alex Avadenei, Programme Leader for Level 7, SoHSS; Emma Buhtina, Head of Student Support

This presentation explores how emotional intelligence (EI) impacts students' personal and academic outcomes. Emotional Intelligence (EI) is about how people understand, adjust and monitor their emotions (Mayer & Salovey, 1997). In this presentation, we discuss a recent project involving a series of workshops focused on key EI components like empathy, emotional understanding, self-awareness, emotional regulation, resilience and decision-making (Kumar, Puranik, and Sowmya, 2021). The presentation also aims to provide evidence-based strategies for enhancing emotional competence in students, bridging the gap between theory and practice. To evaluate the effectiveness of these workshops, validated surveys and qualitative feedback were used (Allen et al., 2015; Schuttle et al., 1998; MacCann and Roberts, 2008). It was shown that students felt the sessions provided information on how to identify and control their own emotions, and that the positive effects on their future will impact their careers and help them during conflict as well as strengthen their communication skills. Finally, the general EI scores of 52% of the students increased after the workshops (this was a non-significant trend in this pilot study). In the future, the aim is to conduct more holistic qualitative feedback sessions after the workshops, as well as increase the sample size and to roll out longer follow-up initiatives to learn about the long-term effects of the EI training.

### **Integrating AI into higher education to enhance critical reading and thinking**

**Presenter:** Dr John David Attridge, Lecturer, SoBL

The integration of artificial intelligence (AI) into higher education presents both opportunities and challenges, particularly in developing students' critical reading and thinking skills. This presentation reports on a recent research project from RCL's Dr John David Attridge, Dr Maryam Pakzadian and Dr Sachna Monga. The project explores strategies for leveraging AI to foster the essential competencies of critical reading and thinking. AI-powered platforms can assist students in analysing and visualising complex information, enhancing their critical engagement with texts and data. Additionally, AI can automate routine educational tasks, allowing educators to focus on learner-centred pedagogical approaches. However, successful integration requires a re-evaluation of teaching strategies to ensure AI supports rather than hinders critical thinking. The project aims to develop practical methods for incorporating AI into curricula while maintaining a strong emphasis on analytical reasoning. By drawing on faculty insights and experiences, the researchers seek to align AI-driven education with the evolving needs of students, ensuring they are equipped for academic and professional success in an AI-enhanced world.

## ▶ Plenary Session

**Time: 16:55-17:25**

### Advance HE Workshop

**Presenters:** Karen Taylor, Head of Membership; Peace Igi-Ehon, Membership Executive, Advance HE

Advance HE supports higher education institutions to enhance teaching quality and leadership capabilities. Achieving fellowship status through Advance HE is increasingly important for demonstrating teaching excellence and for providing formal recognition of professional practice. As a member institution, Regent College London staff can benefit from access to Advance HE's continuing professional development (CPD) offerings, including workshops, online resources, and communities of practice. In this workshop, you will gain a deeper understanding of the UK Professional Standards Framework and the importance of CPD.

### Concluding thoughts

**Presenter:** Paul Williams, Director of Scholarship and Research

☎ +44 (0)20 3053 6960

✉ info@rcl.ac.uk

### **Holborn**

2-10 Princeton St  
London, WC1R 4BH

### **Fitzrovia**

Regent Hill House  
153 Great Titchfield Street  
London, W1W 5BD

### **Wembley**

Madison House  
24-28 London Road  
Wembley, HA9 7EX

### **Kingsbury**

Masons House  
1-3 Valley Drive  
London, NW9 9NG

### **Southall**

Regent College London  
39-47 High Street  
Southall, UB1 3HF

Follow us

