

Together through Change:

Community, Belonging and Partnership



Lancaster University Education Conference 2026

Tuesday 23rd and Wednesday 24th June 2026

9:00am to 13:30pm (UK time)

Management School Building, Bailrigg, Lancaster and online

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Intended and Surprise Results from Creating an Institutional Community

Glynn Stockton

Chaired by Helen Barnett

In Person

Day	Time	Length	Room
Tuesday	10:30 – 11:00	30 minute presentation	SR1

Intended and Surprise Results from Creating an Institutional Community

Four years since its conception, this paper critically reflects on the intended outcomes and emergent benefits of the Lancaster University Academic Integrity Officer (AIO) Network, established by the author to support Lancaster University and its International Teaching Partnerships. Operating across Lancaster (UK), LUC@BJTU, LU Ghana, LU Leipzig and Lancaster-Sunway, the Network has grown to over 100 members, responding to the increasing complexity of academic integrity in transnational and digitally mediated contexts.

Initially designed to address issues of parity, communication and training, the Network has evolved into a dynamic, distributed structure that enables institutions to respond to challenges in ways characteristic of “organised anarchies” (Garbage Can Model; Cohen & March, 1972). In doing so, it facilitates “leadership learning from ‘the led’” (Evans et al., 2013), surfaces tacit practice, supports more consistent and contextually appropriate decision-making and improves consistency of case handling and increases staff and university-wide confidence in academic integrity processes.

The Network has contributed to the development of a cross-institutional community of practice (Community of Practice; Wenger, 1998), enabling rapid dissemination of good practice, fostering professional identity among AIOs, and creating feedback loops between policy and practice. It has also provided a responsive forum for emerging challenges, including the impact of generative AI on assessment design.

The paper argues that such networks can act as mechanisms for organisational learning and distributed leadership, challenging hierarchical approaches and offering a scalable model for enhancing academic integrity in complex, globalised higher education systems.

Fostering Open Minds with Open Briefs in Project-Based Learning

Lisa Thomas, Yekta Bakirloglu and Christopher Boyko

Chaired by Remi Rzepka

In Person

Day	Time	Length	Room
Tuesday	10:30 – 11:00	30 minute interactive workshop	SR2

Fostering Open Minds with Open Briefs in Project-Based Learning

Lisa Thomas, Yekta Bakirloglu and Christopher Boyko

Project-based learning is widely valued for engaging students in authentic and meaningful inquiry. However, when implemented through tightly framed tasks with predefined problems and outcomes, it can limit opportunities for student agency and divergent thinking. In contrast, design education foregrounds problem-framing as a core learning activity, using open briefs that require learners to define the direction and criteria of their work, thereby positioning students as partners in the learning process. This approach shifts students from finding answers to making decisions, taking ownership and navigating complexity - all essential capabilities for engaging with contemporary professional challenges.

This workshop explores how principles of design pedagogy can inform project-based learning across non-design disciplines, particularly disciplines that tightly frame tasks and assessments. By shifting emphasis from providing predefined problems to engaging students in defining and scoping problems, open briefs create space for creativity, ownership, and multiple valid outcomes, while remaining aligned with disciplinary knowledge and learning objectives. Participants will explore the nature of intentionally ambiguous, open-ended briefs through a structured, hands-on sequence, and critically reflect on their applicability within their own disciplinary contexts.

The session concludes with a focused discussion on teaching with open briefs, addressing practical considerations such as scaffolding and supporting students in navigating uncertainty. Participants will leave with a concise, adaptable approach to designing open-ended project briefs that foster divergent thinking to enable higher-order thinking, as conceptualised in Bloom's Taxonomy, within project-based learning.

"A Safe Space to be Brave": Belonging in Arts Education

Gabriella Wills

Chaired by Esmorie Miller

In Person

Day	Time	Length	Room
Tuesday	10:30 – 11:00	30 minute presentation	SR3

"A Safe Space to be Brave": Belonging in Arts Education

Gabriella Wills

This paper is situated within scholarship on arts pedagogy, cultural capital, and working class educational identities. Grounded in critical realism and informed by critical theory, it draws on focus group research with students at an FE/HE arts school in an area of multiple deprivation to examine how community, belonging, and care shape educational trajectories. Students described entering creative education through informal or constrained pathways, often influenced by chance, proximity, or limited guidance. Once within the institution, however, they encountered an environment markedly different from their previous experiences of mainstream schooling, one characterised by safety, and relational pedagogies that enabled renewed engagement with learning. Across groups, students highlighted the marginal status of arts education yet also expressed creative identities and aspirations that resisted narrow, employment driven definitions of success. Central to their sense of belonging was the school's culture of care, fostered by supportive tutors, small learning communities, and a diverse student body that promoted acceptance and emotional safety. For many, the institution functioned as a transformative counterspace, offering opportunities to rebuild confidence, reclaim agency, and imagine alternative futures beyond the constraints of earlier educational disaffection. The findings underscore the role specialist arts institutions can play in widening participation and fostering community centred, relational models of education, while also drawing attention to the systemic barriers faced by arts students in contexts marked by socioeconomic deprivation.

How Community Connection Shapes Graduate Success

Diane Richardson, Rachel Ireland and Nick Morrice

Chaired by Sandra Varey
In Person

Day	Time	Length	Room
Tuesday	10:30 – 11:00	30 minute presentation	SR4

How Community Connection Shapes Graduate Success

Diane Richardson, Hannah Bell, Rachael Ireland and Nick Morrice

This presentation will explore the role that community plays in shaping students' career development, focusing on three key areas.

Community is central to the Grow Your Future scheme, which supports students from widening participation backgrounds to compete confidently in the graduate labour market. Being part of a supportive peer group with shared experiences can strengthen confidence and reduce feelings of imposter syndrome - both of which are factors known to influence graduate outcomes.

Promoting volunteering within the local community is also a core element of our Careers provision. Encouraging students to engage with organisations and individuals beyond the university helps them build skills, broaden their networks, enhance their well-being, and develop a stronger sense of belonging and purpose.

Research undertaken by the Careers Service highlights that many of our students want to remain in the local community upon graduation, whether due to positive experiences while studying at Lancaster, familial ties in the region, or the relatively lower cost of living compared with other UK locations.

Taken together, these three elements demonstrate how a sense of community can act as a powerful driver of student success. When students feel connected to each other and to the wider region, they are more confident, more engaged, and better equipped to navigate their career journeys. By embedding community at the heart of our employability provision, we not only support students in developing the skills and experiences they need, but also strengthen the local talent pipeline and contribute to the prosperity of the region.

Peer Mentoring: A Student Mentor's View

Daisy O'Rawe and Jonny Evans

Chaired by Caroline Briggs

In Person

Day	Time	Length	Room
Tuesday	11:05 – 11:35	30 minute presentation	SR1

Peer Mentoring: A Student Mentor's View

Daisy O'Rawe

Peer mentoring schemes are often implemented to ease the transition of students into higher education and aid student development. We present a student mentor's view of a new peer mentoring scheme, introduced into the Faculty of Mathematics and Statistics as part of the newly formed LUMA (Lancaster University Maths Association). Unlike traditional staff-led models, we created a completely peer-led operation, where the mentors could draw on their own experiences to design sessions that would most benefit the mentees. In this presentation we discuss the effectiveness of peer mentoring as both a support mechanism and an academic aid. We touch on what we discovered throughout the sessions and how we used this knowledge to foster an open and supportive community and make the mentoring much more than just educational assistance. Finally, we examine the successes and weaknesses of the scheme, and how we can learn from this to strengthen the future of the program.

Building Belonging in Fragile Contexts: HE and Community Partnerships

Sunita Abraham and Sayjda Talib

Chaired by Faye Tucker

In Person

Day	Time	Length	Room
Tuesday	11:05 – 11:35	30 minute presentation	SR2

Building Belonging in Fragile Contexts: HE and Community Partnerships

Sunita Abraham and Sayjda Talib

In contexts characterised by social fragmentation and structural precarity, universities are increasingly positioned as key sites for cultivating trust, connection, and belonging. This session examines how higher education engagement with diverse, often disparate communities, spanning faith-based and secular contexts, contributes to the co-production of social cohesion and transformative change.

Drawing on practice-based insights, academics from different faculties in Lancaster University explore how partnerships beyond the university reconfigure relationships between institutions and communities, generating spaces for dialogue, mutual recognition, and shared purpose. These cases illustrate how collaborative approaches can produce new relational networks, enable innovative forms of engagement, and strengthen reciprocal ties between higher education institutions and their local communities.

Foregrounding belonging as both a social and political process in conditions of instability, the session interrogates how trust is built by negotiating understanding across differences and how community-engaged practices reshape teaching, research, and civic practice. Participants will gain both critical and practice-oriented insights into strategies for bridging social divides and advancing more inclusive and sustainable forms of belonging within and beyond the university.

An Inquiry into International Students' Lived Reality in Malaysia

Sally Anne Param

Chaired by Esmorie Miller

Online

Day	Time	Length	Room
Tuesday	11:05 – 11:35	30 minute presentation	SR3

An Inquiry into International Students' Lived Reality in Malaysia

Sally Anne Param

The number of students enrolled in institutions of higher education outside their countries of origin has seen an exponential growth, with Southeast Asia evidencing a high influx of such students. In this paper, Malaysia as one of the top study destinations in this region is discussed, where its reputation as a premier international education hub is reflected in the growing percentage of international student migration to the country.

Building on that premise, this study explores the lived experiences of international students to better understand their sense of belonging and socio-cultural adjustment within the Malaysian context. Framed by Yuval-Davis's theory of belonging, this exploratory research adopts a narrative inquiry approach to examine the lives of eight individual students who come from different countries. This research investigates the ways these students cope within the Malaysian academic landscape, examining the intersection between their lived realities and institutional efforts to foster inclusivity.

This study provides a current, small-scale snapshot of international student realities. The students' perceptions of inclusivity and belonging are critical for aligning global mobility trends with local socio-cultural realities. Although preliminary, the findings also offer critical insights into Malaysia's capacity to secure a sustainable future as a premier global destination for higher education.

When Learning Matters: Empathy Mapping, and Student Belonging

Eman Gadalla

Chaired by Sandra Varey

In Person

Day	Time	Length	Room
Tuesday	11:05 – 11:35	30 minute presentation	SR4

When Learning Matters: Empathy Mapping, and Student Belonging

Eman Gadalla

Higher education faces growing pressure to design assessments that foster meaningful learning, employability, and belonging. This paper presents a Scholarship of Teaching and Learning (SoTL) evaluation of Empathy Mapping as an innovative, customer-experience-led assessment within a marketing module focused on greenwashing. Customer experience theory suggests value and meaning are co-created through stakeholder perceptions; however, traditional ethics assessments often prioritise organisational perspectives, limiting engagement with lived experience.

To address this, Empathy Mapping was embedded into a summative presentation, requiring students to synthesize secondary research (academic literature, media, and regulatory evidence) to analyze consumer experiences during real-world sustainability controversies. In this SoTL context, Empathy Mapping is conceptualized as a theoretically grounded analytical framework rather than a design-thinking artifact. It structures analysis around what consumers think, feel, see, and do, enabling deeper engagement with theory while developing employability-relevant capabilities such as ethical reasoning, stakeholder awareness, and qualitative sensemaking.

Drawing on reflective practice and evaluation data, the paper explores the impact on student engagement and academic identity. Findings suggest that empathy-based assessment enhances students' sense of purpose by positioning them as critical interpreters of societal challenges. The paper concludes by offering Empathy Mapping as a transferable, inclusive model for embedding employability and belonging within the curriculum while maintaining academic rigour.

Building Community in the Classroom through Jigsaw Learning

Emma Cardwell

Chaired by Caroline Briggs

In Person

Day	Time	Length	Room
Tuesday	11:45 – 12:15	30 minute presentation	SR1

Building Community in the Classroom through Jigsaw Learning

Emma Cardwell

Jigsaw learning is a pedagogical technique in which students work in small groups, with each group member taking responsibility for one area of expertise and teaching this to others. These knowledges interlock like jigsaw pieces to meet the intended learning objectives of the module through peer-to-peer learning. This talk presents my experiences from four years of jigsaw learning assessment, and what it offers for both student performance and community building in the classroom.

Come Together: Innovation through Collegiate Practice

Sarah Robin and Stacey Noble

Chaired by Faye Tucker

In Person

Day	Time	Length	Room
Tuesday	11:45 – 12:15	30 minute presentation	SR2

Come Together: Innovation through Collegiate Practice

Sarah Robin, Stacey Noble & Laurie Flanagan

Teaching practitioners from Accounting and Finance, Careers, and Learning Development collaborated to design and deliver a new module for postgraduate Financial Management students. The module was developed with a focus on building students' learning through a combination of academic content, intensive workshops, and self-directed learning. Strengths from all three collaborators were central to the module. We share how we worked collectively in the third space to design a module. The module's success is an example of how innovative collegiate practice can transform the student learning experience, and help equip students with knowledge, skills, and confidence for the future.

Integrating Experiential and Problem-Based Learning for Gen Z and Alpha

Richard Baguley

Chaired by Brett Bligh

In Person

Day	Time	Length	Room
Tuesday	11:45 – 11:55	10 minute 'lightning talk'	SR3

Integrating Experiential and Problem-Based Learning for Gen Z and Alpha

Richard Baguley

This article explores the evolution of educational strategies, focusing on experiential and problem-based learning (PBL) in the context of Generation Z and Generation Alpha. Drawing from recent literature, it highlights technological advancements, learner preferences and pedagogical innovations. The discussion emphasises how these approaches cater to the unique characteristics of both generations, while offering actionable insights to design effective learning environments. The emergence of Generation Z and the subsequent Generation Alpha has introduced unique challenges and opportunities in education. As digital natives, both generations exhibit distinct preferences for technology-driven, interactive and meaningful learning experiences. Generation Z, born between 1995 and 2010, grew up during the rise of the internet and social media, whereas Generation Alpha, born from 2010 onwards, is immersed in an even more advanced technological landscape dominated by artificial intelligence (AI) and ubiquitous connectivity. This article synthesises findings from recent studies to present a cohesive understanding of how experiential and problem-based learning frameworks can be adapted to meet the demands of these generations. The evolving characteristics of Generation Z and Alpha necessitate a re-thinking of educational strategies. By integrating experiential and problem-based learning frameworks with advanced technologies, environments can be created that are engaging, meaningful and effective. These approaches not only prepare learners for current challenges, but also instil adaptability and lifelong learning skills essential for future success. Further research is required to explore the long-term outcomes of these strategies and investigate their scalability across contexts.

Building Belonging

Anastasiia Hrabova

Chaired by Amanda Chapman

Online

Day	Time	Length	Room
Tuesday	11:45 – 11:55	10 minute 'lightning talk'	SR4

Building Belonging

Anastasiia Hrabova

In the context of increasing international student mobility, higher education institutions face the challenge of fostering not only diversity but also genuine inclusion. A key component of this process is the development of a sense of belonging among international students, which directly influences their academic success, well-being, and overall integration. However, many students encounter barriers such as cultural differences, language difficulties, and social isolation, which hinder their full participation in academic and social life.

This paper argues that a lack of belonging remains a critical obstacle in international education and that peer mentorship can serve as an effective and scalable solution. Drawing on existing research and practical examples, the study proposes a structured model of peer mentorship consisting of three roles: Academic Buddy, Cultural Navigator, and Community Connector. This model addresses both academic and socio-cultural dimensions of adaptation, creating a supportive environment for international students.

The findings suggest that mentorship, when integrated into institutional practices, can significantly enhance student engagement and foster inclusive academic communities. The paper contributes to discussions on innovative approaches to community-building and highlights the importance of partnership-based models in international and interdisciplinary educational environments.

How do Student Leaders Help to Create and Sustain College Communities?

Desmond Ng, Siti Fitriah and James Fuller

Chaired by Brett Bligh

In Person

Day	Time	Length	Room
Tuesday	11:55 – 12:05	10 minute 'lightning talk'	SR3

How do Student Leaders Help to Create and Sustain College Communities?

Desmond Ng, Siti Fitriah and James Fuller

Lancaster University is distinctive in having a collegiate system. Colleges are vibrant centres for activity and engagement, providing support and co-ordinating overlapping networks for all members of the University community. Essential to university experience is the importance of belonging and community, in which individuals have a sense of "membership, influence, integration" and experience "fulfilment of needs, and shared emotional connection". (McMillan and Chavis, 1986) Institutions and sector bodies are currently rethinking the way that student communities are built and maintained to meet the needs of Generation Z. (Vytiniorgu, R, 2022)

This presentation will focus on the importance of College Community Assistants (CCAs) and other student leaders in actively creating and sustaining belonging in a way that empowers students and staff to thrive, build networks, contribute to the wider community, and shape their own college experience.

The authors have used work on community and belonging by Masika & Jones (2016), Thomas (2012), Blake et al. (2022), and Ahn & Davis (2020) to inform a pilot qualitative study which uses student and CCA focus groups to explore how the roles of CCAs and student leaders make an impact on communities within an HE context and on how student leaders understand their role in building and sustaining communities.

It is hoped that the findings of this research can be applied to other contexts where student leadership roles are deployed, not only within universities, but also to other educational institutions and bodies inside and outside of the UK.

Coaching for Belonging: Redesigning HE Personal Development at B&FC

Emma Benyon

Chaired by Amanda Chapman

In Person

Day	Time	Length	Room
Tuesday	11:55 – 12:05	10 minute 'lightning talk'	SR4

Coaching for Belonging: Redesigning HE Personal Development at B&FC

Emma Benyon

In Higher Education, the sense of belonging is now widely recognised as a core driver of student success, wellbeing, and retention. As the HE Academic Achievement Manager at B&FC, my work focuses on embedding coaching principles into the Personal Development (PD) curriculum to create an environment where every undergraduate feels connected, capable, and seen. This lightning talk explores how a coaching led approach is shaping the redevelopment of our HE Personal Development offer for 2026–27, ensuring it becomes a transformative, personal, and student centred curriculum.

Drawing on my background in coaching, academic support, and student development, the redesigned PD model positions belonging not as an add on, but as a thread woven through every stage of the student journey - from induction to progression. Through intentional curriculum design, structured progress reviews, reflective tools, and personalised goal setting, we aim to help students articulate who they are, how they learn, and where they aspire to go. The curriculum's seven pillars - Engagement, Safety, Academic, Digital, Professional, and Excellence - provide multiple entry points for students to build confidence, connect with their peers, and develop the self awareness characteristic of high performance.

This talk will showcase how coaching strategies are embedded within PD activities and highlight the role of progress tutors as enablers of belonging, supported through CPD and a clear quality cycle.

Ultimately, this work demonstrates how a coaching-informed HE PD curriculum can cultivate belonging, drive educational gains, and empower students to thrive - academically, personally and professionally.

Building Belonging: Good Practice with Muslim Students

Safiya Kheratkar

Chaired by Brett Bligh

In Person

Day	Time	Length	Room
Tuesday	12:05 – 12:15	10 minute 'lightning talk'	SR3

Building Belonging: Good Practice with Muslim Students

Safiya Kheratkar

A good practice session on working with Muslim students occurred in mid-March, the success of which increased demand for more sessions in addition to training at departmental meetings. The session essentially covered how to best accommodate for Muslim students during events, including on-campus visits, residential events, and open days. Content primarily pertained to considerations when working with Muslim students, Student Ambassadors, and young people, as well as relevant external stakeholders, whilst also including brief explanations behind specific religious commitments. Relevant resource links were shared alongside a Q&A session.

In detail, content covered:

- Awareness around religious observances, including the significance of, and commitments to: daily Prayers, Ramadan, the two Eids, and Friday (Jumu'ah) Prayers
- Dietary considerations at events
- Interpersonal interactions and exchanges
- Institutional Signposting for both students and external stakeholders - Prayer Rooms, and the importance of a dedicated prayer space during events

Aligns with all sub-themes

Technology, Belonging and Partnerships at LUG

Pius Gadosey, Fredrick Bofo and Irene Tiwaa Asare-Yebo

Chaired by Amanda Chapman

Online

Day	Time	Length	Room
Tuesday	12:05 – 12:15	10 minute 'lightning talk'	SR4

Technology, Belonging and Partnerships at LUG

Pius Kwo Gadosey, Fredrick Bofo and Irene Tiwaa Asare-Yebo

Emerging technology centers in higher education institutions are increasingly positioned as sites of innovation, yet little is known about how such spaces foster inclusion, collaboration, and community belonging especially within African university contexts.

At Lancaster University Ghana (LUG), the advent of these technological innovations has propelled the establishment of the Emerging Technologies Center, a dynamic hub that is open to all students across departments, the community and corporate institutions. With this center, Lancaster University Ghana aims to build a collaborative learning community, facilitate partnerships and foster sense of belongingness.

Using a qualitative approach through observation and semi-structured interviews from students, professionals from corporate institutions and the community, this study aims at exploring how Lancaster University Ghana promotes inclusion, skill development and collaboration through the Emerging Technologies Center. Using a community of practice framework, findings of the study indicate that beyond the provision and use of technological resources, the center creates an interactive ecosystem for academia, industry and the broader community to learn and innovate. Together with professionals and the community, the center highlights how such shared technological space creates a sense of community belonging and enhances partnership by empowering participants' contribution to the ever-rapid evolving technological landscape.

This study provides fresh insights for educational and professional institutions in emerging economies seeking to leverage technology as an instrument of inclusion and community development, rather than solely as infrastructural investments.

Collaborating for Inclusive Practice: From Support to Partnership

Faye Tucker

Chaired by Brett Bligh

In Person

Day	Time	Length	Room
Wednesday	10:20 – 10:50	30 minute presentation	SR1

Collaborating for Inclusive Practice: From Support to Partnership

Faye Tucker

My talk explores how collaboration can enable inclusive and effective learning opportunities. Academic staff, learning developers, and librarians share responsibility for student success. However, they frequently work in parallel rather than in partnership, and opportunities to embed inclusive practice meaningfully within the curriculum are missed. I draw on my experience leading the Special Study Module programme within the MBChB, a curriculum co-created by academic, learning development and library staff. This moves beyond a model of ‘learning’ + ‘learning support’ towards a collaborative and inclusive approach to curriculum design.

Research highlights the limitations of ‘bolting on’ study skills to teaching and learning. There is value in embedding support within the curriculum, including the value of integrating librarians into curriculum design and delivery, rather than siloing them off as ‘external’ service providers. Librarians and learning developers may be viewed as supplementary, and perhaps even only for ‘struggling’ students. However, collaborating to co-create curriculums that include skills development and academic support is consistent with perspectives from inclusive curriculum design (inclusion must be designed into learning opportunities and environments from the outset).

In my talk, I will present examples from our co-created practice within the Special Study Modules Programme, including: collaboratively designed formative assessments; contextualised skills development and training; and some of the principles that have underpinned our shared approach to student learning. Student feedback and engagement reflect the value of contextualised, embedded support, and there are benefits for the collaborators too!

Head, Heart and Hands in HE: Lessons from Morecambe Bay

Beth Garrett

Chaired by Ruth Mewis

In Person

Day	Time	Length	Room
Wednesday	10:20 – 10:50	30 minute presentation	SR2

Head, Heart and Hands in HE: Lessons from Morecambe Bay

Bethan Garrett and Carys Nelkon

The work of the Morecambe Bay Curriculum has been innovative in bridging the divide between local schools and Higher Education. Through collaboration and collective working practices, we have developed a place-based approach to learning underpinned by both educational research and co-design principles. By building positive partnerships between academics and local educators, we have developed a series of innovative resources that span Early Years to Further Education; this paper explores what our foundational work on creative approaches to education can contribute to HE pedagogies and practices.

Our work involves an expanded holistic pedagogy, which goes beyond individual knowledge construction to consider how children and young people develop positive connections with place and take action to protect their local areas. This extends traditional knowledge-rich teaching (Head), by developing care, empathy and socio-emotional relationships (Heart) and harnessing skills to solve real-life problems in creative ways (Hands). This helps to prepare young people for an uncertain future as well as encouraging them to apply their learning for the benefits of their communities and local places.

We believe this aligns with a positive vision of graduates who are capable of making a difference in the challenging context of the current climate crisis and who can leave university with the knowledge, values and skills to contribute positively to their communities. This paper will translate some of the learning from the MBC's work with children and young people to educators and students in the Higher Education phase. Head, Heart and Hands is a useful and transferable format which can support our students as well as those in our local schools.

Male Social Workers in a Female Majority Profession

Alastair Grant

Chaired by Irene Tiwaa Asare-Yeboah

Online

Day	Time	Length	Room
Wednesday	10:20 – 10:50	30 minute presentation	SR3

Male Social Workers in a Female Majority Profession

Alastair Grant

Social Work is long established as a female majority profession, with the ratio gap of male to female practitioners continuing to widen in recent years. There are campaigns to recruit more broadly to qualifying programmes from a wider range of identities, to better represent the communities we serve. There have been targeted campaigns to recruit more men into social work, historically, and contemporarily, and within this has been an emphasis on characteristics that the profession ‘needs’ from men

These arguments draw on essentialist ideas of gender that assign ‘natural’ qualities through gender/sex role theory, connecting behaviour and expressions of gender to a biological level. These perspectives have been criticised for reaffirming gendered expectations and roles, with the reductive implication at odd with Social Work values that women are not capable of demonstrating these qualities. These essentialist ideas are in direct contrast to the understanding of gender and masculinity as a social construct, through which people express and emphasise how they as individuals are expected to behave. Existing research around gender and masculinity in this area has focussed on students, but where recruitment campaigns aim to get more men into the workforce, how do qualified practitioners experience and make sense of masculinity?

This presentation endeavours to locate a current doctoral research project in this context, positioning this project in relation to the literature, as well as offering reflections from the planning and data collection stages of this research

Creating a Shared Vision and Culture for a New School

Peter Tiltman

Chaired by Helen Barnett

In Person

Day	Time	Length	Room
Wednesday	10:20 – 10:50	30 minute presentation	SR4

Creating a Shared Vision and Culture for a New School

Peter Tiltman

LUSoM opened in September 2022 and Head of School Pete Tiltman talks about the process of setting a vision for the school which can unite staff and students, creating an inclusive culture of high expectations whilst extending the community beyond the school to work with partner organisations

Start up in the Third Space: The Deakin Lancaster Indonesia Experience

Maria Jacinta Arquisola and Greg Barton

Chaired by Brett Bligh

Online

Day	Time	Length	Room
Wednesday	10:55 – 11:25	30 minute presentation	SR1

Start up in the Third Space: The Deakin Lancaster Indonesia Experience

Maria Jacinta Arquisola and Greg Barton

In 2023, the Indonesian government granted license to foreign higher education institutions (FHEIs) to establish their international branch campuses (IBCs) in Indonesia, seen as an opportunity for Indonesian students to acquire world-class education at home. IBCs exist in a sort of “third space” between countries and cultures which has implications for teaching, research and operations in the respective host country institutions.

Currently there are six (6) registered FHEIs operating in Indonesia. These FHEIs rank in the Top 200 universities in the world, a key requirement to obtain a license, offering undergraduate and post-graduate degrees in various STEM-related disciplines aimed at improving Indonesia's science and technology fields.

This case study explores the experiences of Deakin Lancaster Indonesia (DLI), a start-up IBC borne out of the partnership between Deakin University and Lancaster University, and documents various pain points in establishing its visibility and identity. DLI offers a dual degree, the first of its kind in Indonesia. DLI obtained its license in 2024 and opened two faculties - Computing and Business - with a cohort of 30 UG students and 4 Foundation students. DLI is supported by Navitas that provides operational services on the campus. DLI Governance is therefore a tripartite arrangement between these three partners.

In this third space, DLI faces pedagogical challenges, cultural differences in local students' capabilities, recruitment of local academics, inter-agency partnerships, and compliance to Indonesian regulatory frameworks that are different from home country assurance regulations - necessitating home institutions to monitor and regulate education programs, including national and regional accreditation mechanisms.

Researching the Shore: Co-Creating Coastal Community Arts

Rachael Leitch

Chaired by Ruth Mewis

In Person

Day	Time	Length	Room
Wednesday	10:55 – 11:25	30 minute presentation	SR2

Researching the Shore: Co-Creating Coastal Community Arts

Rachael Leitch, Sam Bell-Docherty and Aishley Bell-Docherty

This collaborative research project has been co-produced by the Artistic Directors, practitioners, young people and volunteers, involved in the community arts organisation, House of Wingz, Blackpool, members of the local community, and an educational researcher from the University Centre, Blackpool, Lancashire. The project aims to gain unique insights into the attitudes and perception of young people towards creative arts in their coastal town of residency. It explores how young people and families view the cultural identity of their town and investigates how music, arts, dance and creativity can better engage and empower local young people in creative conversations and activities. This, with a view to improving both educational and employment outcomes for young people, including the prevention of youth crime. The results will inform the production of an original piece of Art, in the form of an outdoor mural which will reflect the cultural values of the local area. The study has the potential, via a future, follow-up project to provide insights into how music, arts, dance and creative activity can positively impact on young people's well-being and aspiration in coastal towns. Finally, it suggests ways in which local and national organisations can work with collaborators, including young people and practitioners, to create an urban environment that they can be proud of, which includes access to a diverse and meaningful creative arts offer, that will assist them in developing the essential skills that they need to be able to successfully navigate their lives.

An Empirical Research Study into the Evolving Early Years Sector

Francoise Peill

Chaired by Irene Tiwaa Asare-Yeboah

In Person

Day	Time	Length	Room
Wednesday	10:55 – 11:25	30 minute presentation	SR3

An Empirical Research Study into the Evolving Early Years Sector

Francoise Peill

The Early Years sector is currently facing an unprecedented crisis of high staff turnover and significant shortages. This project seeks to conduct a comprehensive evaluation of the current local community, addressing the staffing crisis, and develop new early years qualifications that are both relevant and responsive to the sector's needs. Current research (Murray 2023, Nutbrown 2021) indicates that there is a shortage of early years practitioners and there is a need to ensure that current qualifications are suitable for today's society and issues (Bonetti, and Blanden, 2020). Educational settings need to reform qualifications and ensure that they are relevant and fit for purpose in today's contemporary practice. The study will engage with wide demographics of early years students, practitioners and managers in a bid to try and evaluate the sector need in order to arm our workforce with the skills and knowledge to work in today's sector (Kay et al 2021). Current government values the need for change to provide high quality early years practitioners; the role has evolved considerably over the years. However, there is indication that the training and preparation for working in early years has not kept pace with these changes.

Transition Complexity in English Basic Education in Indonesia

Subhan Zein

Chaired by Helen Barnett

Online

Day	Time	Length	Room
Wednesday	10:55 – 11:25	30 minute presentation	SR4

Transition Complexity in English Basic Education in Indonesia

Subhan Zein

Indonesia has undergone a dramatic policy change with the recent stipulation for making English a compulsory subject in primary schools for the academic year of 2027/28. This article examines the teaching of English as a subject in basic education (ESBE) in Indonesia following the policy change, focusing on the challenges faced in the transitional years from the sixth year of primary level to the first year of secondary level. Using grounded theory in the collection of data and analysis, this study investigated the views of Indonesian teachers, school principals, and teacher educators about preparing English learners during the transitional years of basic education. Findings from the present study demonstrate the complexity and dynamism of transitions as well as the challenges entailed. Findings also show that students have been given minimal preparation to transition, occurring at a time when Indonesia is transitioning to the policy of compulsory English and to the zonal schooling system. The study also highlights the complex, dynamic, and multidimensional nature of transitions, reflecting the interconnection of internal and external factors in an ecological perspective of language learning where ESBE is integral within the education system.

Keywords: ASEAN, ESBE, English language education, curriculum, transition, UN SDGs 4 and 10

Strengthening Accounting Practice through School–Community Partnerships

Frank Boakye and Prince Kwesi Oklu-Darku

Chaired by Joanna Gray

Online

Day	Time	Length	Room
Wednesday	11:35 – 12:05	30 minute presentation	SR1

Strengthening Accounting Practice through School–Community Partnerships

Frank Boakye & Prince Kwesi Oklu-Darku

In a rapidly evolving educational landscape, preparing future accounting professionals requires stronger integration of theory and practice. School–community partnerships provide this bridge by engaging external stakeholders—such as businesses, professional bodies, nonprofits, and civic groups, in curriculum development and training. Grounded in community engagement, these partnerships extend learning beyond the classroom, ensuring relevance while fostering networks that support student development and career readiness. Empirical evidence shows that community involvement enhances curriculum delivery and educational outcomes. Collaboration with external partners strengthens accounting curricula by mobilizing expertise and resources often unavailable within schools. Experiential approaches, particularly service-learning, enable students to apply accounting knowledge in real-world contexts, improving understanding, analytical skills, and awareness of professional responsibilities. Integrating community expertise also creates opportunities for internships, mentorships, guest lectures, and project-based learning that reflect workplace realities. These experiences deepen students’ mastery of accounting principles and build competencies in communication, critical thinking, and teamwork, while fostering professional networks that support career transitions. Importantly, school–community collaborations align accounting education with societal and industry needs. Stakeholder involvement in curriculum design ensures responsiveness to evolving standards and global trends, equipping graduates with both academic rigor and practical competence.

Theirstory: Reimagining Marginalized Voices and The Last Supper

Esmorie Miller

Chaired by Simon Allan

In Person

Day	Time	Length	Room
Wednesday	11:35 – 12:05	30 minute interactive workshop	SR2

Theirstory: Reimagining Marginalized Voices and The Last Supper

Esmorie Miller

Critical criminology equates exclusion from knowledge development with marginalization from justice (Agozino, 2014). Intersectional, postcolonial feminists describe the discipline as a malestream, made for men, about men (Collins, 2009). Critical criminologists encourage expansion in the methods for inclusive knowledge development. The presentation proposes a workshop, adapting decolonial critical race counter-storytelling methods of Afrofuturist scholars and feminist activists. The audience is encouraged to reimagine marginalized voices, using Leonardo Da Vinci's Last Supper as a metaphor for exclusion and inclusion. Afrofuturist approaches emerged from Black diaspora efforts to retell histories. Feminist activist artists, including Mary Beth Edelson and Renee Cox, use the Last Supper to retell intersectional stories reflecting Afrofuturist efforts. I will start the workshop with examples of my own, to demonstrate to participants what is expected of them. My examples draw from Edelson and Cox who used the Last Supper to retell an intersectional story of race, gender, and community exclusion. Participants are given time to use the Last Supper to develop their own stories and I emphasize the relevance of tools like theory and metaphors, for reimagining everyday experiences. Theirstories are better as a collaborative enterprise, therefore, I will place attendees in twos. Ideally, I will have at least 6-8 attendees in the audience. In reality I can work with two. Ultimately, we will discuss the idea that knowledge development is key to justice. Marginalization from knowledge, therefore, represents exclusion from justice. Often missing are community voices. Including audience members is about reimagining community voices in justice making initiatives.

Building Community - Belonging, Sharing and Growing

John Rogers

Chaired by Ann-Marie Houghton

In Person

Day	Time	Length	Room
Wednesday	11:35 – 11:45	10 minute 'lightning talk'	SR3

Building Community - Belonging, Sharing and Growing

John Rogers

Chaplaincy@LU seeks to use the window of faith and spirituality to holistically meet the needs of every member of the Lancaster University community to enable them to flourish. It provides religious, spiritual & pastoral care for students and staff of the key world faiths, to those of all faiths and of no declared faith.

Our key vision is that chaplaincy (and its spaces) becomes a vibrant and active community hub where students and staff from across the spectrum of faith and cultures see it as 'home'. It is a place where faith can be nurtured, expressed and lived out. It is through this shared space, owned by such a diverse community, that pastoral care, inter-faith dialogue and shared community projects for the benefit of all can take place.

One of the branches of the work of the Chaplaincy is in facilitating hospitality. It is here that students can encounter a sense of belonging and become part of a supportive community where pastoral care can take place, both from chaplains and amongst peers. In shared community, students and staff are able to share their beliefs and culture with one another, fostering cohesion, understanding and exploration of faith and life's big questions.

This presentation will reflect on one project and the spaces which seek to enable this to happen.

Embedding Sustainability in Chemical Engineering Design Education

Basu Saha

Chaired by Sarah Chesney

Online

Day	Time	Length	Room
Wednesday	11:35 – 11:45	10 minute 'lightning talk'	SR4

Embedding Sustainability in Chemical Engineering Design Education

Samuel Hyam, Sophia Robinson, Sara Raidah, Samuel Butterworth, and Basu Saha

The transition to sustainable industrial systems demands that future chemical engineers develop the ability to integrate environmental, economic, and societal considerations within design practice. This presentation examines a teaching-focused case study that embeds sustainability principles into a third-year chemical engineering design project through the development of a bio-based styrene production process.

The pedagogical intervention adopts a problem-based, research-informed approach in which students collaboratively design an integrated process combining conventional ethylbenzene dehydrogenation with bioethanol production from agricultural residues. Students are required to incorporate material and energy integration, safety and hazard analysis, and techno-economic evaluation within their designs, enabling the application of sustainability principles in an industry-relevant context.

Evaluation indicates enhanced student engagement, improved systems thinking, and a deeper understanding of trade-offs in sustainable design, alongside increased confidence in addressing complex, open-ended problems and balancing technical, environmental, and economic considerations.

Aligned with the conference theme “Together through Change,” this work highlights how collaborative, sustainability-led design projects can foster professional identity, interdisciplinary thinking, and readiness for modern engineering challenges. The case study offers a transferable framework for educators seeking to embed sustainability meaningfully into chemical engineering curricula, supporting the development of graduates equipped to contribute to the global transition toward low-carbon and resource-efficient industrial systems.

Community of Practice for Academic Success in a Transnational University

Majorine Koshie Kitcher and Bob Frost

Chaired by Ann-Marie Houghton

Online

Day	Time	Length	Room
Wednesday	11:45 – 11:55	10 minute 'lightning talk'	SR3

Community of Practice for Academic Success in a Transnational University

Majorine Koshie Kitcher, Daniel Kwame Yoa and Bob Frost

For years, cross-border universities continue to provide access to education worldwide through collaborative partnerships. The study examines how cross-campus and departmental engagements between the Lancaster University Ghana Library and Academic Skills Centre together with Lancaster University partners have shaped academic skills provision at Lancaster University Ghana.

Relevant literature review topics includes academic literacies as social practice, communities of practice in higher education, transnational higher education Learning environment etc and adopts Wenger's (1999) Communities of Practice and social learning systems model as a theory to support the study.

The study adopted a case study approach using semi-structured open-ended questionnaire to purposively sample and draw data from participants within the Lancaster University community based on their interaction, learning support and services for building academic success in Lancaster University Ghana over the years.

Results indicate that collaborative support systems when structured as a community of practice enhances social learning, enables timely professional support and access to information, bridges cultural barriers and fosters a sense of shared learning and experiences. However, challenges such as institutional policies and governance structures, and contextual differences across campuses may affect continuity and participation in the community of practice.

This study portrays adds to existing knowledge on communities of practice as a critical component in designing collaborative, inclusive learning support systems in a transnational academic institution. It also provides valuable insights for building sustainable collaborations across culturally diverse and dispersed learning environments.

Teaching Cultural Heritage: Wayang Kulit For Community Engagement

Fiona Wong E Chiong and Nasarudin Ahmad

Chaired by Sarah Chesney

Online

Day	Time	Length	Room
Wednesday	11:45 – 11:55	10 minute 'lightning talk'	SR4

Teaching Cultural Heritage: Wayang Kulit For Community Engagement

Fiona Wong E Chiong and Nasarudin Ahmad

This paper explores an innovative community service project led by Dr. Fiona Wong E Chiong and Nasarudin Ahmad from the Faculty of Arts and Social Sciences at Sunway University, as part of the MPU2412 Community Service for Planetary Health course in 2025. Conducted in collaboration with the Sunway Centre for Planetary Health and Sunway Desa Mentari Community Development, the project introduced an educational approach integrating creative arts with community engagement. It focused on preserving Malaysian cultural heritage through wayang kulit (shadow puppetry) for children from the B40 community in Desa Mentari.

Over a 7-week semester, 20 university students mentored 40 children through co-creation activities: crafting puppets from recycled cardboard based on children's ideas, making DIY musical instruments, developing storylines, and incorporating digital elements such as animated backgrounds and sound effects. This hands-on approach fostered creativity, problem-solving, and a sense of community and environmental awareness.

The project culminated in two performances by students and children, incorporating music and technology, staged at Desa Mentari and attended by university leaders and families. The performances received strong praise for their educational and cultural impact.

This study draws on Community of Practice theory, emphasizing social learning through collaboration and shared experiences. By fostering creativity, cultural appreciation, and environmental awareness, the project offers practical insights into integrating service-learning with community engagement and creative arts, contributing to educational and societal goals.

Sustainable Academic Communities via Teacher Twinning

Andrii Cherep, Kateryna Pilova and Daria Pilova

Chaired by Ann-Marie Houghton

Online

Day	Time	Length	Room
Wednesday	11:55 – 12:05	10 minute 'lightning talk'	SR3

Sustainable Academic Communities via Teacher Twinning

Andrii Cherep, Kateryna Pilova and Daria Pilova

This article analyses the potential of the Teacher Twinning programme as a tool for building sustainable academic communities through international partnerships between teachers. The research is based on the results of a survey of Ukrainian teachers participating in the Teacher Twinning programme, implemented as part of the EdUp project (funded by the European Union, Erasmus+ program), which is a follow-up project for the SUUUpoRT project (funded by the European Union, Foundation „Stiftung Innovation in der Hochschullehre“) and reflects the transition from crisis response to the long-term development of higher education.

The aim of the study is to identify the programme’s impact on teachers’ professional development, the updating of teaching courses, the formation of academic partnerships, and the enhancement of the resilience of university communities in wartime conditions. The methodological framework consists of quantitative and qualitative data obtained through a survey of programme participants.

The study’s findings indicate that Teacher Twinning has a comprehensive impact at the individual, departmental and institutional levels. Participation in the programme contributes to teachers’ professional growth, the integration of international experience into the educational process, increased motivation and the emergence of new academic opportunities. At the institutional level, the programme supports academic resilience and the continuity of educational activities in crisis conditions.

It is concluded that Teacher Twinning serves as a sustainable model of academic partnership, capable of promoting the long-term development of universities and the formation of sustainable academic communities in the modern global educational environment.

From Shop to Classroom

Xinwu He

Chaired by Sarah Chesney

Online

Day	Time	Length	Room
Wednesday	11:55 – 12:05	10 minute 'lightning talk'	SR4

From Shop to Classroom

Xinwu He

From Shop to Classroom: Using Charity Volunteering to Inform Community-engaged Accounting Education

This lightning talk presents an emerging teaching initiative that transforms volunteering experience into a community-engaged accounting education resource. Drawing on her lived volunteering experience at a local charity shop in Northern Ireland, the UK, the author develops a teaching case centred on internal control, accountability, and operational decision-making within a resource-constrained, volunteer-based retail environment.

Situated within the broader theme of Community, Belonging and Partnership, the initiative demonstrates how local community engagement can be meaningfully integrated into accounting curricula. Charity shops represent a unique intersection of social purpose, circular economy practices, and everyday financial management, yet they are rarely used as pedagogical contexts in accounting education. By bringing this setting into the classroom, the case exposes students to real-world challenges such as informal control systems, reliance on trust and volunteers, and the tension between organisational mission and financial resilience.

The talk reflects on how this pedagogical approach supports students in developing problem-solving skills by applying disciplinary knowledge to a real-world practical case. It also highlights the potential for partnerships between universities and local organisations to co-create teaching materials that benefit both student learning and organisational practice. Briefly, the talk outlines the teaching case design, its intended use within an Accounting Information Systems and Auditing course, and broader implications for practice-oriented and community-engaged accounting education.