Thomas Davies 8/13/2025

T-Fun EDI collaboration café

LIAM HILL 9/16/25 4:02PM

Welcome to the Equality, Diversity and Inclusion padlet

Please feel free to use this throughout the day to share your thoughts, the work your doing around EDI and/or any resources you think other might also be interested in. You can also post ideas for things you'd like to discuss in the collaboration cafe at the end of the day too!

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LIAM HILL 9/16/25 3:57PM

Session A: Questions for speakers

Any questions for speakers Isabella, Gaurav or Elizabeth please post here...

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> **Anna Sedda** 9/17/25 9:55AM
> A truly inspiring session, thanks to all the presenters for sharing the findings of their research!

LIAM HILL 9/16/25 3:58PM

Session B: Questions for speakers

Any questions for Jamie, Sophie or Anna please post here...

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> **Jag Jutley-Neilson** 9/17/25 10:40AM
> Please see out neurodiversity toolkit - https://warwick.ac.uk/fac/cross_fac/academy/activities/learningcircles/neurodiversity/network/

> **Jag Jutley-Neilson** 9/17/25 10:41AM
> We also deliver in person, online training for staff -
> https://warwick.ac.uk/fac/cross_fac/academy/activities/learningcircles/neurodiversity/neurodiversitytraining/

> **Jag Jutley-Neilson** 9/17/25 10:42AM
> We also have co-created an online staff and student training course with KCL and warwick -
> https://warwick.ac.uk/fac/cross_fac/academy/activities/learningcircles/neurodiversity/neurodiversitytraining/

> **Jag Jutley-Neilson** 9/17/25 10:43AM
> see how we created our code of practice with staff and students -
> https://warwick.ac.uk/fac/cross_fac/academy/activities/learningcircles/neurodiversity/codeofpracdeve/

> **Jag Jutley-Neilson** 9/17/25 10:44AM
> we just hosted at NDHE3 conference -
> https://warwick.ac.uk/fac/cross_fac/academy/activities/learningcircles/neurodiversity/network/events/ndhe3/. This will run annual Emma Jenks (Bristol) and Lorna Hamilton (St John york) hosted previous years

> **Zola Dean** 9/17/25 11:00AM
> Question for Sophie H - Hi Sophie, thanks for your sharing your interesting study and it was great to hear student voices :-) I'm curious if there has been a study that observes students using AI e.g., giving students a hypothetical assignment (e.g., essay question) and asking students to use AI as if it were their real assignment? This being with the purpose of researchers being able to compare the prompts used and the way of interacting with AI between different demographics?

> **Sophie Hodgetts** 9/17/25 11:10AM
> @Zola Thank you!
> I'm not sure if there has been a study like that, but it would be interesting for sure! I think this would also make a neat workshop or tutorial activity - give students a hypothetical assignment, get them to ChatGPT-it, have them mark it using the assessment criteria that will be applied to their own submissions to help show how the work created by ChatGPT is usually just 'ok'. Would also be possible to compare the prompts used etc, get some demographic info...

> **Liam Hill** 9/17/25 11:22AM
> More on compassionate pedagogies: https://warwick.ac.uk/fac/cross_fac/academy/activities/learningcircles/compassionate-pedagogies/ - shout out - one of our colleagues luke hodson.

> **Anna Sedda** 9/17/25 11:58AM
> Your checlist to stop and think, so you can be more self-compassionate: 1) What am I feeling?
> 2) Why am I feeling this way?
> 3) Is everything negative or am I overthinking/focusing on one thing only?

4) Can I forgive myself?
5) Is anything else going on? Remember: on act of self-kindess a week goes a long way :)

🔗 **LIAM HILL** 9/16/25 3:59 PM

Session C: Questions for speakers

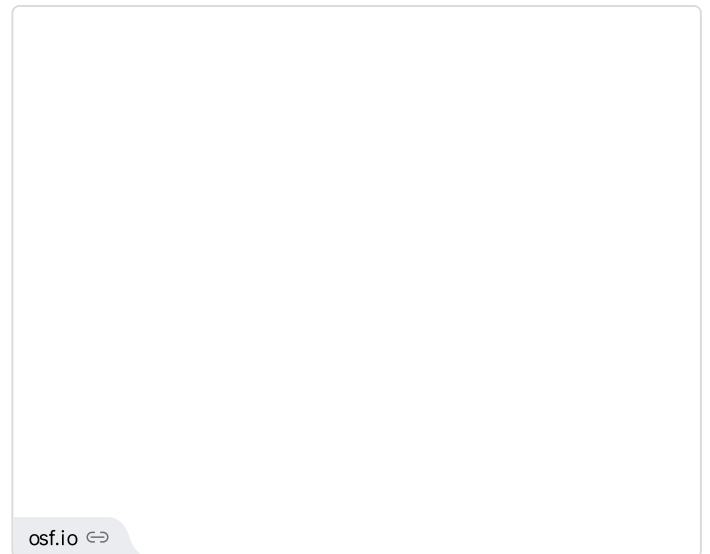Any questions for our Flash talks please post here...

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🔗 **KATY BURGESS** 9/11/25 9:38 AM

Link to belonging guide

Please find the link to Katy's guide for fostering a sense of belonging in PGT students. Please download if you want to use it (helpful for my metrics ;)

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🔗 **LIAM HILL** 9/15/25 8:24 AM

Inclusive approaches to Teaching during Ramadan

Here's a link to the guide I will be talking about in my flash talk - Liam

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figshare 🔗

Creating an inclusive approach to teaching and learning during Ramadan: A brief evidence-based guide for educators in the UK
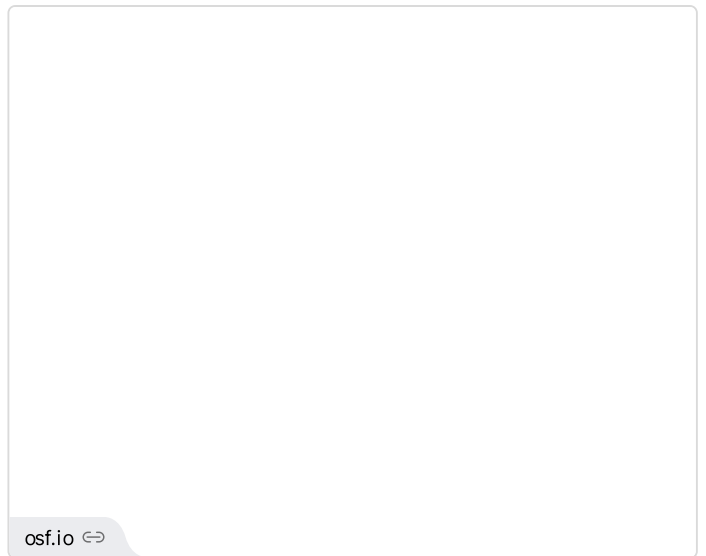
Link to pre-prints on psychology curriculum decolonisation

[PsyArXiv Preprints | Integrating Bite-Sized Activities to Promote Decolonial Learning: Insights from Student Feedback on Engagement and Delivery](#)

[PsyArXiv Preprints | A Critical (and) Realist(ic) Examination of Psychology Students' Perspectives on Engaging with Curriculum Decolonisation Initiatives](#)

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