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# Festival Programme 2025

# T-FUN’s Inaugural Teaching and Learning Festival

# 16th - 18th September 2025



**T-FUN Festival: How to use this programme**

**Zoom links** are available for each day of the festival (see below). There is one Zoom link for each day, so if you leave and return, you can rejoin using the same link.

* **Day 1 (16th Sept 2025): Assessment & Feedback**
* **Day 2 (17th Sept 2025): Equality, Diversity & Inclusivity**
* **Day 3 (18th Sept 2025): Engagement & Belonging**

**Talk** slots are scheduled for 20 minutes in total; 15 minutes talk with 5 minutes for questions. Each full talk has an associated abstract which you can find after the schedule (see contents).

**Flash talks** are scheduled for 5 minutes and will be run sequentially to provoke discussion for the collaboration cafes.

Each **Collaboration Café** has an associated Padlet which members can contribute to synchronously or asynchronously. This is hyperlinked on each day’s schedule. If you have trouble with the link, make the session coordinator aware via the Zoom chat (if synchronous) or email any of the T-FUN committee members.

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# Day 1: Assessment & feedback (16th Sept 2025)

**Web link to session**

**Please click here to Join Day 1**

## This day is chaired by Dr Katy Burgess (Cardiff University) and Dr Tom Davies (University of York). If you have trouble joining, please contact them at burgesskv@cardiff.ac.uk or thomas.davies@york.ac.uk

## Session A: Talks (10:00 - 11:00)

### Hannah Wilkinson (10:00-10:20)

**Using Check-lists to Scaffold Higher Education Assessments** - link to full abstract here

### Jen McBride, Donna Lloyd (10:20-10:40)

**Optionality in assessment, and implications for students’ attainment** - link to full abstract here

### Rebecca Upsher (10:40-11:00)

**A Pilot Randomised Controlled Trial: Enhancing Meta-Cognitive Learning using GenAI in Essay Writing Workshops for Undergraduate Students** - link to full abstract here

## Session B: Talks (11:15 - 12:15)

### Jen McBride, Louise Walker, Sophie Marshall & Jenni Rose (11:15-11:35)

**The Power of Active Self-Feedback** - link to full abstract here

### Louise Taylor (11:35-11:55)

**Educators should use GenAI in assessment feedback, yet students want that 'personal touch': The paradox of GenAI feedback** - link to full abstract here

### Phil McAleer, Lisa DeBruine & Helena Paterson (11:55-12:15)

**Feedback as Data: developing adaptive feedback processes through coding** - link to full abstract here

## Lunch Break (12:15 – 13:00)

## Session C: Flash talks & collaboration cafe (13:00 - 14:30)

### Tom Davies (13:00-13:05)

Developing AI-proof advanced level MCQ exam questions for Y3 students

### Shiri Einav & Lauren Marsh (13:05-13:10)

Improving the accessibility of MCQ exams

### Kate Richardson (13:10-13:15)

Driving formative assessment: a vehicle for enhancing student learning and building a learning community?

### Anna Law & Christina Magkoufopoulou (13:15-13:20)

The Time and Effort on Task Toolkit: Re-defining assessment planning

### Karen Lander (13:20-13:25)

Resit Roadmaps:  Supporting students during resits

**Assessment & Feedback Padlet**

Click here to join the discussion

# Day 2: Equality, Diversity and Inclusivity (17th Sept 2025)

**Web link to session**

**Please click here to Join Day 2**

## This day is chaired by Dr Jagjeet Jutley-Neilson (University of Warwick) and Dr Liam Hill (University of Edinburgh). If you have trouble logging in please contact them at jagjeet.jutley-neilson@warwick.ac.uk and liam.hill@ed.ac.uk

## Session A: Talks (10:00 - 11:00)

### Isabella Macedo de Lucas (10:00-10:20)

**Community engaged learning practices as an opportunity to embed decolonial ideas into the psychology research methods curriculum** - link to full abstract here

### Gaurav Saxena, Christopher Kent, Lucy Yardley, & Peter J Allen (10:20-10:40)

**Exploring Student Perspectives on Curriculum Decolonisation Initiatives through a Critical Realist Lens** - link to full abstract here

### Elizabeth Shalom, Kawesa, Vrushant Lakhalani, Robin Green, & Diana Pinto (10:40-11:00)

**Enhancing Well-Being: A Scoping Review of Support Programs and Interventions for Ethnic Minority Students in Higher Education** - link to full abstract here

## Session B: Talks (11:15 - 12:15)

### Jamie Tully & Helen Foster-Collins (11:15-11:35)

**The Inclusion Café: An inclusive higher education initiative** - link to full abstract here

### Sophie Hodgetts (11:35-11:55)

**"ChatGPT is my 'little helper'." Understanding Student Experiences and Attitudes Towards Generative AI from an EDI Perspective** - link to full abstract here

### Anna Sedda (11:55-12:15)

**Self-compassion as the future of higher education practitioners** - link to full abstract here

## Lunch Break (12:15 – 13:00)

## Session C: Flash talks & collaboration cafe (13:00 - 14:30)

### Katy Burgess & Rachel Wilson (13:00-13:05)

Spotlight on belonging in postgraduate taught students

### Liam J. B. Hill, Louise Taylor, Nasriya Ahmed El-Hosny, Deborah A. Hall, Kay Kempers, Fatima Malik, Hannah Mathers, Rebecca Page-Tickell, & Rakiya Raza (13:05-13:10)

Creating an inclusive approach to teaching and learning during Ramadan: A brief evidence-based guide for educators in the UK

### Jenny Sanders (13:10-13:15)

Hearing and celebrating our neurodivergent students

### Gwen Brekelmans (13:15-13:20)

Students’ experiences of diversity, inclusion, and equality of their psychology curriculum

**Equality, Diversity and Inclusivity Padlet**

Click here to join the discussion

# Day 3: Engagement and Belonging (18th Sept 2025)

**Web link to session**

**Please click here to join Day 3**

## This session is chaired by Dr Alexander Reid, from the University of York. If you have trouble joining, please contact him at alex.reid@york.ac.uk

## Session A: Talks (10:00 - 11:40)

### Eden Morley, Danielle Ropar, Lewis Gregory, & Kate Bailey (10:00-10:20)

**"I thought it sounded cool": Exploring the Experiences of Male Psychology Students at a UK-based Institution** - link to full abstract here

### Carla Chivers (10:20-10:40)

**The Method Behind the Mayhem: Exploring Active Pedagogy in a Legal Psychology Module** - link to full abstract here

### Charlotte Taylor-Page (10:40-11:00)

**Pedagogies of care: Teaching difficult content when students bring lived experience** - full abstract here

### Hannah Heath (11:00-11:20)

**Standardising tutorial support for staff** - link to full abstract here

### Helena Paterson (11:20-11:40)

**Fostering belonging via an asynchronous debate** - link to full abstract here

## Lunch Break (11:40 – 12:30)

## Session B: Keynote Speaker: Lucinda Bromfield (12:30 - 13:30)

**The feeling failure project: Resources to support quick and effective recovery from setbacks and failures and to help create 'fail-safe' environments that promote effective learning and working -** link to full abstract here

## Session C: Flash talks & collaboration cafe (13:30 - 15:00)

### Jennie Ferrell & Finn McEvoy (13:30-13:35)

The use of social media for student engagement and support

### Amanda Krause (13:35-13:40)

Trialling the impact of integrating alumni career success stories into psychology students’ perceived interest and value in research subjects

### Isabel Hallam (13:45-13:50)

Do online students want to matter or belong, and how can personal tutors foster that feeling?

### Jacqui Thijm (13:50-13:55)

Do all students need a sense of belonging?

### Isabella Vainieri, Natasha Baxter, Adnan Levent, Sahana Shankar, Juliet Holdstock, Aristotelis Oikonomou, Alexia Voicu, Luke Kendrick, Gemma Northam, Victoria Bourne, & Danijela Serbic (13:55-14:00)

### From Labs to Lectures: Engaging Psychology Students in Neuroscience Learning

**Engagement and Belonging Padlet**

Click here to join the discussion

## List of Abstracts for Day 1 Full Talks

### Hannah Wilkinson

**Using Check-lists to Scaffold Higher Education Assessments**

Students entering into higher education face a transition in their studying and assessments experiences (Lowe & Cook, 2003). Prior levels of study prioritise knowledge acquisition, whereas, upon entering higher education, successful performance shifts towards the demonstration of higher order cognitive skills such as synthesising information and critical thinking (Wong & Chui, 2020). As prior research indicates the importance of students feeling competent in understanding what they need to do in order to complete assessments, and feeling confident in their ability to undertake these steps (Wilkinson, 2024), it is important for HE educators to support students in understanding how they can demonstrate these skills. This presentation will focus on outlining the psycho-educational theory underpinning the importance of students understanding assignment tasks, offer reflections on how to use check-lists to scaffold students through assessments tasks, and relay student feedback on their experience on how check-lists supported their assignment preparation.

### Jen McBride, Donna Lloyd

**Optionality in assessment, and implications for students’ attainment**

The Cognitive Neuroscience & Psychology (“CogNeuro”) BSc at the University of Manchester comprises 50% content from Biological Sciences and 50% from Psychology. A change to Psychology assessments meant that CogNeuro students would not write and receive feedback on a “Psychology” essay – and encounter all the differences in approach, marking criteria etc. relative to “Biology” essays – until Year 2 of the programme. Although a minority of students felt confident in their essay writing skills, most had come from a background of all sciences A-level, and it was essential that these students did not miss vital Psychology essay skills development. We therefore introduced a choice of assessment in a Year 1 unit: Individual students selected either (1) an MCQ exam (75 questions; 100% weighting); or (2) a “Psychology” coursework essay (33%), and 50-question MCQ exam (67%). Here, we outline our approach to implementing assessment optionality, the challenges we faced and their solutions, the usefulness of this approach to students, and quantitative data analysis showing a change in student performance on different (and subsequent) assessments as a function of their choice. Finally, we provide recommendations for implementing assessment optionality, and how this can be used to tailor assessment to individual students’ learning needs.

### Rebecca Upsher

**A Pilot Randomised Controlled Trial: Enhancing Meta-Cognitive Learning using GenAI in Essay Writing Workshops for Undergraduate Students**

This presentation shares findings from a student-led project investigating the use of Generative AI to enhance meta-cognitive learning in undergraduate education. Co-created with BSc Psychology students, the intervention involved student-led recruitment and workshop design, and delivery by a psychology lecturer. First-year psychology students (n=53) were randomised to attend either a traditional essay writing workshop or a GenAI-supported workshop using Microsoft Copilot. Both workshops focused on key aspects of meta-cognition to support essay writing, including reflection, planning, learning strategies, and monitoring. Both groups showed significant improvements in meta-cognitive awareness and reported positive engagement and satisfaction. This 15-minute session will summarise the research design and key findings, and share practical examples of how GenAI was embedded in teaching to support meta-cognitive skill development. It will also outline considerations for incorporating GenAI ethically and effectively in assessment-related activities.

### Jen McBride, Louise Walker, Sophie Marshall & Jenni Rose

**The Power of Active Self-Feedback**

Research on effective feedback to students has often focused on what teachers do in setting assessments and providing responses. However, this often overlooks the role of the student in the process (e.g., Jensen et al., 2023; Nicol, 2021). One way to harness students’ role in the feedback process is to empower students to use comparative judgement and make their inner feedback explicit (Nicol & McCallum, 2021; Nicol & Kushwah, 2024). In this process, students are supported to use a comparator to write feedback for themselves. This ensures that feedback is immediate, does not require interpretation as it is written in the students’ own words, and is actionable by the student. In this talk, we outline a project from colleagues at the University of Manchester – along with a dedicated student partner – looking to optimise students’ active-self feedback processes and support student success. We outline our controlled experiments testing various comparator resources (e.g., rubrics, exemplar work, and generative AI feedback) and their impact on enhancing student learning along with key factors that drive the success of this approach. We offer practical guidance for colleagues interested in adopting these techniques to enhance student engagement, confidence, and academic outcomes in their context.

### Louise Taylor

**Educators should use GenAI in assessment feedback, yet students want that 'personal touch': The paradox of GenAI feedback**

GenAI can produce supportive, critical, and timely feedback on students’ work. As GenAI becomes integrated in both learning and teaching processes, understanding students’ concerns and perspectives is key to effective use. The aim of this study was to explore students’ perceptions of GenAI feedback on their assessed work and their views about tutors using it for this purpose. Twenty-five students studying a range of courses at UK Universities in the United Kingdom and United Arab Emirates took part in nine focus groups or interviews. Reflexive thematic analysis generated seven themes that covered both positive and negative aspects as well as suggestions for future use. Students perceived that (1) GenAI feedback can be more objective than tutor feedback; (2) GenAI can be trained to give individualised feedback; (3) GenAI may lack accuracy because it does not have the same depth of knowledge and experience as a tutor; (4) Feedback from GenAI alone would not be good value in terms of cost and time investment; (5) GenAI could assist with tutor feedback processes but not replace them; (6) GenAI use by tutors requires transparency; (7) GenAI cannot replace the pedagogic relationship between student and tutor. These themes provide essential critical and timely insights into students’ perceptions of GenAI feedback. Our findings should be used to guide pedagogic practice and institutional policy regarding the integration of GenAI in a student-centred way.

### Phil McAleer, Lisa DeBruine & Helena Paterson

**Feedback as Data: developing adaptive feedback processes through coding**

Since integrating coding skills across research methods teaching within our School, much has been made about the benefits to student development (McAleer et al, 2022, https://osf.io/hq68s\_v1). In contrast, the benefits to staff have been less documented. Alongside development of analytical skills, one area in which this integration can benefit staff is in enhancing our approach to assessment and feedback. Over the past decade, we have developed procedures to help build flexible and adaptive feedback for students, using documents designed round the feedback, not the other way round, resulting in feedback that is more informative and usable by students. In addition, we have introduced techniques to rapidly extract and summarise feedback comments given by staff, helping staff generate informative class-level feedback as well as shape future iterations of their modules based on common issues and misunderstandings across submissions. Key to this approach is seeing feedback as data, and through freely available packages in R, and working with Microsoft Office, we will showcase the techniques we use. Feedback is a crucial part of skill development and with these approaches and stance we hope to show that the process can be both highly efficient and effective for both students and staff.

## List of Abstracts for Day 2 Full Talks

### Isabella Macedo de Lucas

**Community engaged learning practices as an opportunity to embed decolonial ideas into the psychology research methods curriculum**

Psychology has long been criticised as a colonial discipline for promoting universal and individualistic ideas based on white, Western perspectives (Dudgeon & Walker, 2015). In response, there is growing interest in decolonising the psychology curriculum. My PhD focuses on developing a framework to support this movement by integrating decolonial theory and community-based research methods into research methods education. I carried out a study with ten undergraduate and master’s students at the University of Bristol who took part in a three-day summer course based on my proposed framework. The course was co-designed with two community organisations: ‘Latinas in Bristol’, a group supporting migrant women from Latin America, and ‘Healthwatch’, which collects public experiences to improve UK health and social care services. Members from both organisations joined discussions with students. The aim was to explore students' perspectives on how the course shaped their understanding of decolonisation and community-based research. Data were collected through surveys and a recording of the final group discussion and analysed using reflexive thematic analysis. Four key themes were generated, showing that students valued real-world learning and collaboration, but also highlighted the need for clearer structure and ethical guidance. The findings support the importance of embedding decolonial and community-engaged educational practices in psychology education.

### Gaurav Saxena, Christopher Kent, Lucy Yardley, and Peter J Allen

**Exploring Student Perspectives on Curriculum Decolonisation Initiatives through a Critical Realist Lens**

Universities worldwide are working to decolonise their curricula. Although students are central to this effort, research exploring their views remains limited. To address this gap, we interviewed 21 psychology students at the University of Bristol. Using a critical realist lens, we examined the contextual factors and mechanisms that influence student engagement with curriculum decolonisation. We analysed engagement across four contextual layers. At the individual level, key influences included prior knowledge, academic priorities, mindset, agency, and teacher influence. The interpersonal layer highlighted the roles of peers, classroom diversity, psychological safety, and teaching style. At the institutional level, workload, teacher diversity and training, and institutional emphasis on decolonisation shaped engagement. Finally, the infrastructural layer included the effects of historical legacies, broader social discourse, and the perceived zeitgeist on engagement. Across these layers, we noted how mechanisms such as motivation, safety, and teacher enthusiasm etc. shape student context to influence engagement. Based on our findings, we identified 11 Context-Mechanism-Outcome configurations to hypothesise how factors like educational environment, ethnicity, institutional support, and existing beliefs may influence student engagement with decolonial learning.

### Jamie Tully, Helen Foster-Collins

**The Inclusion Café: An inclusive higher education initiative**

In this talk, we present the Inclusion Café, an initiative within Psychology at the University of Exeter, which aims to promote an inclusive department. The initiative was recognised in the last BPS accreditation report as part of a broader commendation on “exemplary” EDI standards. The BPS Declaration on Equality, Diversity, and Inclusion states a dedication to actively promoting a culture of inclusivity within the discipline. The Inclusion Café was created with these values in mind and seeks to gather diverse perspectives and experiences from attendees to help inform improvements in practice and policy, and thereby better serve the community of students and staff. This is a term-time café series which hosts different EDI-themed discussions throughout the year. Sessions consist of informal group discussions, with students and staff welcome to attend and share their views openly in a safe environment. A sessional chair heads each café, and organisers listen to ideas for change, take anonymous notes, and forward them to the senior leadership and EDI teams. We also present encouraging feedback from a recent attendee survey and discuss next steps. Evidence suggests the Inclusion Café has created a more inclusive departmental environment, and our next steps are to expand this initiative.

### Elizabeth Shalom Kawesa

**Enhancing Well-Being: A Scoping Review of Support Programs and Interventions for Ethnic Minority Students in Higher Education**

Ethnic minority students in higher education (HE) face systemic, cultural and interpersonal challenges that undermine their academic success and well-being. Improving the well-being of students is a critical priority for institutions seeking to foster inclusive educational environments. This scoping review mapped and synthesised interventions/support programs aimed at enhancing well-being of ethnic minority students in HE. Following PRISMA-ScR guidelines, 82 studies published between 2011 and 2025 were identified from 6 databases and supplementary sources. The majority were based in the United States and spanned a wide range of methodological approaches and intervention types. Interventions were categorised into mentoring/coaching, social belonging and psychological supports, peer/community-based approaches, academic integration programs, and faculty/institutional engagement. Theoretical underpinnings included Tinto’s student retention model, social belonging theory, self-efficacy theory, and critical race theory, though some studies lacked explicit frameworks. Interventions tailored to the unique needs of specific ethnic groups, such as African American and Hispanic students, demonstrated the importance of personalised and culturally grounded support. Programs incorporating personal engagement, like use of video testimonials, peer mentoring were associated with higher satisfaction and perceived values. Despite narrow inclusion criteria, findings underline universities’ essential role in promoting student well-being through systemic, culturally informed action.

### Sophie Hodgetts

**"ChatGPT is my 'little helper'." Understanding Student Experiences and Attitudes Towards Generative AI from an EDI Perspective**

Higher Education is amidst a discussion regarding students’ engagement with generative AI, such as ChatGPT, and its potential for supportive use (and misuse). While pedagogical efforts have predominantly focused on neurotypical students’ interaction with ChatGPT, the experience of neurodiverse students remains unexplored. Given the challenges neurodivergent students often face at university, ChatGPT holds promise as a supportive tool that may help reduce the awarding gap between neurotypical and neurodivergent students. In this project, Durham University’s Psychology Education Track Staff (PETS) are conducting exploratory research to understand how ChatGPT is currently being used among diverse student types. Through focus groups and interviews, we investigated how neurodivergent and neurotypical UK university students use ChatGPT, employing prominent pedagogical theories as a framework. Reflexive thematic analysis identified six main themes, including the development of knowledge pursuit, AI dependency, disparities in intrinsic motivation, feedback’s impact on self-efficacy, navigating ChatGPT inaccuracies, and future directions. Both neurodivergent and neurotypical students exhibited similar patterns in ChatGPT use, recognising numerous pedagogical benefits. However, neurodivergent students were less concerned by ChatGPT’s limitations compared to neurotypical students. This raises concerns about effective ChatGPT utilization among neurodivergent students in the future.

### Anna Sedda

**Self-compassion as the future of higher education practitioners**

Higher education traditionally centres on students. However, neglecting to support staff undermines the effectiveness of this student-centred approach, exacerbating rather than solving the issues in higher education. Compassionate approaches for example to pedagogy have been covered in higher education in regards to students, but not in regards to staff. Examples of why it matters to be compassionate include the pressure on UK and US universities to become even more businesses and students clients; the competitiveness of the job market for early career researchers who are not prepared to balance teaching and research commitments; the lack of recognition of the work conducted in non-western countries using a different approach, just to name some. Compassion focused therapeutic approaches integrate elements from cognitive-behavioral therapy, evolutionary psychology, and neuroscience. They are designed to help individuals who struggle with issues related to shame, self-criticism, and low self-esteem. Drawing on this approach, I propose a compassion focused explanation of some of the behaviours and phenomena we see in higher education and suggest strategies we all (me included) can implement as academics to help us be compassionate towards themselves. The message is not suggesting people become therapists. Everyone can be more self-kind though, which requires unlearning behaviours, rejecting isolation and accepting failures.

## List of Abstracts for Day 3 Full Talks

### Eden Morley, Danielle Ropar, Lewis Gregory, & Kate Bailey

**“I thought it sounded cool”: Exploring the Experiences of Male Psychology Students at a UK-based Institution**

Psychology has long had a gender imbalance in Higher Education (HE), with females comprising 80% of undergraduates (Palmer et al., 2021). This may partly stem from perceptions of Psychology as a stereotypically ‘feminine’ subject (Boysen et al., 2021). For male students, being a minority in such a field may undermine their sense of belonging—an important factor in student retention, success, and wellbeing, which tend to be lower or less consistent among male Psychology undergraduates. This project set out to explore the lived experiences of male psychology students at a UK university, with the aim to develop practice to support this student group. In our talk, we report findings from a series of semi-structured focus groups. Twelve male undergraduate students were asked about their motivations for choosing Psychology as a degree subject and their experiences of being a Psychology student. Interpretative phenomenological analysis of the data revealed conflict between gendered norms and social expectations that appear to have an influence on their sense of belonging. Based on these findings, we present a series of practical recommendations developed through student-staff collaboration. These are intended to support a more positive experience for male students studying Psychology that fosters increased engagement and belonging.

### Carla Chivers

**The Method Behind the Mayhem: Exploring Active Pedagogy in a Legal Psychology Module**

This candid talk shares my unexpected journey into active pedagogy through a Legal Psychology module. What began as an attempt to survive a Thursday 4–6 pm lecture soon transformed into a lively, student-centred learning experience. My ‘chaotic’ teaching style, it turns out, had a name, and value. The shift sparked student engagement, earned me a positive Durfess mention and led to a 2025 Durham University Teaching and Learning Award nomination for Innovation in Teaching & Learning. I’ll share how I re-drew the line between learning and fun by loosening the reins, embracing the chaos, and taking cues from the students themselves. We’ll dive into what students really think about active pedagogy: how they interpret it, the benefits they’ve experienced, and the challenges they've faced along the way. I’ll also reflect on what this shift has meant for me as an educator. How, for the first time, I felt at ease in the lecture theatre, and genuinely excited to teach. Finally, I’ll share how I’m now embedding active pedagogy in other parts of the student experience, including induction, and (gently) bringing colleagues along for the ride.

### Charlotte Taylor-Page

**Pedagogies of care: Teaching difficult content when students bring lived experience**

Many university modules engage with themes of trauma, inequality, and psychological distress – yet little structured guidance exists for how educators can navigate the presence of lived experience within their student cohorts. This talk explores what it means to teach in spaces where students may be directly affected by topics discussed, particularly in fields such as psychology, forensics and health. Drawing on my experience as a module lead in psychology and findings from my PhD research on lived experience in education, I offer a reflective and practical framework for supporting students with lived experience. This includes managing disclosures, designing inclusive content, and scaffolding safety without avoiding critical material. I will share student insights into how teaching practices can unintentionally replicate harm or foster care and connection, and introduce a set of guiding questions that educators can adapt across disciplines. Rooted in principles of trauma-informed practice, critical pedagogy, and the ethics of care, the talk will invite participants to reflect on their own teaching spaces and develop strategies for cultivating engagement and belonging in ethically challenging contexts. Attendees will leave with a practical handout summarising key principles and suggestions for action – and hopefully, with new tools for teaching with care.

### Hannah Heath

**Standardising tutorial support for staff**

Tutorials are influential in students’ experience at university, this is clear in NSS commentary. One element of tutoring that can underpin student experience is consistency and standardisation. Whilst we, as tutors and educators, know that we cannot be 'standardised' tutors; tutoring works well because of the humanity of the role—students get to know us, and we get to know them. There is scope, however, to provide tutors with the tools necessary for successful interactions, providing baseline expectations on tutorials, resources, and support services to tutors promotes successful tutorial interactions, making students feel listened to, supported, and part of the school. I will present on the implementation of an online tutorial handbook for staff, discuss the success it has had within the school (and beyond), and speak to the challenges of implementation and opportunities for future growth. Central to feelings of belonging are positive relationships with staff. Personal tutoring is an opportunity for students to build relationships with staff, and to feel a stronger sense of belonging to the school, and University.

### Helena Paterson

**Fostering belonging via an asynchronous debate**

In large classes, it can be challenging to get students to participate in collaborative knowledge creation due to a number of factors. For instance, traditional hierarchies often persist so that some students feel more at ease in speaking up and contributing than others. Students do not always know how to contribute or feel confident that they have the “right answer”. However, all our students need opportunities to practice their skills in sharing knowledge and in critical reflection, which often comes about via collaborative discussion. To give students these opportunities, I have designed an assessment with the aim to bypass traditional hierarchies to give all students in the class a voice and experience in practicing that voice. This is an asynchronous online debate where students are tasked to write one short position statement that contributes to the class knowledge base and two replies where they respond to other students’ posts. I will present the details of the debates and the assessment as well as some of the surprising benefits for fostering a sense of belonging in the class. Finally, I will ask the audience to reflect a little on how they can help traditionally quieter students to practice using their voices.

## Keynote Talk (Day 3)

### Photograph of Lucinda  BromfieldLucinda Bromfield

**Feeling failure project: Resources to support quick and effective recovery from setbacks and failures and to help create 'fail-safe' environments that promote effective learning and working.**

*Talk description:*

This event will introduce you to The Feeling Failure network and its resources. This is a Multi-disciplinary group of HE academics and professionals interested in exploring how failure impacts individuals, with the aim of finding effective ways to support anyone dealing with failure (at both an individual and an organisational level). If you would like to join the network, please fill in the form here

*Bio:*

Lucinda Bromfield is an Associate Professor of Educational Practice at BPP University, where she leads on scholarship for the Law School. A non-practising solicitor and qualified mediator she now uses her legal experience to support aspiring solicitors and barristers and her extensive teaching and academic expertise to support her education-focused colleagues.

An advocate for widening participation in higher education and the legal profession, Lucinda has two research interests, humanizing online learning through inclusivity and engagement, and as the founder of the feeling failure project, exploring how attitudes to failure impact the lived experience of students, academics and professionals.

Lucinda is a Senior Fellow of AdvanceHE and an assessor for the Office for Students.

Thank you so much to all who have contributed to this festival.

T-FUN is only at the start of our journey to build a more inclusive and supportive space for teaching-focused academics in Psychology. We hope you have enjoyed the opportunity to share your work and collaborate with like-minded individuals!

Please let us know how you have found the festival, and what changes if any you’d like to see for T-FUN Festival 2026 via this survey.

**The T-FUN Committee, 2025**

