

ALT-ELESIG Scotland Meeting Friday 30th May 12:00 pm - 4:00 pm

[Register here for the event](#)

Time		Presenter(s)	Title
12:00 – 12:15	Welcome	Dr Mary McVey & Angela Tinney	
12:15 – 1:00	Keynote presentation	Christine Calder & Dr Katie Paget	Sustainable Development Goals in D&A College Join Katie and Christine as they use the United Nations Sustainable Development Goals (UNSDGs) to help explain some of the sustainability focused work they have done within their roles at D&A College. This session will broadly cover the SDGs, whilst Katie and Christine showcase and share some of the initiatives that they have been involved with recently, including whole college engagement with the SDGs, the inclusion of sustainability in teacher training and support for lecturing staff with the SDGs.
1:00 – 1:25	20-minute presentation	Dr Clare Forder	Gamifying concepts of sustainability to enhance students' employability: equipping Foundation Year students for a greener future This presentation examines how concepts of sustainability have been gamified and embedded into a Foundation Year professional development module in order to strengthen students' employability and knowledge of one of today's "big issues" shaping the future of the workplace. The rationale behind using some features of game design during workshops was to explore whether this would deepen students' understanding of why knowledge of sustainability issues is critical for their future work-readiness.
1:25 – 1:50	20-minute presentation	Dr. Lina Petrakieva & Claire Currie	Integrating AI in Student Assessment: A Case Study from MSc Diagnostic Imaging

			This presentation explores our innovative approach to incorporating Generative AI in student assessments within our MSc Diagnostic Imaging programme. We'll share practical insights from our year-long journey, focusing on key areas like our assessment design methodology, student guidance and development of their AI literacy to improve sustainability. We'll examine how AI integration enhances critical thinking and digital literacy while preparing students for an AI-enabled healthcare workplace. Through real student assignment examples, we'll demonstrate our approach to balancing AI utilisation with traditional learning outcomes. The session will conclude with lessons learned and impact of the sustainability of the programme in the new AI enabled world.
1:50 – 2:15	20-minute presentation	Jacqui Nicol, Dr Shonagh Douglas and Emma Gray	Protecting integrity in computer-based exams This presentation will outline use of screen-recording software to protect the integrity of computer-based exams undertaken on-campus. Reflections on the success of the software in improving integrity will be shared along with the practical challenges that needed to be overcome during implementation.
2:15 – 2:30	Break		
2:30 – 2:55	20-minute presentation	Dr Leyla De Amicis	Teaching and learning about psychology for, and of, environmental sustainability: challenges and opportunities Psychology, the science of human behaviour, can strongly contribute to the of knowledge and understanding of social and environmental sustainability, in support of the UN Sustainable Developmental Goals. Although psychologists have not been much involved in debates around environmental issues, there is a growing awareness about the importance of this discipline to contrast climate change and its consequences on humans and all the planet. In 2024, the British Psychological Society established the Environmental Section with a strong focus on environmental issues and climate change. But how can psychology and

			environmental sustainability be taught widely and effectively in higher education? In this talk, I will provide few examples of how I have integrated environmental sustainability and psychology in a MSc Psychological studies program developing an elective course on this specific area, and including environmental sustainability within the assessment and content of a compulsory course. I will share my reflections on these experiences, considering challenges and opportunities offered by this psychological area, to open a constructive discussion on how to make the role of psychology for, and of, environmental sustainability, more visible, with an interdisciplinary perspective.
2:55 – 3:20	20-minute presentation	Dr Beth Cross	Embodied practices to sustain: steps towards making good on the commitment to be guided by Indigenous communities in our sustainability work Although within the calls to decolonise HE there has been consistent emphasis to open the cannon and our practices to Indigenous knowledge systems, the primacy of relational embodied practices within them has difficulty disrupting text bound habits still prevalent. This session will reflect on the work of SGSAH Homestretch and Embodied Writing Retreat activities that explore ongoing work to Indigenise academic practice through discernment processes that seek to ground our academic orientation in relational attunement to the creative and agen-tive world in its past, present and future generative incarnations. I preface the session with work Indigenous colleagues Jennifer Markides and Liisa-Ravna Finbog and I have done that brings The UN Declaration of the Rights of Indigenous Peoples and the Earth Charter into conversation with SDG policy framework. The session will end with a small reflective activity in pairs.
3:20 – 3:30	Pecha Kucha presentation	Dr Claire Donald	Effective use of Virtual Reality as a teaching tool for developing practical skills within the Life Sciences

			The University of Glasgow has collaborated with immersive learning company Soluis to incorporate virtual reality (VR) into our undergraduate and postgraduate Life Science degree programmes. Using bespoke VR apps allows staff to deliver complex skills training in a safe, immersive setting with no real-world consequences for mistakes. Students are able to explore key techniques such as qPCR and cell culture which are challenging to teach with large cohorts within an interactive VR laboratory environment. Our research has shown that despite no measurable differences in learning outcomes, VR participants report higher satisfaction and confidence in practical skills compared to control groups, highlighting VR's potential to enhance engagement in higher education.
3:30 – 3:40	Pecha Kucha presentation	Anna Clark	What does sustainability have to do with it? Demonstrating personal relevance to all through applied learning Sustainability is a concept that is of critical importance for humanity, and therefore one that is relevant to everyone. However, broad interpretations and implementations of actions intended to address sustainability can lead to a lack of clarity with regards what it can mean to the individual. This presentation will draw upon experiences of working alongside academic staff and students to develop and support short student research projects that enable students to apply their chosen subject areas to actual sustainability challenge areas being faced on or around our campus locations. It will highlight the importance of the use of relatable sustainability case studies and outcomes that enable students to feel agency in determining what sustainability can mean to them.
3:40 – 3:50	Pecha Kucha presentation (recorded)	Dr Amrit (Imi) Dencer-Brown	Pedagogies of compassion and care: Implementing SDG 4 on our Blended and Online Education Masters Programme This Pecha Kucha style presentation will journey through the embedment of SDG 4: Inclusive and equitable quality education and lifelong learning opportunities on a 20-credit module "Supporting the Blended and Online Student Experience". Elements of the curriculum design of this module include blogging as a form of inclusive assessment and student-led

			workshops which are both peer and self-graded as part of an equitable and inclusive assessment process.
3:50 – 4:00	Close of Meeting	Dr Mary McVey & Angela Tinney	
4:00 – 4:15	Planning Meeting	Planning Committee	Planning next meeting

Biographies of Presenters



Christine Calder – Dundee & Angus College

Christine Calder is the Academic Development Lead at Dundee and Angus College, bringing over 25 years of experience in the education sector. She leads a dedicated team that supports staff across the college with initial teacher training and professional development. Christine is a passionate advocate for high-quality learning and teaching, and has been integrating sustainability into her work and teaching for several years. She currently serves as co-convenor for EAUC's Topic Support Network on Education for Sustainable Development and in November 2024, Christine was honoured to win the Green Gown Award for Staff Sustainability Champion.



Dr Katie Paget – Dundee & Angus College

Katie Paget is a Learning and Teaching Mentor within the Academic Development Team and has worked in Further Education for 15 years, teaching in the Science department at Dundee and Angus College. Prior to teaching in FE, Katie worked in microbiology research, before moving in to science communication, teaching and then a bigger focus on education and teacher training.

Working with University of Aberdeen to support staff through their Teaching Qualification in Further Education, along with pre-TQFE staff within the college training pathways, Katie has a passion for educational theory. As a biologist, she has a keen interest in nature and the environment, with formal Carbon Literacy training, Katie has a role in engaging students and staff on aspects of sustainability, with the UN SDGs as a framework.



Clare Forder – University of Brighton

Clare is Academic Subject Lead for Management, Enterprise & Innovation at the School of Business & Law, University of Brighton, having previously led the School's three Foundation Year programmes for three years. She is also a Senior Fellow of the Higher Education Academy. Her research interests focus on students' employability, their pre-professional identity development and more recently, how focusing on sustainability can enhance both. She has co-presented research at the National Graduate Employability Conference and also published in a variety of journals and other areas.



Lina Petrakieva – Glasgow Caledonian University

Dr. Lina Petrakieva is a passionate educator and researcher whose journey began with computational linguistics at age 15. Her academic path led her through MSc in Information Technology and a PhD in Machine Learning. Now teaching educational technology in higher education for 24 years and is currently also supervising a doctoral student. Champion for inclusive digital practices, AI integration, and comprehensive induction processes



Claire Currie – Glasgow Caledonian University

Claire Currie An experienced academic and diagnostic Radiographer, with over 20 years clinical experience and eight years in GCU, currently as Senior Lecturer and Programme Lead. A keen interest in incorporating Generative AI into student assessments within the MSc Diagnostic Imaging programme. Over the past year, she has introduced using Gen AI into assessment design and supports the development of AI literacy into practice. Currently working towards a doctorate in the field of computer science and studying the implementation of clinical decision support in Scotland. Member of Society of Radiographer Artificial Intelligence Advisory Group, and Chair of Scottish Council Society of Radiographers.



Jacqui Nicol – Robert Gordon University

Jacqui is Digital Learning Lead in the Digital Learning Team, Academic Quality and Enhancement in RGU. Jacqui is responsible for supporting effective digital learning across through management and enhancement of the university's VLE and learning technologies, providing staff and student support services and leading institutional enhancement projects related to Digital Learning.



Dr Shonagh Douglas – Robert Gordon University

Shonagh is Principal Lecturer for Academic Development and Student Experience at Aberdeen Business School in RGU. Shonagh is a researcher in education and leads on school teaching and learning projects, often in conjunction with the central learning enhancement team.

Emma Gray – Robert Gordon University



Emma is Senior Project Coordinator in the Digital Learning Team, Academic Quality and Learning Enhancement, RGU. Emma is responsible for ensuring effective co-ordination of institutional digital learning and teaching enhancement projects to enhance the student experience. Emma is currently leading the Digital Assessment Project which looks to streamline digital assessment processes within the Institution. Emma has a keen focus on academic integrity and digital assessment tools.

Dr Leyla De Amicis - University of Glasgow



Dr Leyla De Amicis is a Lecturer in Education, in the School of Education at the University of Glasgow. She has previously worked at different Universities as lecturer and/ or researcher, and in academic and non-academic environments.

Her research focused on exploring strategies to improve human behaviour towards individuals of human and non-human species. In her teaching, Leyla focuses on exploring how to decolonise the curriculum and include sustainability in psychological and educational programs.

Dr Beth Cross – University of the West of Scotland



Beth Cross, with an MSc in African Studies and PhD in Sociology of Education from the University of Edinburgh, has been researching the interface between formal and informal learning contexts for the last fifteen years and is particularly interested in dialogic methods of exploring learner identities, strategies and trajectories. Her interests include deliberative democracy, and service user voice and participation in health, social services and education. She has taught in the areas of community education, social policy and children's services in England and Scotland and worked with a number of creative interdisciplinary projects that involve visual and dramatic arts in order to expand the modalities for deliberation and participation.



Claire Donald

Dr Claire Donald is a Lecturer in Microbiology at the University of Glasgow within the School of Infection and Immunity. Her research background is in virology, specifically focusing on the interactions between mosquito-borne viruses and their vertebrate hosts and invertebrate vectors. She is involved in teaching infection biology and molecular biology topics at both undergraduate and postgraduate levels. Claire has a strong interest in public engagement and uses her outreach experiences to embed effective student-centred learning activities within her teaching practice. She has been involved in the development and use of Virtual Reality (VR) for teaching since 2017 and recently published a paper on using VR by-proxy as an alternative approach to teaching practical laboratory skills when working remotely.

Anna Clark – Heriott-Watt University



Anna Clark works as a Sustainability Strategy Coordinator at Heriot-Watt University, a cross-cutting role encompassing the embedding of sustainability in research, operations and teaching. Her background prior to her current role was in the geosciences, where she coordinated the development and roll-out of a doctoral training programme for researchers bound for the energy industry. It was her role as part of a research team investigating the social and environmental impacts of the mining of minerals critical for the energy transition that the importance of a multi-disciplinary approach to sustainability strategy became most apparent. Anna is a foraging fanatic, embodying the often contradictory nature of the application of sustainability measures to modern lifestyles by never missing an opportunity to share photos of her obligate carnivore family of animals. She is yet to realise aspirations of being good at gardening, instead claiming a rewilding approach to her little piece of South Lanarkshire.



Amrit (Imi) Dencer-Brown – Edinburgh Napier University

Amrit (Imi) Dencer-Brown is a lecturer in academic practice in The Department of Learning and Teaching Enhancement at Edinburgh Napier University. She is lead for inclusion and sustainability in learning and teaching within the department, with active research in social justice and pedagogies of compassion and care.