

**CENTRE FOR
LEARNING
& TEACHING**



**EduFest
2026**

13:15 – 14:35 - Please join a parallel session

10 West 2.47

- Teaching in the open lane: practical approaches to GenAI and assessment: Richard Mason, Centre for Learning & Teaching & James Fern, Department for Health

- AI and employability: Catherine Knocks, Careers Service

10 West 2.02

- Apply teaching and learning to a Vertically Integrated Project: Brian Rutter, Department of Mechanical Engineering

Serious Games for Management Learning: Baris Yalabik, School of Management

Using gamification to boost engagement: Yarden Brody, Department of Physics

Taking Students to the Knowledge Frontier with AI: build your own reading list: Cristiana Lafuente Martinez, Department of Economics

Solving Societal Problems

Optimal Learning Benefitting from Inclusion
and Diversity

Student Impact on Society

Vertically Integrated Projects

Definition:

- Projects voluntarily supported by students in addition to their studies
- Students come from different years of study, subjects and faculties

Purpose:

- To focus on the development goals
- Make a real difference to build future communities
- These projects can be within: companies, societal or community



Vertically Integrated Projects

SUSTAINABLE DEVELOPMENT GOALS

The SDGs are a set of 17 global goals established by the United Nations in 2015 as part of the 2030 Agenda for Sustainable Development. These goals are designed to address a wide range of global challenges, including poverty, inequality, climate change, environmental degradation



Recognised,
valued and
supported
The Carers' Centre

**Carers Centre's Carbon
Reduction Journey**

Carers Centre Transdisciplinary Team



Bella Lowe

Final year: Natural Sciences



Francheska Madriaga

Second year: Architecture



Tanisha Dmello

Masters: sustainability and
Management



Ekene Okoye

Graduate: Mechanical &
Chemical Engineering



Reem Ghazali

Graduate: Architecture



Ollie Howell

Final year: Natural Sciences



Dylan Andrews

Final year: Natural Sciences



Alex Hart

Final year: Natural Sciences



Maksims Parahonko

Second year: Civil
Engineering



Taamara Kelappan

Final year: Management

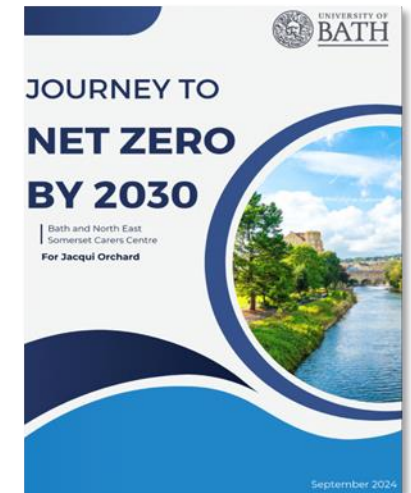
The Challenge

- To maintain the centre's funding with the local authority
- Create a sustainability and Carbon reduction report
- Have it accepted by the authority
- Create a carbon reduction implementation plan
- Planning additional funding to implement the plan

Assessment of the Centre's current carbon footprint



“Journey to Net Zero Report”



Clear, actionable recommendations:

Reducing Travel-Related Emissions



Improving Building Sustainability

Projects for the Community are Important

Common purpose different context:

Both:

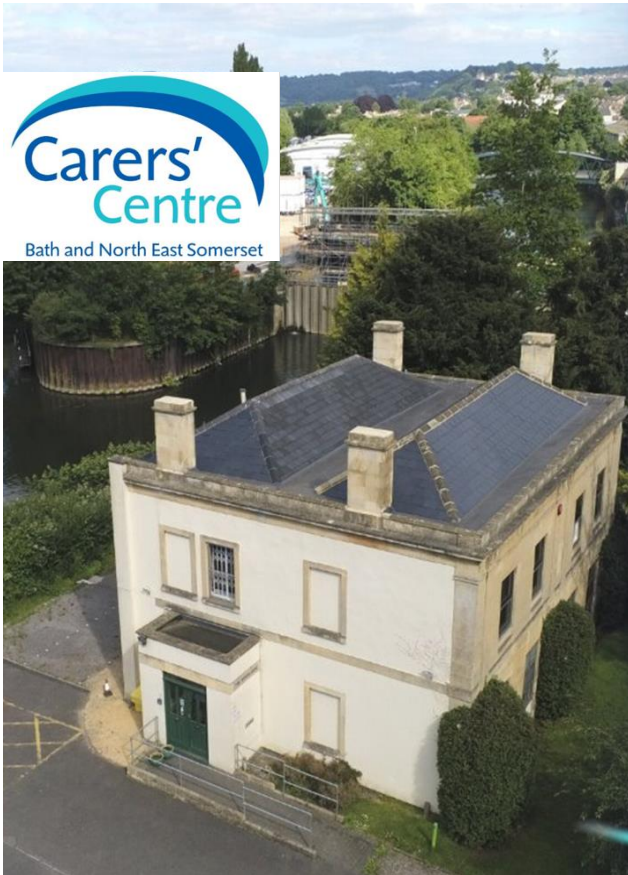
- are charities
- serve the community
- both want to be sustainable
- Both want to support Net Zero by 2030

Cares Centre have a wide community and focus on unpaid cares in families

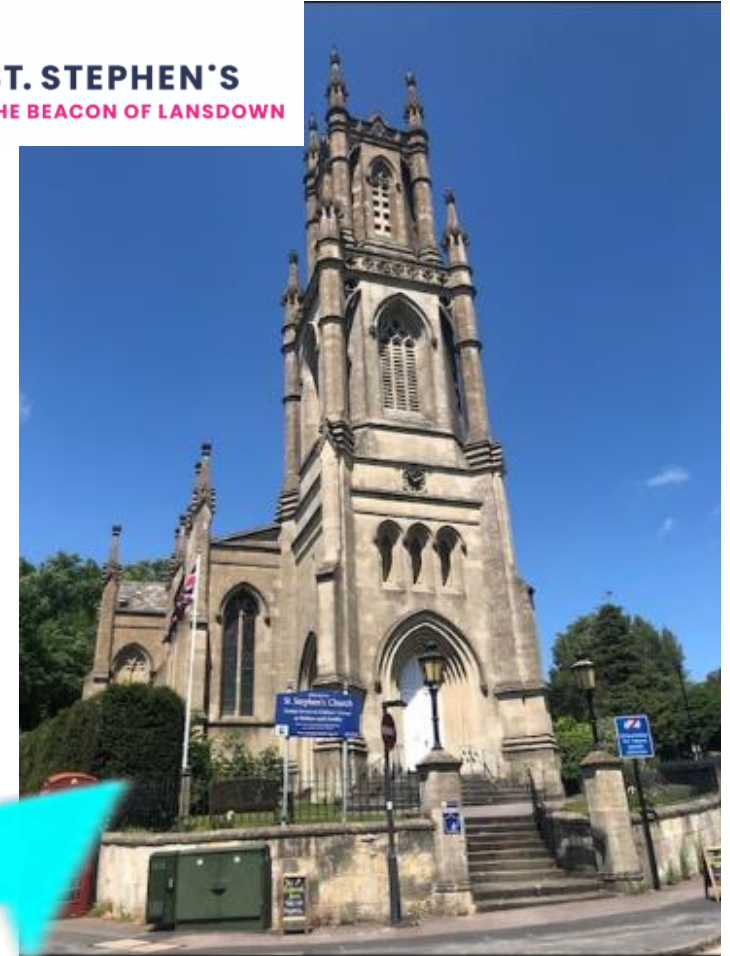
St Stephens has a more local community in Lansdown and Bath specifically

Transfer of project learning:

Project Transition



ST. STEPHEN'S
THE BEACON OF LANSDOWN

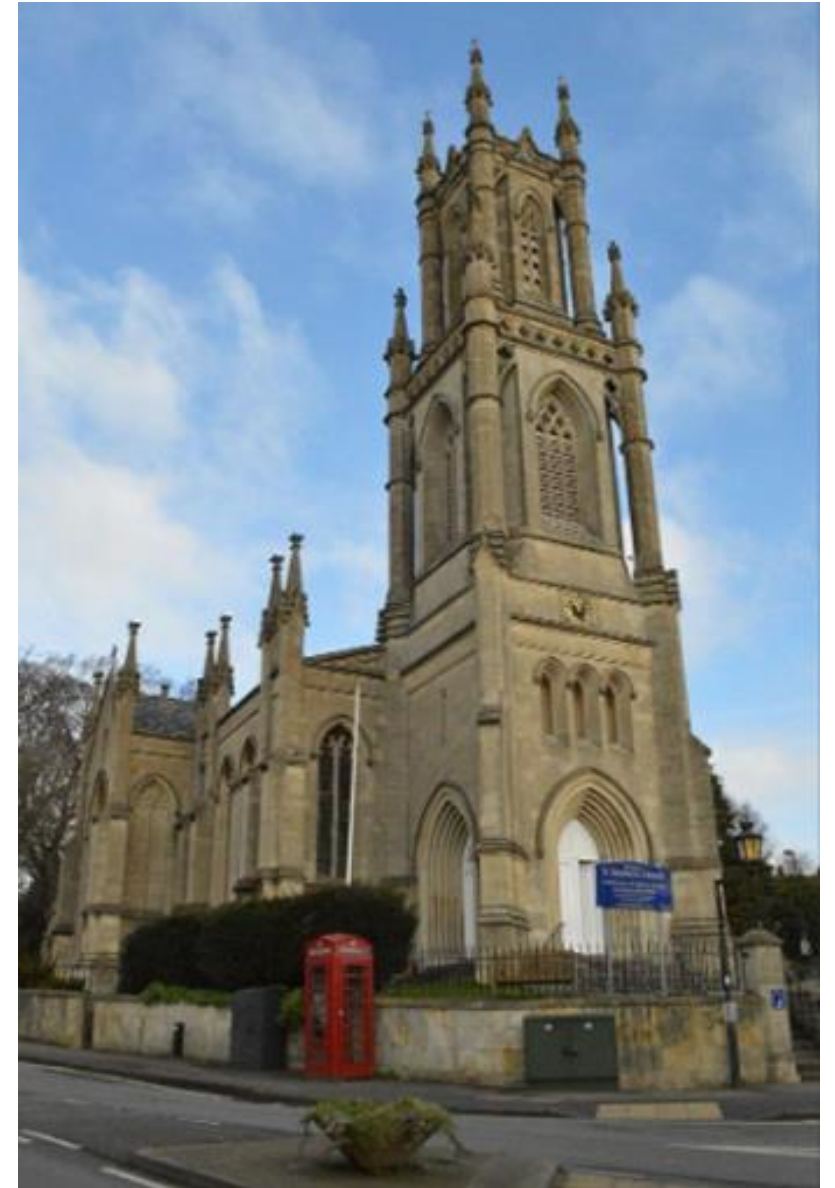


St Stephens Church Project

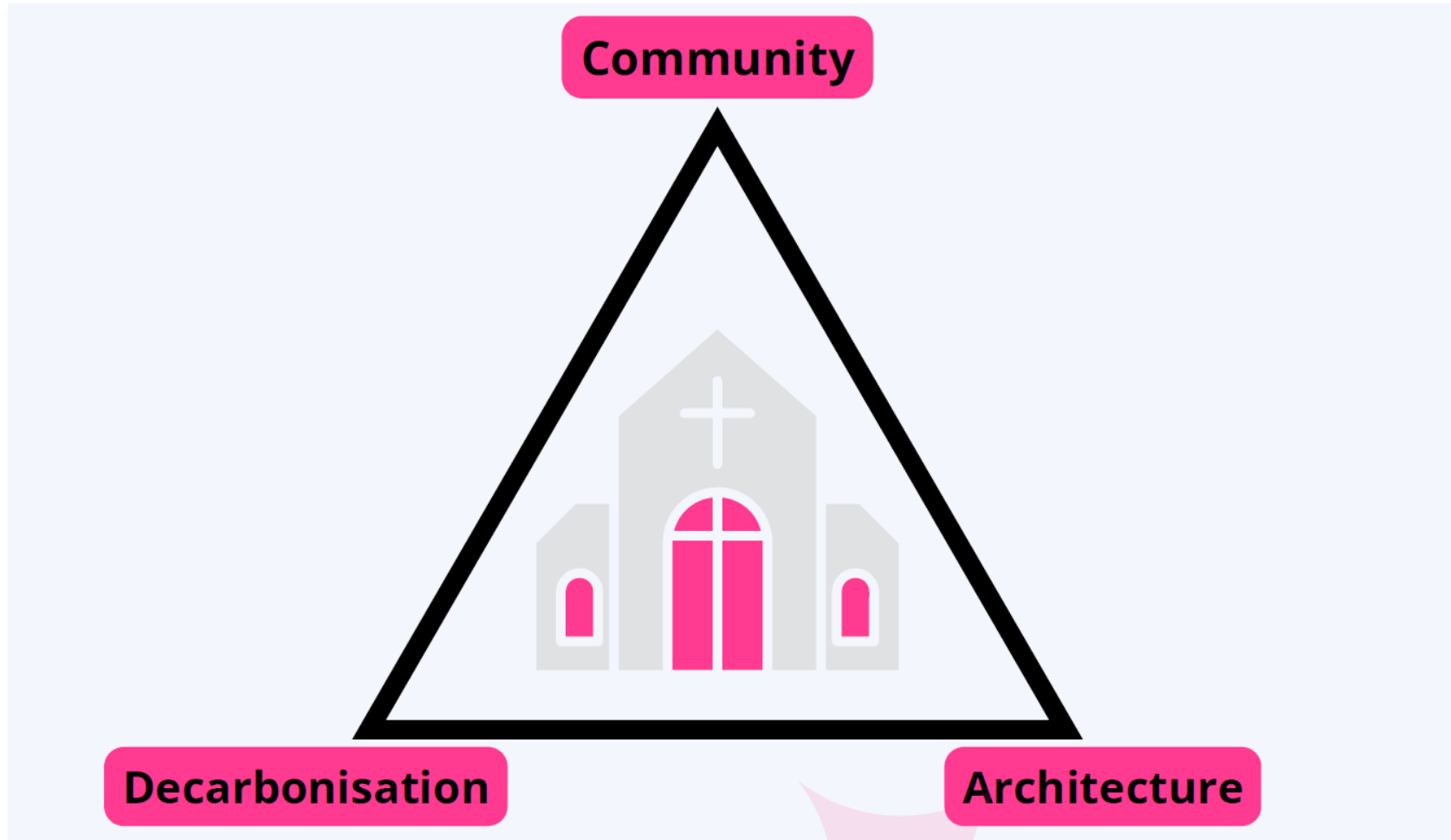
The project outcome:

- The Church Management have an implementable strategy and plan to maintain the building
- Carbon reduction of the operational running of the church to meet the Church of England's ambition to be NetZero and meet local authority climate objectives by 2030
- The Church becomes a community asset

The work requires help from the School of Architecture Prof. Jonathan Foley, the local council, the Net Zero Church of England leadership and others to ensure we understand and gain alignment for the work.



Breaking the Project into 3 Sub-teams



St Stephen's Project Team



The core team



The greater team



The context



The delivery

It Starts Now

Remember:

- You all have an opportunity to develop your skills in teamwork, presentation, project management and delivery, working with people from many backgrounds,

And more importantly – learn to be confident.

What you do can be added to your CV career experience.

Opportunity – DE&I as an Asset

- As human beings we like to please:
 - We tend to stay safe and fear doing the unexpected
 - We analyse the situation and use our experiences to define our boundaries
 - To innovate and develop a new idea or solution we need to challenge the norms and take new perspectives, points of view
 - There are many unexplored alternative solutions yet for human kind to explore and understand
- You all have the potential to create something new if you challenge the boundaries created by your education, experience, and life so far
- Part of the outcome of this unit is to learn that it's safe to suggest ideas safely



The Project Outcome

For the students

- How to work collaboratively to support a societal challenge
- Resolving a 'real' problem
- To engage emotionally in societal issues
- Learn and engage with carbon assessment processes
- Sharing the skills for the common good of the team.
- Learning new skills beyond their course
- To experience communication skills including active listening, questioning, sharing, giving constructive feedback, appreciating each other, and so much more in preparation for their future careers

Personal Resources

What Do you bring as a team member to the team:

In order for a team to meet its objectives there is a need to identify the resources available / needed to solve a problem

Each team member identifies and shares their experience, skills, capability, education, interests and knowledge

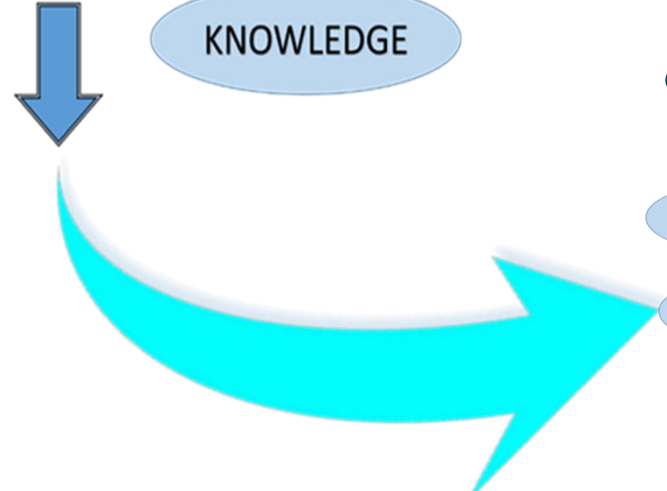
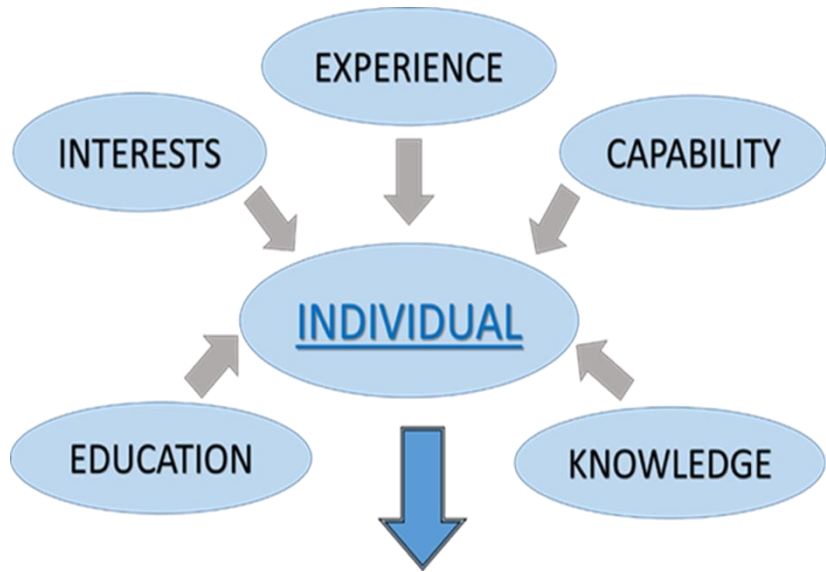
This shared with the other team members, describes the team 'fitness landscape' potential as if it was a small company

Knowing the resources and assets of a team enables the engagement of individual potential and the development of new individual skills.

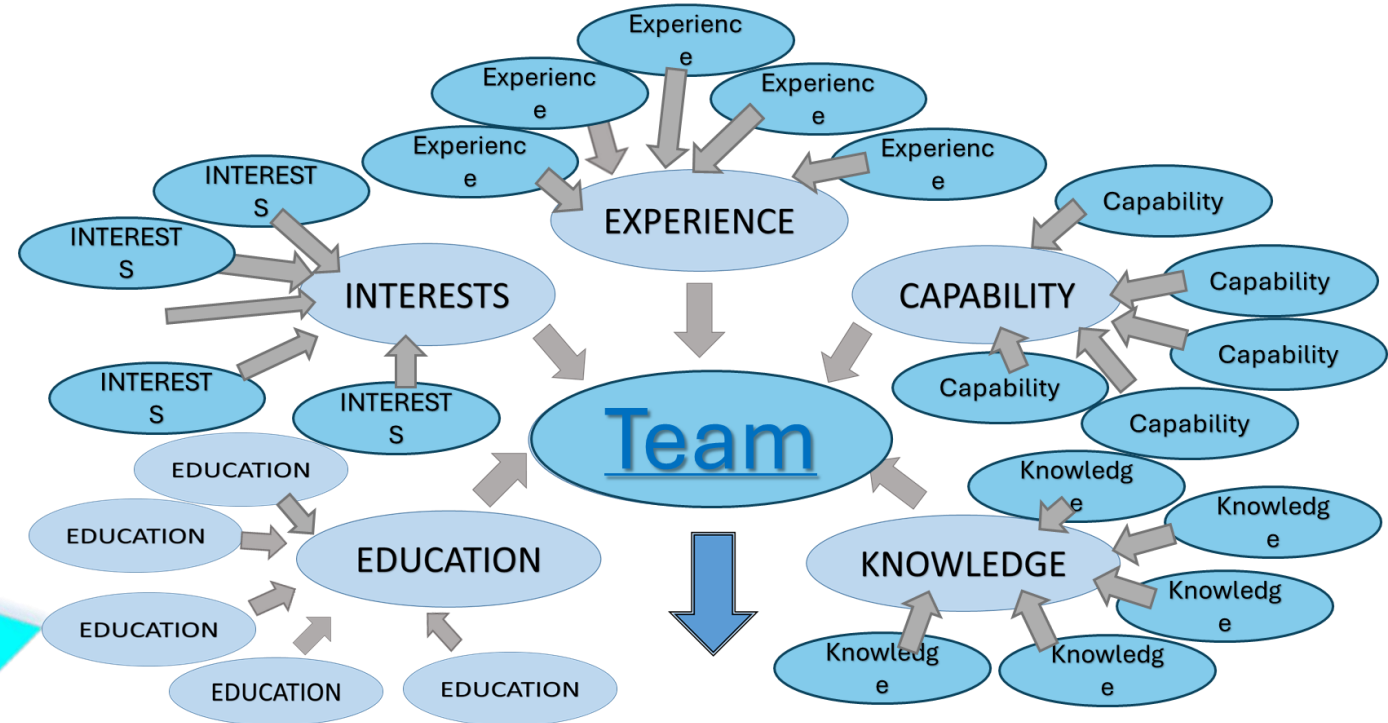
This creates the attributes of a flexible and adaptive team based on the individual contributions

Note: fitness describes the ability of the team to consider complex systems which requires adaptive / creative thinking, and in the case of a business its ability to have the same attributes and survive in the competitive world

Identifying Resources



Sharing for success



Team resources creates a 'Fitness Landscape'

Student Opportunity

Learn from staff
guidance, skills and
knowledge

Widen their personal
knowledge outside of
formal education

Know how to
collaborate with others

Develop solutions for
organisations within
and outside the
university

Create experiences
that can be added to a
CV

Past and current
project linkage

Learn about Carbon
Reduction and
Sustainability

And currently
supporting the
ambitions of the
Beacon of Lansdown
project

Student benefits
Collaboration
Trasndisciplinary team-work
Team and personal skills / development

What was the best thing about being part of a VIP

My favourite thing about working on the VIP was our **collaboration** with the church leadership. With each meeting we got to know leadership better, gaining an in-depth understanding of their issues and project aims. Their passion to save the church was really inspiring and encouraged us to work harder on the project. Working on this real-world project was extremely rewarding, particularly when seeing the difference we were making to St. Stephen's and how grateful they were for our help.

I also really enjoyed the **interdisciplinary nature of the work**. My previous modules had given me a foundational knowledge of carbon reduction, for example about heat pumps. However, I had never considered such interventions from an architectural perspective. During the VIP, I really enjoyed considering these decarbonisation technologies from a building point of view. For example, I learnt a lot about conservation heating and how heating solutions should be selected to balance carbon emissions, building preservation and user's thermal comfort.

Benefits for Others

What are the benefits you would tell other students and the university management?



I think the community side of this project is one of the main benefits. I think sometimes at university we are so wrapped up in our studies, we don't really consider the wider Bath community. I really enjoyed working with the church. It was very rewarding to see how we were making a positive impact in the local community. This particularly showed during our end of year presentation at St. Stephen's, where we shared our progress with the congregation. Previously our discussions were only with church leadership, but it was lovely to discuss our work with the wider church community. Many people showed their appreciation and also added valuable ideas for us/the future VIP team to explore.

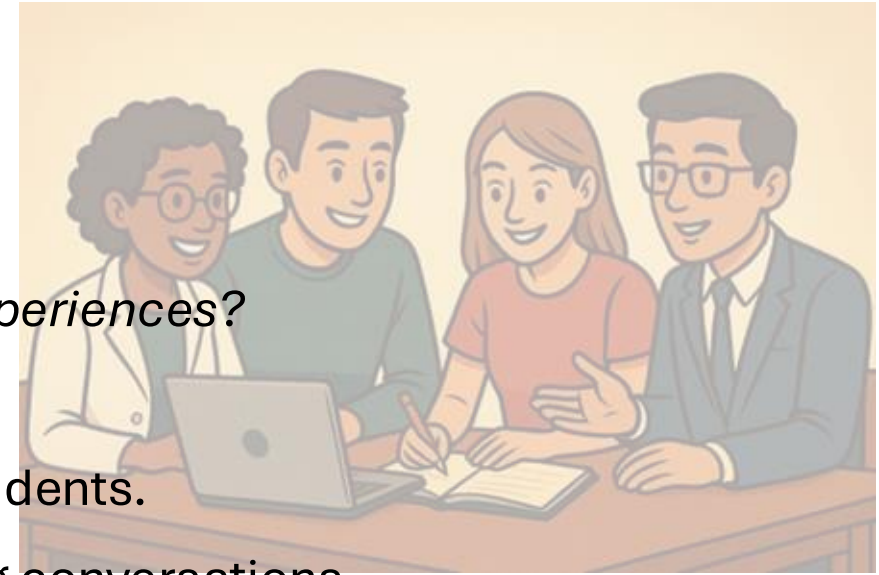
Transdisciplinary Teamwork

Did you like the transdisciplinary teamwork – what were your experiences?

I liked the transdisciplinary and the vertical teamwork.

I particularly enjoyed working with the MSc Decarbonisation students.

During our decarb sub-team meetings, we had some interesting conversations about topics they had learnt in their course such as embodied carbon. This was something I was not aware of previously. However, although still at undergraduate level, I was confident that I was adding valuable contributions. For example, coming from the environmental stream of Natural Sciences, I had some experience with decarbonisation techniques such as solar panels. This was something that others in the team had not learnt about before. This shows that the learning on VIPs can go both ways, with undergraduates and postgraduates learning from each other.



Skills Development

In what way have you developed your skills and capability. What were the skills?

I have developed many skills during this VIP but particularly my teamworking and communication skills. Balancing the credit-bearing students with voluntary students is a good example of this. Whilst the credit-bearing students had more time to work on the project, with time specifically allocated in our timetables, we were very aware not to take over the project, allowing voluntary student to contribute and drive the project too. This meant that our weekly team meetings were a vital point of communication to ensure everyone was happy with the work to be completed that that week, confirming work was distributed fairly so that everyone felt as though they were contributing whilst not being overwhelmed. Communication was also a vital skill in our regular meetings with church leadership.

I have also learnt technical skills including how to calculate Scope 1, 2 and 3 carbon emissions. Helping to scan the church with the laser scanner was also very interesting. It was amazing to see how the scanner could build an internal model of the church. This is a skill I would never have learnt within my usual degree stream.



Student Personal Gain

This project fits my CV because it evidences transferable skills with real, tangible outputs. I can talk about a specific client. I can reference a published guide. I can describe a stakeholder presentation. It has also given me more confidence and professional experience.

This programme deserves investment and expansion. The community receives professional-grade outputs such as reports, surveys, carbon analysis, architectural briefs, that they would otherwise have to commission/pay for. The students receive experience that is genuinely rare at this level of study. The public presentation and professional relationships built along the way with Studio Saar, the Diocese of Bath & Wells, and the wider stakeholder network contribute positively to the university's reputation and widen its presence.



Staff Opportunities to Support Students

(My ambition was to give you as much encouragement to grow and experience and develop new skills, both technical and interpersonal as I could. Did I achieve it?)

Your consistent recognition of my leadership and ability to connect us with so many different interesting people were some of the most practically useful things throughout the year. There were moments, particularly around the laser scanning and the pressure of the architectural workstream, where I had genuine self-doubt about whether I was performing well enough. Your encouragement at those points gave me permission to keep leading with less hesitation and less second-guessing. Without that sustained affirmation, I think I would have been a less confident and less effective presence in the team.

====

I'd like to thank you for your support throughout the project, both personally and as a team. You went above and beyond to support us, even providing guidance on work completely outside of the project

What would you say generally about my support for you and as a team?

The support was genuine, consistent, and valued, creating an environment where it felt safe to try things, make mistakes, and learn. The fact that I developed leadership skills I did not expect to develop, produced outputs I am genuinely proud of, and made friendships that will outlast the project is, in part, a reflection of the culture established.

===

I really appreciated how you gave us freedom to drive the project in our own direction. For example, I enjoyed planning and delivering our eco event. Whilst this was not initially part of the aims, it was exciting to see how we could help progress St. Stephen's Eco Church award.

Benefits to students

To the students

To the University

To the current societal, cultural, industrial challenges

Specific Project; Decarboning St Stephen's Church

Development of students

Preparation for future careers

Opportunities for university education

Addressing challenges of AI

Student outcomes:

Learning outside of chosen course subject

Examples of technical subjects

Examples of interpersonal and team-based behaviours and ways of working

VIPs offer an opportunity to work with other students and engage with projects that uses their current capabilities and skills and develop wider skills of project management, collaboration, interpersonal and technical skills. The participants are recognised for their contribution by the CLT. The student teams are made up of participants from multiple year groups and educational levels, with breadth across the faculties. The challenge is to have the students collectively focus on the project outcomes. Industry is looking for students who have a broad set of skills to respond to the complexities of product development, processes and management. This presentation explores the lessons learnt so far and identifies opportunities for the future.

Serious Games for Management Learning
(MN32214)

Reflections from the Unit

Dr Baris Yalabik
Dr Stuart Milligan

Think about...

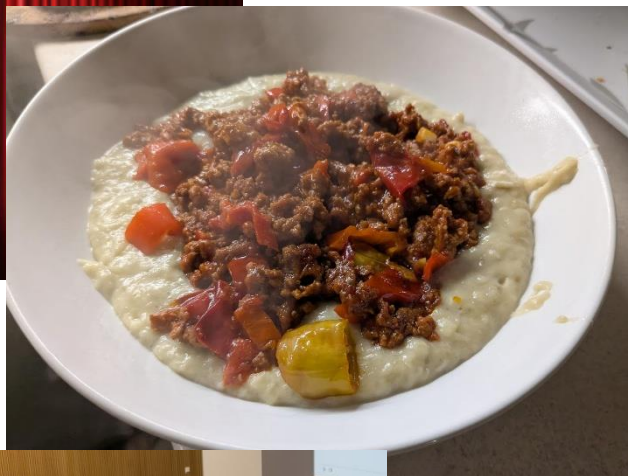


Rules:

1. Everybody submits a number between 0 and 100 (doesn't have to be integer).
2. The person closest to $2/3^{\text{rd}}$ of the average is the winner.

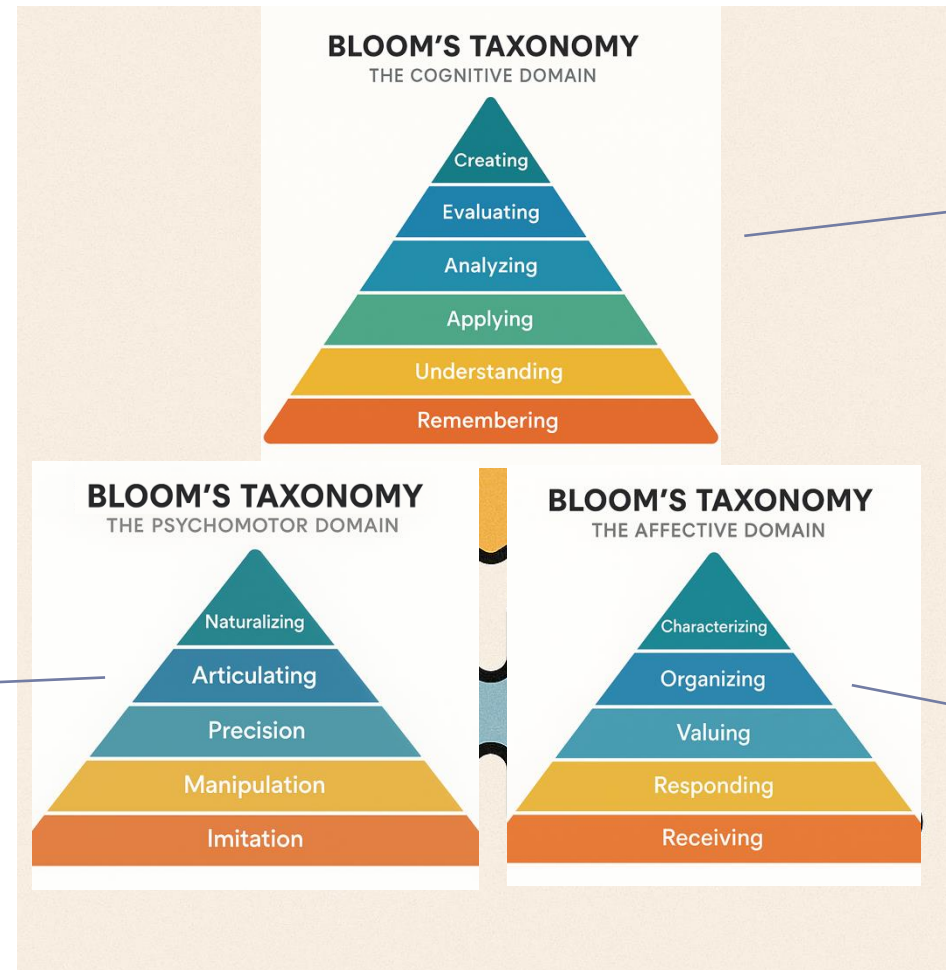
What number would you submit?

Dr Baris Yalabik



The dimensions of a Manager

Q: How can we get better at these?



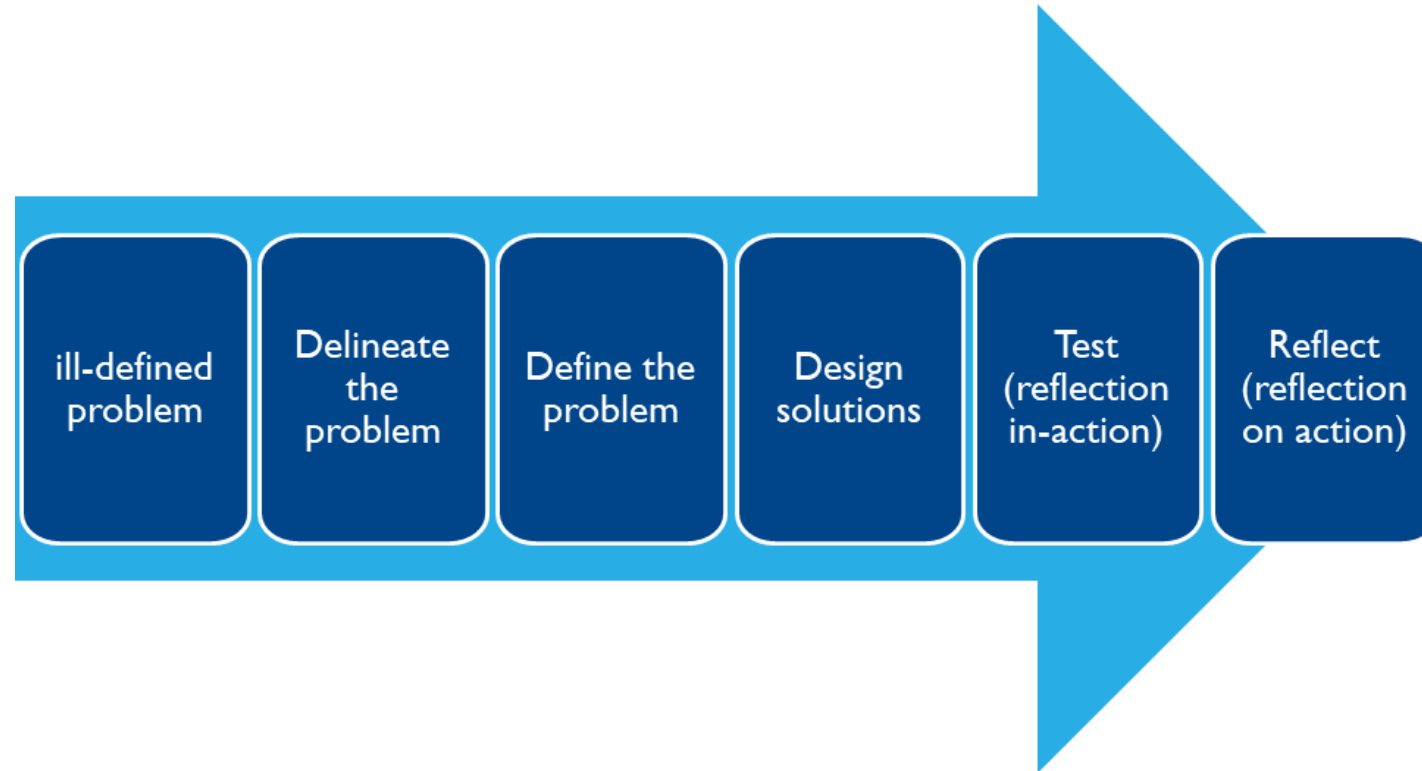
Decision-making, strategy, problem-solving

Facilitation, communication, tools of the trade

Professional identity, integrity, leadership



Learning as experience



Context: Serious games

Objective 1:
Reflecting on ourselves
as managers

Objective 2:
Designing effective
experiences for others

Week	Topic	Relevance to coursework
1	Intro: Experiential learning and games	How do we learn?
2	Identifying objectives and target audience	What is the message we are trying to get across? To whom?
3	Motivation and engagement: Psychology of games	When and how do we/people engage?
4	Process of design	What is the best way to design an experience?
5	Mechanics and dynamics	How are components of the experience linked to desired outcomes?
6	Reading week	The value of immersion.
7	Narrative and storytelling	
8	Rulebooks: making games efficient to play	How do we communicate the experience?
9	Evaluating outcomes: feedback	What does good performance mean?
10	Using AI to build serious games	Looking forward.
11	Online games	

Objectives and audience

Tools of the trade

Communication and facilitation



Assessment (90%) – groupwork (group of 3 or 4)

▶ Poster + report (3000 words)

Choose a current management concept (ill-defined problem) that you feel can be addressed through a serious game or experience.

- a. Create a game poster (A0, electronic copy) that graphically describes the game (components, mechanics, dynamics, and so on), and how those link to learning from experience. (30% of mark on coursework).
- b. Create a 3000-word annotated rulebook that explains how the game is played. (60% of mark on coursework) The annotations should refer to frameworks, models, and tools introduced on the unit (and demonstrate further reading when relevant).
- c. Submit a peer review (no required word count) (10% of mark on coursework, the mark to be determined by the convenor after observation of peer review and engagement with the unit)

Assessment (10%) - individual

Reflective essay (1000 words). Due 1pm, December 12th, on Moodle.

Write about the experience of the semester. Specifically, reflect on:

- a. What you learned about yourself as a decision maker, team member, strategic thinker.
- b. How you might apply what you learned to your future work.

Marking criteria:

- **Application / analysis:** Engagement with concepts from the unit
- **Context:** Application of a relevant reflective cycle (could use what is presented in the LOIL sessions, or find your own)
- **Communication** (structure, grammar, referencing, etc.)

An opportunity for feedback:

You are welcome to submit a 125-word reflection every week by **5pm on Fridays**. We will read this and give you feedback promptly.

Reflection

1 Balance the learning objectives

“

- Reflect on yourself as a future manager / leader
- Help others learn

“

Difficult to dedicate time to learning when students also have to learn a game every session.

2 Tie assessment tightly to LOs

- Some students treat the process as creative, forgetting to apply concepts
- Build in more structured reflection

“Fun” is good, but we need to learn.

3 Online is our friend

- Digital delivery-friendly unit
- Scalable if activities are online

AI + online delivery help reflections 1 & 2

Using gamification to boost engagement

Dr Yarden Brody

Senior Lecturer, Director of Teaching, Physics Education Group lead

Department of Physics

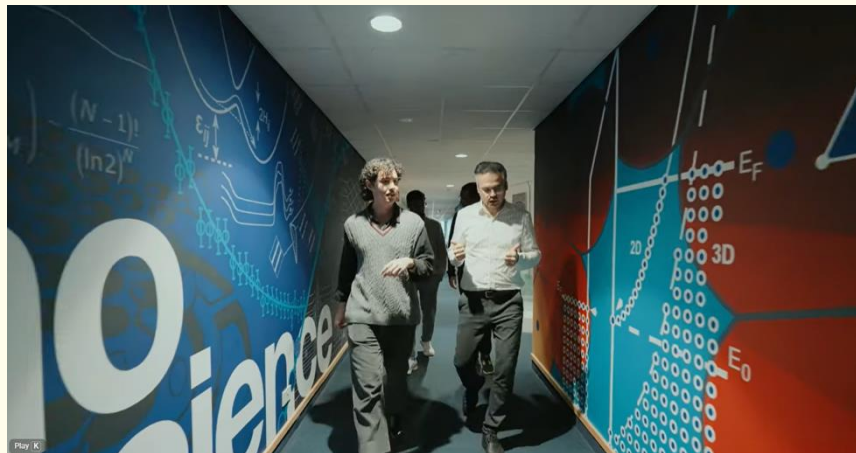
Watch out for turtles...



Outline

- Enamel pins - conception
- Principles of gamification
- Badge design & use
- Student feedback
- Staff reflections
- Reach
- Conclusion

Enamel pins - conception



Principles of gamification

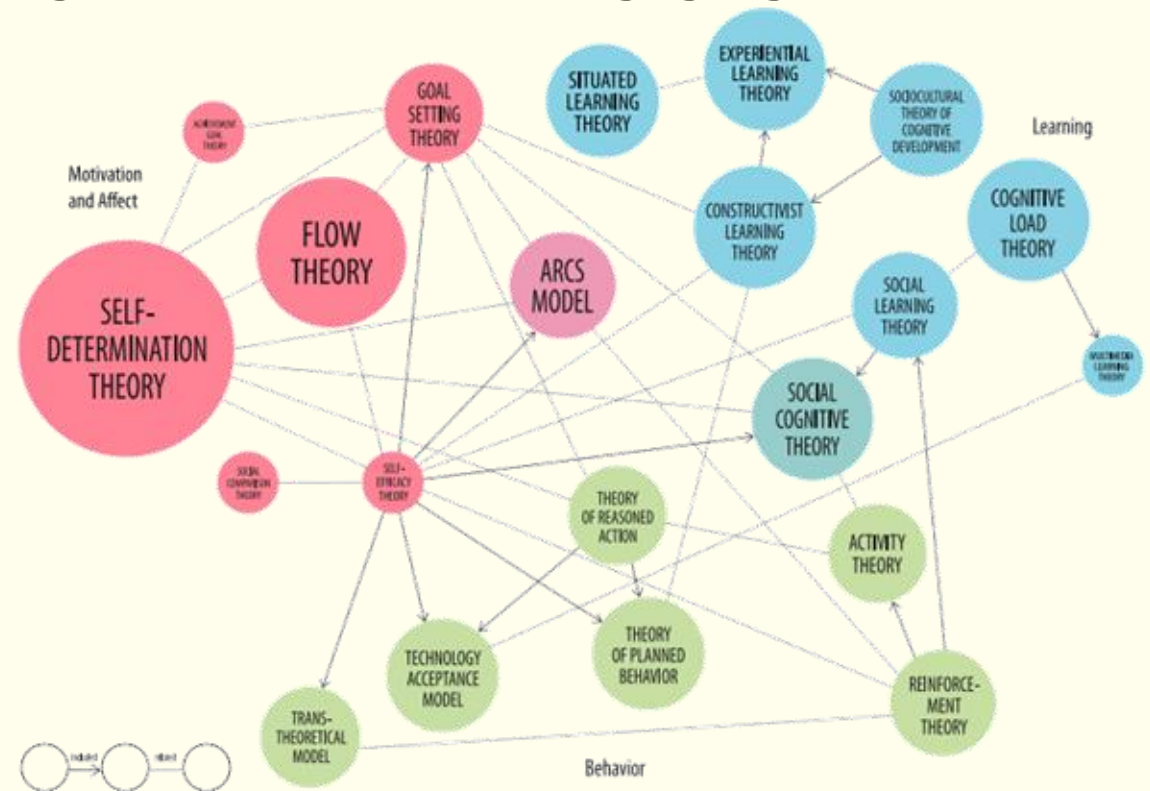
Gamification:

The process of integrating the aspects of a game that make it engaging into non-game contexts.

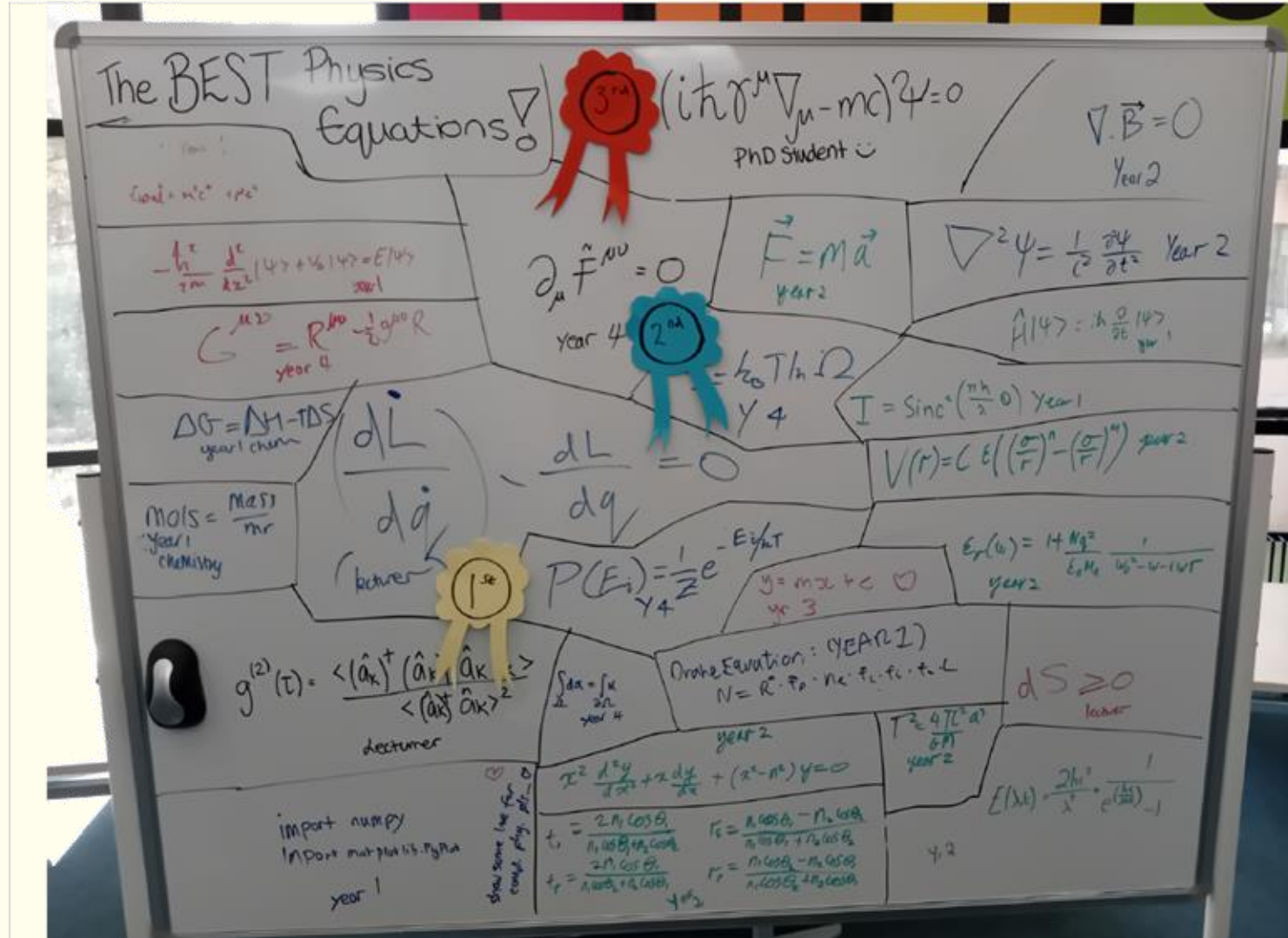
What makes games fun?

- Rewarding skill
- Positive reward
- Safe failure
- Dopamine!

A demonstration:



Badge design



Badge design & use



Hi all,

thanks for your attention and participation in the optics lectures, we just have one problems class left, on 20th February, I look forward to seeing you there.

There will (almost definitely) be optics **badges** available. If you feel that you deserve a badge, please let me know on this [form](#).

All the best,

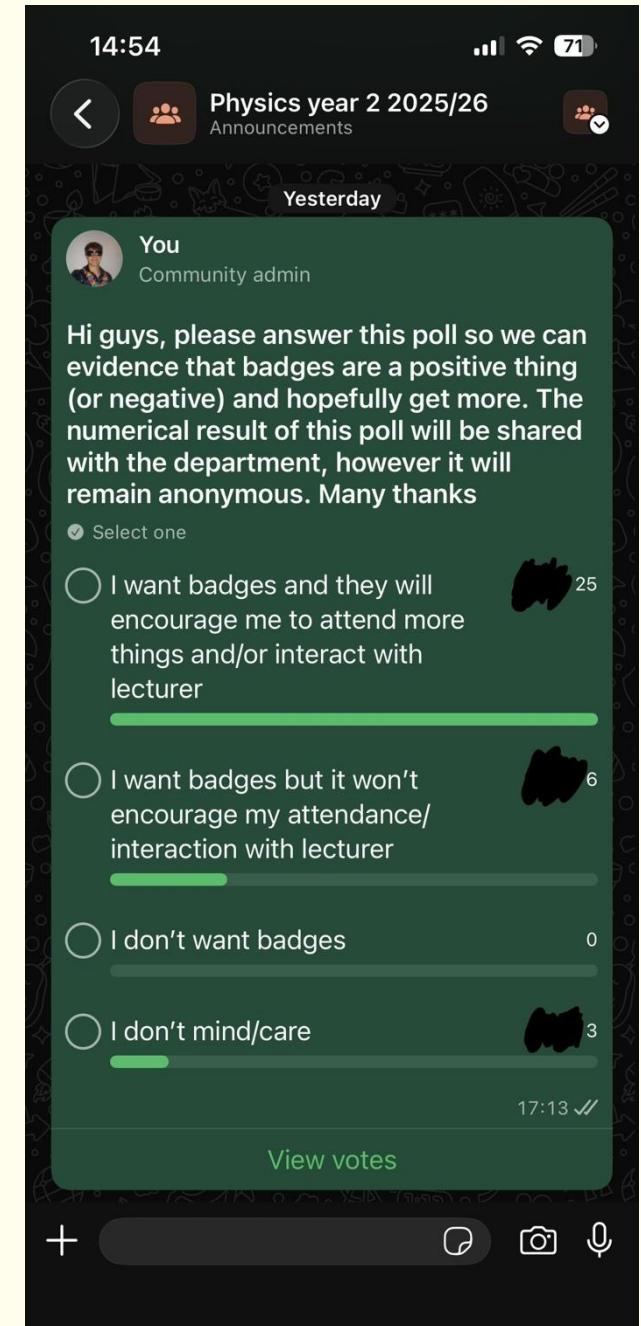
Student feedback

Survey written in 2025 by me & PAS and distributed by student reps:

- 1st & 2nd years
- 78 respondents

Continual polling & monitoring by student reps...

“Physics badges are perhaps one of the most efficient tools for creating and maintaining engagement that I've seen in the physics department! Not only do I often see people showing off their latest badges in social spaces, but I genuinely find myself excited to see the latest modules that have acquired badges and am absolutely certain that if I were in a lower year I would be doing everything in my power to get hold of them.” – Department rep



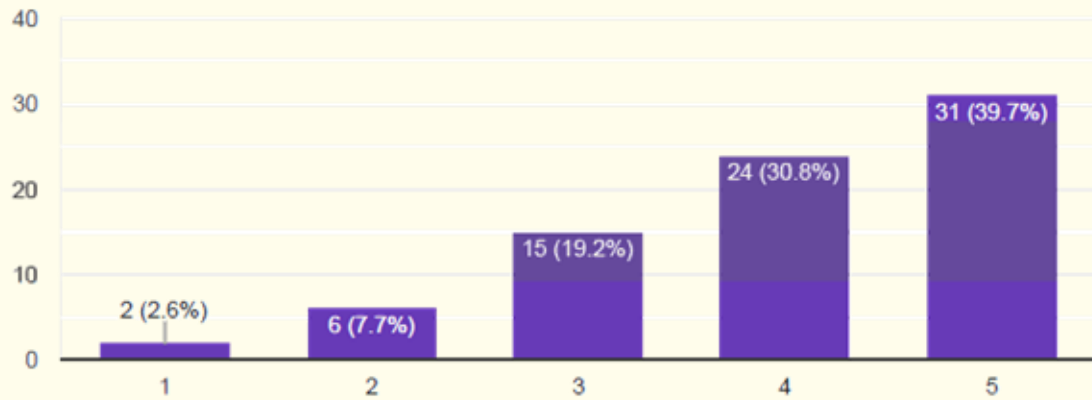
The use of badges made me more likely to attend lectures/classes.

Please indicate your level of agreement with this statement:

- 1: Strongly disagree
- 2: Disagree
- 3: Neutral
- 4: Agree
- 5: Strongly agree

78 responses

Average rating (3.97)



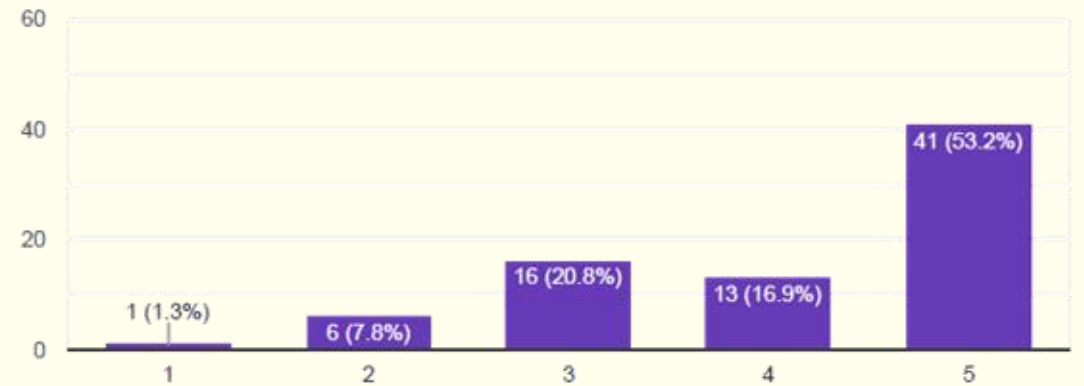
The idea of collecting the full set of badges motivated me to attend lectures/classes.

Please indicate your level of agreement with this statement:

- 1: Strongly disagree
- 2: Disagree
- 3: Neutral
- 4: Agree
- 5: Strongly agree

77 responses

Average rating (4.13)



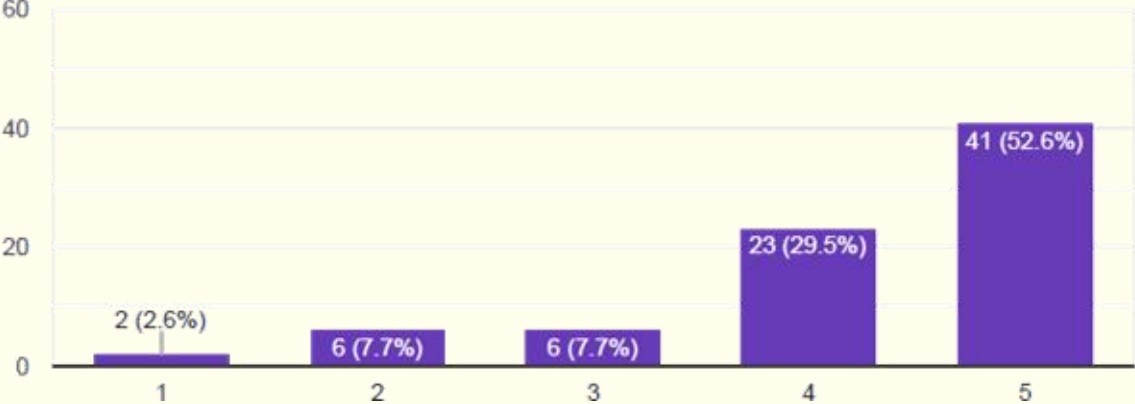
The possibility of receiving a badge made me more likely to answer or ask a question in a lecture.

Please indicate your level of agreement with this statement:

- 1: Strongly disagree
- 2: Disagree
- 3: Neutral
- 4: Agree
- 5: Strongly agree

78 responses

Average rating (4.22)



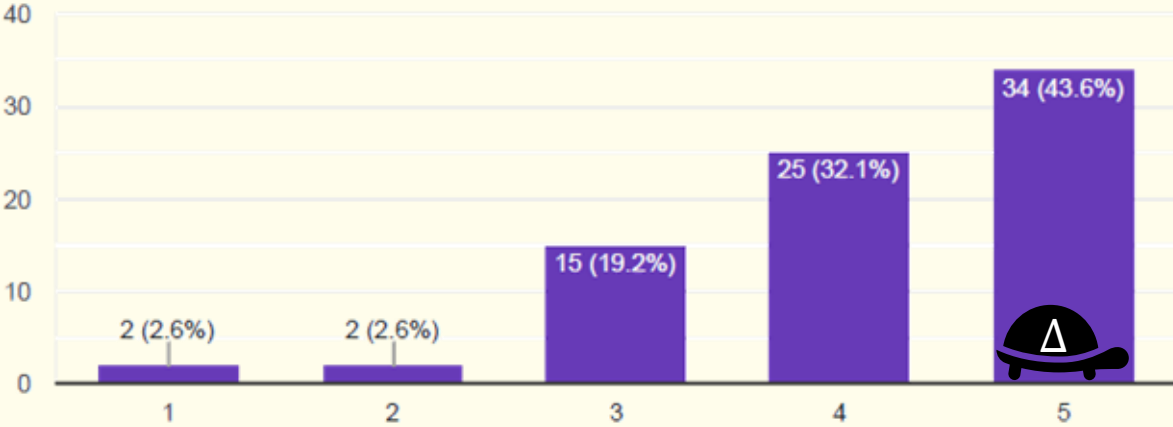
The quality of the material of the badges is important to me.

Please indicate your level of agreement with this statement:

- 1: Strongly disagree
- 2: Disagree
- 3: Neutral
- 4: Agree
- 5: Strongly agree

78 responses

Average rating (4.12)



“The biggest issue which I don’t know how you’d mitigate is that once you get a badge the motivation is naturally no longer there. Still a genuinely freakishly powerful motivator for me”

“Very good motivation to attend lectures, and good competition between friends for who can get badges fastest/ get the most.”

“I am never going to answer a question in a lecture but I would actually quite like to get the badges so I think them being available for attendance would be nice”

“It helps people to feel like there is a University identity to be proud of”

– 2nd year Physics Café attendee

(More) Student feedback

Course-level survey 2026

Q27. Looking back on your experience of your course so far, are there any positive experiences you wish to highlight?

- *I like the use of badges as prizes in lectures.*
- *I find the badges are a good way of motivating me to work harder.*
- *The badges are a very good incentive to be more active in lectures*
- *The badges are pretty cool*
- *The badges given out as rewards for engagement*
- *The badges for physics units encourage attendance and participation*

*“Like society hoodies or sports strips – people are quite proud to share what they’re doing as physics is quite a hard degree - **it gives us a chance to be proud of what we’re doing**”*

SSLC Apr 2026

- *“we loved our badges – resounding yes please”*
- *“a race to see who can answer the problem first”*
- *“You show it off to your friend”*
- *“I still have conversations about my badges”*
- *“Made people excited about modules coming up with badges”*
- *“A physical thing to say **I have done this course**”*

Staff Reflections



Going to lectures
to learn



Going to lectures
to get badges

I heard students from higher years saying that they go to lectures of previous year courses, just to participate and get that year's edition of the badge. 😂 - Ventsi

Something tangible that students can hold and cherish – I was there, I participated, I did well

Potential downsides:

- Cost
- Rewarding basic expectations
- Addressing EDI concerns

Reach

Dear Dr Brody,

We are final year undergraduate physics students studying the year-long Communicating Physics module. For our science engagement activity, we will be doing an interactive talk on GRBs to the U3A Science group, a group of retired individuals in Bath who are interested in science.

We have all recognised the science **badges** being given out. Notably, in Quantum Information this semester we have found they really encourage engagement. Would it be possible for us to meet with you and discuss if we could get some for our activity please, as it could boost engagement? We also wondered if you had insight into how effective the “badge method” has been so far?

“I have heard so many great things about the badge scheme from XXXX, XXXX, XXXX and others- and I want to see if we can implement similar in XXX (as dept rep) or across the wider faculty...to incentives attendance and academic communities” – Faculty rep

Dear Fellowship Colleagues

EduFest 2026 is just around the corner, and we have an extra incentive for Fellows to join us in person this year.

We're delighted to share that we have created bespoke pin **badges** for colleagues who have achieved any category of Fellowship at Bath. They are a small token of recognition and appreciation for your achievement, and we hope they are something you will be pleased to wear with pride.



We will be handing out the **badges** during our in-person EduFest days on Tuesday and Wednesday, and we would love to give you yours in person.

Conclusion

“Badges are awesome as hell!”

- student survey respondent

AI & PEDAGOGY



Taking Students to the Knowledge Frontier with AI

Build Your Own Reading List

Cristina Lafuente • Economics Department, University of Bath

[EduFest2026]

15 min presentation
+ 5 min Q&A

In a nutshell

The Context



Final year undergraduate unit, optional, 10 lectures, approx. 110 students. The class covers the empirical evidence on the models we present at the lecture.

The Approach: The Briefing Room



AI-assisted literature discovery: structured scaffolding, not just outsourcing. Citing empirical literature necessary for a first-class honours.

The Challenge



With one-hour online sessions a week, should we cover one paper thoroughly? Make a reading? How to align with the assessment (exam)?

The Takeaways



Strong student engagement, good feedback on the student survey, reflected on assessment, and some reflections for next year.

The Briefing Room — Step by Step

1

Question of the week

Students are given a concrete question, like *Does the imposition of minimum wages reduce employment?*

2

AI-Assisted Search

Students have a week to use Claude / Copilot / Consensus to identify key papers and write an answer.

3

Online Workshop - discussion

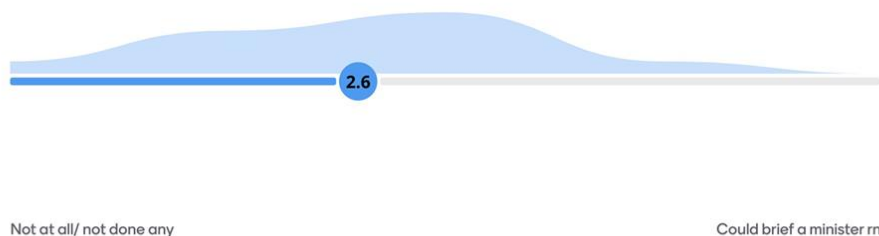
Students are put into groups to put together their findings. Use Mentimeter to pool papers and answers.

4

Online Workshop - demonstration and wrap up

Demonstration by the instructor – share conversation and prompts, comment on common pitfalls, journal quality, etc.

How confident are you in your search results today?



Not at all/ not done any

Could brief a minister

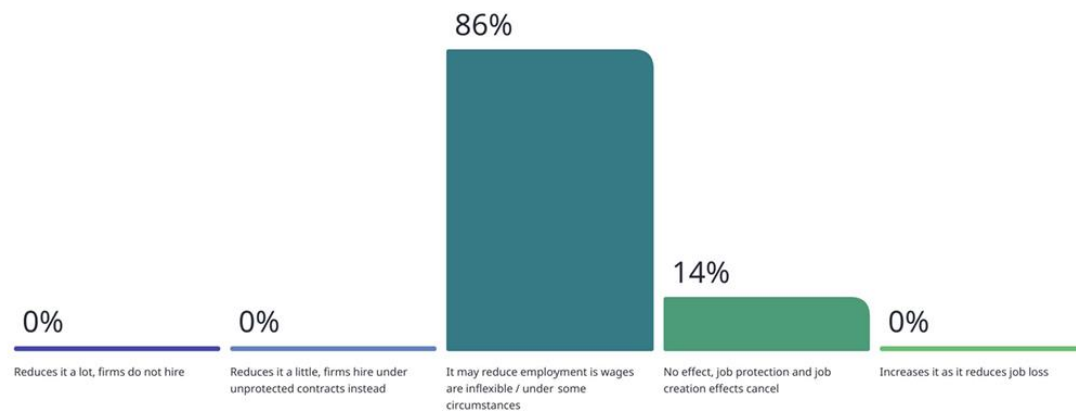


Which papers did you find? Write Authors (year) format

Garibaldi & Violante	Garibaldi and Giovanni, 2005	Lazear, 1990	Garibaldi and Violante, 2005
lazear, 1990	Garibaldi and Violante 2005	Kugler (2004)	Lalé, 2019



Your opinion after research: Do severance payments reduce employment?



Why would severance payments reduce employment?

Answers aren't as clear as other topics	firms are more reluctant to hire due to potential costs of firing in future	Discourages hiring	firing costs create a tax on employment that makes firms more cautious about hiring
Reduces job creation	Increases the risks associated with hiring workers	Workers are less worried about getting fired, so need a higher salary to be motivated, so firms are less willing to hire due to higher costs	Firms employ fewer workers because it is more expensive to fire them and they have to keep them for a long time.



What Makes a Good Literature Review?

Scope & focus



Papers must directly address the question — broad tangential reading ≠ good evidence.

Journal quality



Check journal rankings (Repec). Top-5 ≠ always most relevant, but quality matters.

Citations & influence



Use Google Scholar citation counts as a signal — but recent papers won't have many yet.

Beware novelty results



Surprising findings get cited. Look for robustness across studies and literature reviews/metastudies.

Context is everything



A US labour study may not apply to the UK. Check sample, period, and institutional setting.

Coverage & balance



While it is good to have plurality of views, some questions have clearer answers (income taxes, migration)

Feedback & Reflections

~ 90%

cited \geq 1 paper

In the exam

~35%

participation rate

sessions were recorded



frontier engagement

students valued reaching the cutting edge

What students told us:

- *"I really liked the use of the briefing rooms, they are super helpful and it has made me read more papers than I think I have ever read."*
- Some found the breakout rooms not useful – as set in random groups, sometimes awkward silence
- The citations were correctly placed, although not always got the names right (didn't penalise in the exam)

Reflections

- Establish regular groups instead of random assignment to improve accountability and self-select if interested
- Linking to assessment (exam) raised engagement noticeably
- Think of better ways to engage debate – "tell us the answer"
- Introduce more theory papers – great feedback this year.