



The Interface of Teaching and Research

Abstracts of the Learning, Teaching, Research, and Scholarship
Conference: Research, Teaching, and Identities



10th September 2024

Editorial Board: Professor Joanne Lusher
and Professor Tom Villis

Editorial

On 10th September 2024, Regent's staff joined together for the annual Learning, Teaching, Research and Scholarship Conference. Contained here is a collection of abstracts which we hope provide a taste of the conference and whet your appetite for attending next year's event. The theme of this year's conference was Research, Teaching, and Identities, which proved to be a rich ground for discussion, leaving staff feeling connected, engaged and excited for the start of the new term.

Dr Isabella Mighetto, Registered Counselling Psychologist and Regent's Alumna, opened the day with a fascinating keynote on mental health and the natural world. Off to an inspiring and energetic start, the day continued with the first in a series of parallel sessions and workshops. In the first parallel session, Julia Weiner gave an insightful account of equality, diversity and inclusion in the classroom at Regent's, which was followed by an equally riveting discussion by Catherine Davidson on gender and literature and particularly how Virginia Woolf helps us to read queerly. The second parallel session on 'Identities in a Changing World' kicked off with Neven Andjelic's talk on the shifting and complex identity of young people arriving to study at Regent's, whilst Karolina Szpyrko considered transformative pedagogies with clear overview of the Climate Justice Conversations card game. 'Identities in the Classroom' was the theme of the third and final parallel session of what was a very busy morning, where Oliver Sterland provided an informative session on his experience of revamping Regent's peer observation process and Cristina Costantini talked about her experience of helping students to find their own identity in the classroom environment.

After the networking lunch, Geoff Smith, Regent's Vice Chancellor and CEO announced the launch of the new 'VC Fund'. We initiated this new scheme to provide additional support for colleagues across the University to run any kind of scholarly research project that will have a meaningful impact on Regent's priorities and our students' experience. A maximum fund of £25000, with up to five projects will be funded this year.

Conference attendees were then treated to a range of afternoon workshops which showed various pedagogical approaches in action. The much-loved workshop on zine making was back after serious demand and delivered by Celeste Williams. Topics explored included thinking-through-making and the physical manifestation of theory. Participants learned first-hand how tools can become an extension of the body. In Robert Johnsons' workshop, interdisciplinary perspectives and the state of play were considered in relation to the core modules under the new curriculum. Anna Joyce then offered some helpful advice to attendees on how to sleep well and the benefits that a

good night's sleep can have on overall wellbeing. The afternoon's parallel sessions continued the theme of Identities and the shifts between them with a talk by Kaye Nightingale on empowering change. Carlos Pina and Kwong Loke went on to describe how the collaboration illustrates learner-centred teaching, where students actively construct. Parallel session six was on 'Identity and Professional Practice' and the Programme Director for the Doctorate in Counselling Psychology, Nathan Faulkner, led a session on complementarity between teaching, research, and clinical practice. Simon Carrington and Barbara Feldtkeller from the Psychotherapy area then spoke to the potentials and challenges of experiential learning. In the penultimate session of the day, Giuseppe Zevolli considered new pedagogical approaches and discussed how we can foster critical reading in the classroom via co-creation, whilst Mischa Welsh covered issues around how we can better enhance evaluation and feedback in our practice through granular grading. Meanwhile, several colleagues had great fun with Yi Yang experiencing their first Chinese lesson.

The day drew to a celebratory end during the plenary where Maria Charalambous announced our new HEA Fellows and introduced the 2023 Professional Standards Framework before the Raffle and drinks reception.

All of the conference speakers displayed a genuine enthusiasm for research and how their scholarly activity directly informs their practice in the classroom. This collection of abstracts presents a snippet of the creative work that is taking place within Regent's University by its dedicated staff. We are sure that this compilation will inspire you to continue to develop your own scholarly pursuits as we look forward to the 2025 LTRS conference.

Abstracts

Isabella Mighetto: Keynote

Julia Weiner: EDI and my Teaching at Regent's

Neven Andjelic: Shifting Complex Identities of Young People Arriving to Study at Regent's

Karolina Szpyrko: Transformative Pedagogies for More-Than-Human Futures: An Overview of the Climate Justice Conversations Card Game

Oliver Sterland, Cristina Constantini and Stephen Taylor: Revamping Regent's Peer Observation: A Quest for Quality and Excellence

Cristina Costantini: Helping Students to Find their Own Identity in the Classroom Environment

Hattie Smart: How Parents Experience Guided Self-Help Parenting Programmes. The Frame, the Mirror, and the Reflection: an Interpretative Phenomenological Analysis

Celeste Williams: Zine Making in the Workshop

Robert Johnson: Common Core Modules in the New Curriculum: Interdisciplinary Perspectives and the State of Play

Anna Joyce: How to Sleep Well

Kaye Nightingale: Identity: Empowering Change

Kwong Loke and Carlos Pina: Interdisciplinary Project: Acting Meets Finance Meets Acting

Nathan Faulkner: Complementarity between teaching, research, and clinical practice

Simon Carrington and Barbara Feldtkeller: The Potentials and Challenges of Experiential Learning - Insight from a Review in Psychotherapy

Giuseppe Zevolli: Who's presenting with me Today"? Fostering Critical Reading in the Classroom via Co-Creation

Mischa Welsh: Celling Points: Enhancing Evaluation and Feedback through Granular Grading



Isabella Mighetto:

Keynote

Dr Isabella Mighetto is a Counselling Psychologist based in Bristol. She works in an NHS community mental health service, specialising in complex trauma, dissociation, psychosis and migration-related issues. She is an advocate for incorporating nature-based practices into healthcare settings. She has a small private practice where she works one-to-one and with couples, encouraging a deeper connection to the body and nervous system, as well as connection to the natural world. Isabella is passionate about thinking systemically: her interdisciplinary academic and professional background and her own interests mean that her framework attends to socio-economic, cultural, ancestral and linguistic context, seeing the human as embedded in a much wider ecology.

Julia Weiner:

EDI and my
Teaching at Regent's

As she comes to the end of her time as elected member of the Regent's EDI committee, Julia Weiner reflected on how EDI training has made her consider what she teaches more carefully. Module bibliographies have been updated and classes on how the black figure is portrayed in Europe in the 18th and 19th century have been added to the curriculum, allowing for close study and discussion about the work of Hogarth, Manet and Géricault amongst others. As most students are women, they are particularly interested in the work of women artists and barriers preventing women from practising are discussed. The subject how artists present disability was also touched upon. Finally, Julia discussed the importance of raising sexuality in art and including LGBTQIA+ subjects and artists which led to some animated discussion on the use of pronouns amongst those present.

Neven Andjelic:

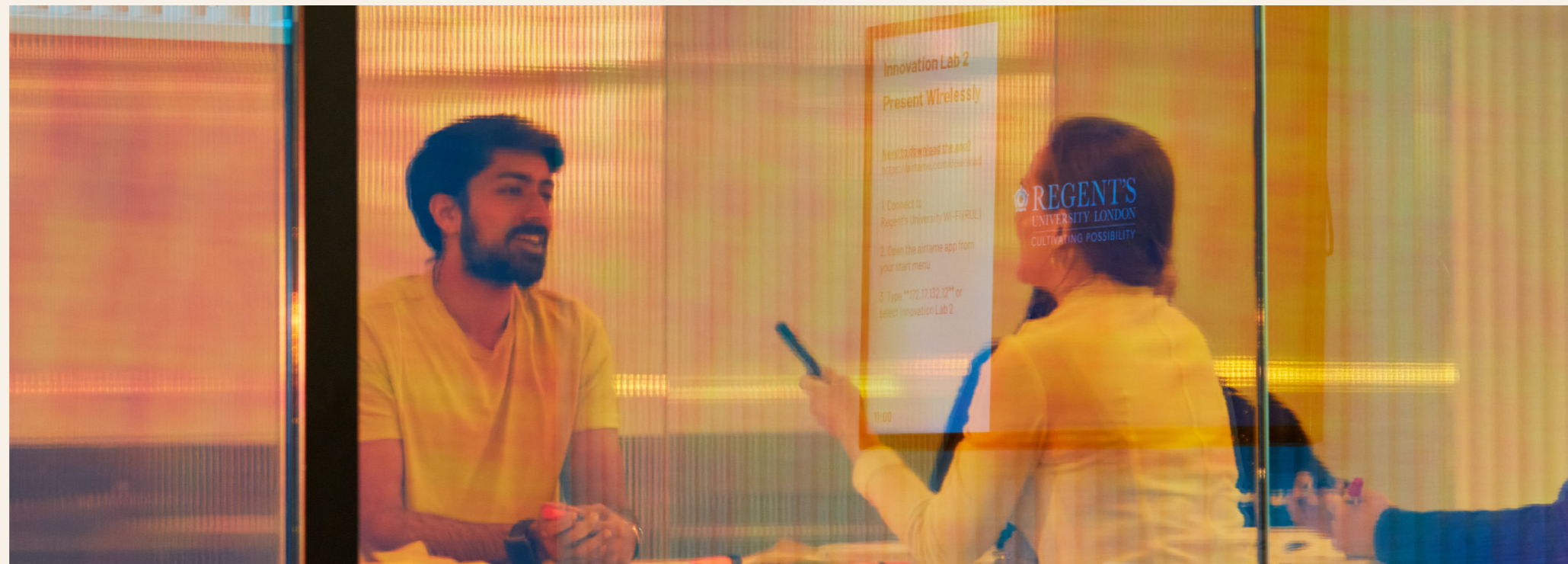
Shifting Complex Identities
of Young People Arriving to
Study at Regent's

This talk was based on 14 years of empirical and experiential evidence from Regent's classrooms, exploring how global changes have impacted young people's identities in diverse settings. Six key subtopics have been identified: Identity, Global Student Body, Social and Economic Class, Cultural Diversity, Educational Background, and Individual Interests. Central issues of contestation include maintaining academic freedom, freedom of expression, and intellectual curiosity while respecting diverse student backgrounds. Challenges also arise in aligning academic calendars with religious obligations, motivating socially and economically privileged students to engage in study, and addressing the impacts of globalization and inequality in the classroom. Creating an inclusive environment, balancing dominant voices with quieter ones, and focusing on retention—whether on fewer ambitious students or larger numbers of less engaged students—are also key topics. Additionally, a study of

Karolina Szpyrko:

Transformative Pedagogies
for More-Than-Human Futures:
An Overview of the Climate
Justice Conversations Card Game

As the world surpasses critical climatic and environmental thresholds, the need to critically examine the ethics, impact, and trajectory of academic research has never been more urgent. This urgency extends not only to knowledge production but also to its dissemination, including its educational and pedagogical outcomes. This paper presented an educational game designed in collaboration with the CHASE Climate Justice Network: the Climate Justice Conversations card game. This tool facilitates discussions and reflections among researchers and students in the arts and humanities on the interplay between research, professional careers, and environmental justice. It asked questions such as Does it matter if we fly across the world to give a short conference presentation or business meeting? How can we consider impact or career prospects in such an uncertain future? In what ways might our professional careers contribute to epistemic and environmental injustices? The session explored the development of the card game project, its theoretical foundations, and its research and pedagogical applications within the context of Climate Justice Conversations. The development of the card game project was discussed, along with its theoretical foundations, and its research and pedagogical applications within the context of Climate Justice Conversations.



Oliver Sterland, Cristina Constantini and Stephen Taylor:

Revamping Regent's Peer
Observation: A Quest for Quality
and Excellence

In Fall 2023, Educational Developers Oliver Sterland and Cristina Constantini initiated the redesign of Regent's peer observation process. This narrative explores the context of the original design and the challenges encountered. It details their action research approach in testing the initial format, followed by a redesign with Learning Technology Lead Stephen Taylor. Set against literature on similar schemes, this paper considers tensions between quality control and enhancement. It questions to what extent Regent's aspirations towards TEF Gold and newly introduced performance-related pay aid or hinder the creation of a meaningful process and tool that satisfies all stakeholders. As their action research continues, contributions from attendees are welcomed to inform the next stages of development.

Cristina Costantini:

Helping Students to find their own
Identity in the Classroom
Environment

In this presentation, I spoke about my experience as a Psychology lecturer helping students finding their own identity through in class and at home activities. I discussed the approaches that I have used in my modules (i.e., Developmental Psychology, Psychopathology, and Psychology & Mental Health), with particular regard to Positive Psychology Interventions (e.g., gratitude, kindness, mindfulness) and developing a sense of Self on multiple dimensions (i.e., personal, interpersonal, and socio-structural). I further talked about the work that students have done collectively (e.g., relaxation techniques) and individually (e.g., self-reflection) in the modules. The aim of this presentation was to share practice and inform colleagues from related and non-related disciplines about activities that can be done in the classroom environment and enhance student self-esteem and self-confidence.

Hattie Smart:

How Parents Experience Guided
Self-Help Parenting Programmes.
The Frame, the Mirror, and the
Reflection: an Interpretative
Phenomenological Analysis

Structured parenting programmes have been widely researched and found to be helpful in supporting parent-child interactions. However, the mechanisms of change are less well understood, engagement and drop-out rates for at risk families are high, and parent distress only temporarily alleviated. In the aftermath of the pandemic the need to support the increasing number of young families whose psychological well-being has been adversely impacted is essential. This study aimed to qualitatively explore parents' experiences of the sessions within an individually delivered guided self-help (GSH) parenting programme to uncover the processes that influenced helpful change. The programme makes up part of the UK government's Five Year Forward View for Mental Health (2016). It is positioned within an attachment and social learning theoretical framework and is designed to support parents of primary-school aged children to manage common behaviour problems. Ethics was gained in collaboration with Regents University and the NHS Health Research Authority (HRA). Six parents who completed the GSH parenting programme were interviewed using a semi-structured interview. Data were analysed using interpretative phenomenological analysis and revealed three group experiential themes and nine sub-themes: (1) I am just here getting quieter and quieter lends meaning to the underlying experience of parenting relationally challenging behaviour as parent identity quietly disappears behind a veil of shame and judgement; (2) A journey from hopelessness to hopefulness illuminates movement from fused dysregulation as parent/child spiral out of control, to emotional regulation as the parent separates yet stands in the child's footprints; (3) Trusting connections uncovers the implicit mutually supportive relational processes that parents valued within the sessions of this GSH programme which meant they embodied the essence of the programme strategies through the therapeutic relationship, I feel it in my heart. Trusting connections enabled parent emotional regulation and mentalisation which in turn were given to the child. Findings centralise the therapeutic relationship as a valued mechanism that enabled modelling and the internalisation of relational patterns, including mentalisation. Mentalisation was enhanced through a strategy called, special play, which revealed a window into the child's internal world and soothed interpersonal distress. Counselling psychologists are strongly positioned to advance relational processes within early intervention parent delivered treatment programmes.

Celeste Williams:

Zine Making in the Workshop

Zines (also known as fanzines) are a creative format that include: texts, images, drawings and more. These tend to be handmade, copied, refolded and redistributed cheaply, often associated with artists, designers, makers, and any persons interested in diy/ self-publishing culture. Consider them the information pamphlet's cool alternative cousin. At Regent's, the zine workshop is an opportunity for staff to take an hour to think through, to digest, and emerge with new ideas.



Robert Johnson:

Common Core Modules in the New Curriculum: Interdisciplinary Perspectives and the State of Play

As an integral feature of the New Curriculum, Regent's has developed a number of entirely unique modules that run across all programmes. The Perspectives suite of first year modules includes Learning Perspectives, London Perspectives and Global Perspectives, while the Industry and Entrepreneurship modules run across all 3 years of all UG programmes. Behind all of these is the notion that developing interdisciplinary perspectives is essential for future graduates. Clearly, there are obstacles to implementing such a radical reboot of the curriculum. This round table will feature representatives from each of these initiatives who will (i) give a brief overview of their progress in delivering future-focused teaching, (ii) discuss the challenges they have faced, and (iii) relate how teams have responded and evolved the initial concepts. This will be followed by an open floor in which questions and comments can be raised. These modules bring to the surface multiple expressions of individual, cultural and disciplinary identity in sometimes unforeseen ways. The opening presentations from panel members will reflect on issues of identity for both students and staff.

Anna Joyce:

How to Sleep Well

Sleep is critically important for optimum cognitive, mental, and physical health. This session combines my identities as an academic, sleep researcher, and cognitive behavioural therapy for insomnia (CBT-I) therapist. This workshop covered the importance of sleep and its profound impact on well-being and explored evidence-based strategies to improve sleep quality and duration. Delegates had the opportunity to review their own sleep behaviours and the various factors influencing sleep, such as lifestyle, environment, and psychological elements. Through interactive discussions, delegates learnt practical techniques to build and maintain healthy sleep habits, addressing common issues like insomnia and sleep disruptions. They left equipped with the knowledge and tools for changes they could make immediately to support achieving a good night's sleep, enhancing overall health and daily performance.

Kaye Nightingale:

Identity: Empowering Change

Our story begins with a journey of self-identity, showcasing a blog that perfectly captures this transformative experience. The story (connected to changing animal welfare legislation) demonstrates how being authentic allows true leadership to emerge and drive significant change.

Through the creation of an initiative, leadership was exhibited by giving credit to others, embodying values like politeness, positivity, persistence, and persuasion. This authentic "walking and talking the part," highlights how genuine self-expression can influence and inspire others.

Kaye Nightingale (Course Leader MA Entrepreneurship) will recount that journey, emphasizing key themes. Axl Dreesen (former MSc DMA student) will then share his insights about the influence and impact the story had on him. Finally, Maivizhi Maharaja (former MSc DSB student and current Visiting Lecturer) will share how her identity has been shaped via mentoring.

In conclusion, the presentation will reflect upon how embracing self-identity has empowered everyone to cultivate new possibilities and to be their true, authentic self.

Kwong Loke and Carlos Pina:

Interdisciplinary Project: Acting Meets Finance Meets Acting

The Acting meets Finance meets Acting project emerged as an interdisciplinary collaboration between the Acting and Finance departments. In the module ATP5A5.T1 Acting: Contemporary Text and Performance, we staged the play ENRON, which deals with the bankruptcy of a major corporation. Due to the finance-heavy dialogue and subject matter, the production required specialized knowledge in financial concepts. Traditionally, actors/students and director/lecturer would engage in topic-specific research independently. However, in this instance, we implemented an interdisciplinary approach to create a learning environment where the intended learning outcomes are fostered in a deeper learning and engagement. Finance students provided expertise to support the Acting students' understanding of financial topics, while the Acting students reciprocated by conducting a public speaking workshop to enhance the Finance students' presentation skills. This collaboration highlights the learner-centred teaching, where students actively construct their own knowledge through interaction and reflection, rather than passively receiving information. The productive exchange between Year 4 students in Acting for Stage and Screen and Finance led to the development of this research proposal. The proposal seeks to explore how interdisciplinary collaboration fosters integrated learning and skill development, and how these processes reflect the interconnected nature of knowledge.



Nathan Faulkner:

Complementarity between Teaching, Research, and Clinical Practice

Practitioner-Teacher identity within HE. Research, Teaching and Identities: Learning, Teaching, Research and Scholarship Conference. Regent's University, London. Experiential learning forms a central part of clinical training within many areas of healthcare including the training of practitioner psychologists. Through their training and practice, in addition to clinical skills, practitioner psychologists also develop a broad range of pedagogical and leadership skills and competencies meaning they represent an invaluable resource in the development of future generations of practitioners. Drawing on the pedagogical approach utilised within the Professional Doctorate in Counselling Psychology at Regent's, the session highlighted the important role practitioner-teachers have within Higher Education as representing not only a bridge between theory and practice for Trainees but also a source of insight into current cultural, social, organisational, and professional practices in the fields they will work in both during their training and post qualification. Despite the complementarity that exists between clinical and pedagogical skill, research suggests that holding dual identities within industry and Higher Education is not straightforward and can be both empowering yet also contradictory requiring the individual to negotiate tensions between professional and pedagogical identities. Acknowledging the important role of practitioner-teachers within Higher Education for both Trainee satisfaction and their professional development, understanding ways in which practitioner-teachers can be supported within Higher Education to manage and assimilate these dual identities represents an important focus for institutions, line managers and academic teams.

Simon Carrington and Barbara Feldtkeller:

The Potentials and Challenges of Experiential Learning - Insight from a Review in Psychotherapy

Experiential learning is an integral part of psychotherapy training. It mirrors some of the processes that take place in therapy and therefore is meant to prepare students adequately, improve their quality as practitioners and provide stepping stones towards greater self-awareness. It also recognises the trainees' dual identities as both students and practitioners. Experiential learning in psychotherapy, such as Personal and Professional Development Groups, Training Supervision and also in Seminars can be revealing as much as exposing to the learners and therefore requires a very nuanced approach by the facilitator, supervisor and tutor. This presentation summarises our learning from reviewing these different settings and the obvious as well as more hidden potentials and challenges within a university learning environment. We explore the nature of the Personal and Professional Development Group and how different personalities form which either promote or inhibit their work.

Giuseppe Zevolli:

'Who's Presenting with me Today?' Fostering Critical Reading in the Classroom via Co-Creation

Across academic disciplines, reading is widely recognised as a foundation for success by both Faculty and students. However, scholarship and first-hand experience continue to indicate a lack of student compliance with assigned readings and gaps between how we assess our students and how much we know about their critical reading skills. In this session, I reflected on my attempt to motivate Media and Communications students to read more and more critically by reframing their identity from 'students' to 'co-creators of knowledge' via the implementation of weekly Reading Reviews. Following instructions on how to read critically, students presented assigned readings to the whole class, complementing lectures and creating materials to be shared with peers. Reflecting on the impact of this activity on my practice and taking into consideration student feedback, I suggest that high-stakes tasks involving co-creation have the potential to re-centre the act of reading as an opportunity for formative feedback, critical engagement and self-reflection.

Mischa Welsh:

Celling Points: Enhancing Evaluation and Feedback through Granular Grading

This session discussed an ongoing experiment utilising spreadsheets for grading student work, aimed at enhancing fairness, clarity, and collaboration. The primary objective was to eliminate unconscious bias by breaking down learning outcomes into granular components, assessed through measurable criteria. This method ensures that final grades remain unknown to the grader until the complete calculation is performed, promoting objective assessment. Additionally, the spreadsheet provides consistent feedback by suggesting the appropriate descriptive adjectives for different grade ranges, ensuring standardisation. Another key benefit is the facilitation of seamless collaboration among co-teachers, second markers, and moderators, fostering a more cohesive grading process. This initiative stems from my experience as an external examiner, where inconsistent grading and feedback practices highlighted the need for a more reliable system. The project is a work in progress, with ongoing refinements to optimise its effectiveness and adaptability across various educational contexts. The session welcomed and valued the scrutiny and suggestions that the audience contributed.



Helena Belgrave,
Sharon Cahill,
Nathan Faulkner,
Joanne Lusher,
Richard Abbott, and
Nada Stirling:

The Development of Professional Identity within Counselling Psychology

In this visual, the Professional Doctorate in Counselling Psychology team at Regent's highlighted the unique journey that Prof Doc Trainees at Regent's go on to become Practitioner Psychologists. It showcased how trainees engage in a combination of academic learning, reflective practice, self-led research, and clinical practice. Within this journey, alongside classroom-based teaching from qualified and practicing psychologists, the course enables Trainees an opportunity to exert their own agency in shaping their own professional development and identity by being actively involved in the identification and coordination of clinical placements. Alongside their academic development and growing identity as a doctoral researcher, from early on, they become active members and contributors to the field of mental and physical healthcare; working within areas including, but not limited to, the NHS, charitable organisations, and private practice. With its practice-based ethos, although Trainees share the same entry point to the programme, the journey Trainees undertake is not a straight trajectory and represents a deeply personal process of both personal and professional development. On successful completion of the Professional Doctorate, in addition to gaining eligibility to register with the Health and Care Professions Council (HCPC) for the protected title of Counselling Psychologist, Trainees have the experience of developing their own unique identity through the personal integration and assimilation of experiences and learning throughout their time at Regent's.

Robert Johnson:

Common Core Modules in the New Curriculum: Interdisciplinary Perspectives and the State of Play

Experiential learning is an integral part of psychotherapy training. It mirrors some of the processes that take place in therapy and therefore is meant to prepare students adequately, improve their quality as practitioners and provide stepping stones towards greater self-awareness. It also recognises the trainees' dual identities as both students and practitioners. Experiential learning in psychotherapy, such as Personal and Professional Development Groups, Training Supervision and also in Seminars can be revealing as much as exposing to the learners and therefore requires a very nuanced approach by the facilitator, supervisor and tutor. This presentation summarises our learning from reviewing these different settings and the obvious as well as more hidden potentials and challenges within a university learning environment. We explore the nature of the Personal and Professional Development Group and how different personalities form which either promote or inhibit their work.





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