



Showcasing the Scholarship of Teaching and Learning Journey from Confidence to Active Impact

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It is a pleasure to introduce this Book of Abstracts for the Learning and Teaching Conference 2026, held at Sheffield Hallam University on Tuesday 7 July 2026. Following a period without a university-wide Learning and Teaching Conference, the establishment of the SoTL@SHU network (Gray et al., 2025; Sheffield Hallam University, 2025) has provided renewed momentum for the Scholarship of Teaching and Learning (SoTL) across the institution. As part of our commitment to create opportunities for colleagues at every step of the SoTL Staircase (Beckingham, 2025), SoTL@SHU has re-established the conference as a space for sharing practice, building confidence, fostering collaboration and celebrating educational innovation. This book of abstracts captures a vibrant and thoughtful body of work that reflects our shared commitment to enhancing teaching, learning and student success.

The conference brings together colleagues from across the University community in a day shaped by curiosity, practice and honest reflection. At its heart is an understanding that the Scholarship of Teaching and Learning (SoTL) is not only about success, but also about experimentation, evaluation, challenge and learning from failure for real impact on student experience (Austen, 2026). Consistent with Felten's (2013) principles of good practice in SoTL, the work presented here is grounded in authentic educational contexts, focused on improving student learning, and shared openly to support collective enhancement. The abstracts included here demonstrate this openness, offering insight into real practice, critical reflection and emerging innovation.

Structured around the core themes of student outcomes, student experience and students as partners, the contributions reflect key institutional priorities and are closely aligned to the Sheffield Hallam University Learning, Teaching and Assessment Framework (Giove et al., 2022) and the Student Success Strategy. The programme illustrates the richness of work taking place at Hallam with four themed blocks: understanding the experience, belonging and voice of students, improving learning through pedagogy and practice, reimagining future practice through innovation and artificial intelligence, and shaping the future through reflection and impact.

The variety of formats represented in this collection mirrors the inclusive and dialogic nature of the conference itself. From short papers and workshops to demonstrations, discussion formats and creative practice, contributors have embraced diverse ways of sharing insight and experience. The inclusion of live podcast recordings reflects a commitment to exploring contemporary and accessible modes of scholarly communication, extending conversations beyond the conference

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itself (Gray, 2025). Together, these approaches demonstrate a deliberate commitment to accessibility and to valuing different forms of knowledge, engagement and contribution.

This year's conference also foregrounds community and connection. Alongside formal sessions, opportunities for networking, creative reflection and the interactive poster and practice showcase provide space for dialogue across disciplines and roles. The inclusion of keynote contributions from Professor Liz Mossop and Dr Iain Garner further situates the work presented here within wider institutional and sector conversations about impact, confidence and the future of higher education.

We extend our sincere thanks to all contributors for their generosity in sharing their work, ideas and reflections. We also recognise the efforts of those who have supported the development of this conference and this publication. Together, they represent a collective investment in enhancing the student experience through thoughtful, evidence-informed practice. We hope this Book of Abstracts not only supports engagement on the day but also acts as a catalyst for ongoing conversation, collaboration and development across the SoTL@SHU network (Sheffield Hallam University, 2025) and beyond.

Keywords

Student experience, student success, innovation in teaching and learning, reflective practice, pedagogy

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