

## LSE Education Symposium 2026

*Are we ready for the future? Practice and possibilities for an LSE education*

Wednesday 10 June			
MAR.1.10 or Online (register to attend <a href="#">in person</a> or <a href="#">online</a> )			
9.30 – 10am	<b>Registration</b>		
10 – 10.20am	<b>Opening – An LSE Education</b> Professor Emma McCoy, Vice President and Pro Vice Chancellor for Education Dr Claire Gordon, Director, Eden Centre		
10.20 – 11.10am	<b>Keynote I – Assessment design for a time of artificial intelligence</b> Professor Phillip Dawson, Centre for Research in Assessment and Digital Learning (CRADLE), Deakin University, Melbourne, Australia		
11.10am – 11.20am	<b>Break / Move to parallel sessions</b>		
11.25am – 12.25pm	<b>Practice sharing from LSE educators</b>		
	<p><b>Panel 1: Technology-Enhanced Learning I</b></p> <p><i>Who Owns the Thinking? A Process-Based Approach to AI and Assessment</i> by Nayat Horozoglu (Management)</p> <p><i>Peer Review as Summative Assessment</i> by Thomas Rowe (Philosophy)</p> <p><i>Does Critiquing AI Deepen Learning? Evaluating an AI Baseline Comparison Component in Undergraduate Accounting</i> by Saipriya Kamath (Accounting) and Yang Yang (Eden Centre)</p> <p><i>Integrating GenAI into a Degree Course: Lessons from a Pilot</i> by Lourdes Hernandez-Martin (Language Centre)</p>	<p><b>Panel 2: Creativity in Teaching and Learning</b></p> <p><i>Fiction and Conflict: Teaching with Literature</i> by Hakan Sandal-Wilson (Gender Studies)</p> <p><i>Simulation Games in the Classroom</i> by Marie Milofsky (Philosophy) and Felix Westernen (Government)</p> <p><i>Beyond the Classroom: Teaching Migration Through Film and Public Engagement</i> by Yael Gordon (Media and Communications)</p> <p><i>Playful Pedagogies: Learning with Humour and Creativity</i> by Aiko Holvikivi and Malena Bastida-Antich (Gender Studies)</p>	<p><b>Panel 3: Transformative Teaching Practices</b></p> <p><i>From theory to practice: designing work-based learning for sustainability education at LSE</i> by Thomas Smith (Geography)</p> <p><i>Understanding Concepts, Not Just Absorbing Information: An Interdisciplinary Approach</i> by Maximillian Afnan (LSE100)</p> <p><i>The secret student experiment: A participation meta-game</i> by Miqdad Asaria (Health Policy)</p> <p><i>Managing the Environmentally Sustainable Enterprise: Bringing Commercial and Strategic Dilemmas into the Classroom</i> by Yally Avrahampour (Management)</p>
12.25 – 1.15pm	<b>Lunch</b>		

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1.15 – 2.05pm	<b>Keynote II – Accounting for success in higher education</b> Professor Camille Kandiko Howson, Centre for Higher Education Research and Scholarship (CHERS), Imperial College London		
2.05 – 2.15pm	<b>Break / Move to parallel sessions</b>		
2.15 – 3pm	<b>Practice sharing from LSE educators</b>		
	<b>Panel 4: Technology-Enhanced Learning II</b>  <i>Cross-medium comparison in teaching scientific modelling</i> by Sepehr Ehsani (Philosophy)  <i>Transatlantic Teaching: Insights from the LSE-Columbia Double Degree</i> by Denisa Kostovicova (European Institute) and Tsveta Petrova (European Institute, Columbia University)	<b>Panel 5: Dialogic and Oral Assessments</b>  <i>Lessons and Challenges from conducting oral exams in the MSc Strategic Communication and Society</i> by Cesar Jimenez Martinez (Media and Communications)  <i>Rethinking Oral Assessment: Beyond the GenAI Fix?</i> by Asif Akhtar (Media and Communications)  <i>Dialogue as Pedagogy: Designing Conversation-Based Assessment</i> by Jillian Terry and Chris Blunt (LSE100)	<b>Panel 6: Academic Mentoring and Transitions into HE</b>  <i>Emotional scaffolding, vulnerability and safe spaces: The evolution of LL100 Legal Study Skills</i> by Sonya Onwu (Law)  <i>Academic mentoring in the Statistics Department-A three-stage model</i> by Gelly Mitrodima (Statistics)  <i>Moving towards a standardised Academic Mentoring model</i> by William Mitchell (Geography)
3 – 3.10pm	<b>Break / move sessions</b>		
3.10 – 3.55pm	<b>Practice sharing from LSE educators</b>		
	<b>Panel 7: Social (In)Equalities</b>  <i>Pedagogies for Teaching about Inequalities in Higher Education: Addressing the Discomfort</i> by Giannis Efthymiou (International Inequalities Institute)  <i>What works in inclusive curriculum reform? Evaluating a marginalised voices initiative in psychological science</i> by Miriam Tresh (Psychology)  <i>It Was More Like a Club to Enter: Understanding Socio-Economic Disadvantage Through the Voices of LSE Undergraduates</i> Jonathan Schulte (Eden Centre)	<b>Panel 8: Creativity in Teaching and Learning II</b>  <i>Designing for Relevance: Authentic Learning Through the LSE Congress Initiative</i> by Jenni Carr (Eden Centre) and Charlotte Haberstroh (King's Academy, King's College London)  <i>Using comic form and the Charles booth archive to teach social change</i> by Kerry Krige (Marshall Institute)	
4 - 4.30pm	<b>Closing and consolidation</b>		