Pedagogies of **Hope** in Higher Education

ONLINE SYMPOSIUM PROGRAMME

9–20 November 2026 (NZ) | 8–19 November 2026 (US)



MASSEY UNIVERSITY
TE KUNENGA KI PŪREHUROA

MICHIGAN STATE UNIVERSITY
JAMES MADISON COLLEGE

Nau mai, haere mai, welcome!

What does hope look like in your work as an educator in higher education?

In a time of ecological crisis, institutional pressure and uncertainty about the future, this symposium brings together educators, researchers and practitioners to explore the possibilities, tensions and limits of pedagogies of hope. Across these two weeks, we invite you to converse and explore what hope can mean — and what it can make possible — in higher education.

This symposium is an invitation to think together rather than a showcase of ready-made answers. Through keynote conversations and workshops, participant images and reflections, online discussion forums as well self-directed reflective activities we hope to nurture a generous and critically engaged community of practice.

We welcome questions, experiments, stories, critical perspectives and the difficult tensions that accompany efforts to sustain hope. Please take part at your own pace. Explore the galleries and respond to contributions across any stream and register for the live sessions that work for you.

We thank everyone who has contributed an image, reflection, conversation or question, and acknowledge the funding support of Massey University's College of Humanities and Social Sciences.

Ngā manaakitanga, with kind regards

The Hope Collective
Alice Beban, Amanda Flaim, Clare Mouat, Daniel Ahlquist, Elaine Khoo, Lisa Vonk



Here we are at our 2025 and 2026 writing retreats

Organisation of streams

Six thematic streams bring together keynote conversations, workshops, participant images, stories, and reflections. Within each stream, contributions are grouped into online pages with their own galleries and discussion forums. Galleries go live on 9 November 2026 (NZ). Participants can read and respond asynchronously in discussion forums throughout the symposium.

Unlike a traditional conference, there is no requirement to give a presentation.

Stream 1 · Hope, uncertainty and the work of educational change

Teaching, course design, assessment and collective efforts to transform education amid uncertainty.

Stream 2 · Indigenous and Afro-Indigenous perspectives for a decolonized & pluriversal future

Indigenous, Afro-Indigenous, decolonial and pluriversal ways of knowing and imagining educational futures.

Stream 3 · Hope in a time of socio-ecological crises

Climate change, environmental justice, place, more-than-human relations and the tensions between grief and hope.

Stream 4 · Nurturing Hope: mutuality, action, and the gift of listening

Collective hope through listening, care, relationships and practical action, attentive to differences in power.

Stream 5 · Universities as sites of refuge, struggle and action

Universities as contradictory spaces of sanctuary, inequality, struggle and meaningful action.

Stream 6 · Hope, Technology, and Alternative Futures in Higher Education

Artificial intelligence, digital learning, access, belonging, care, power and possible educational futures.

Conference schedule

All times are New Zealand Daylight Time (NZDT). Please check the website for any final changes. All live sessions are scheduled to be under two hours.

Date / time	Session
Mon 9 Nov **9:00 am**	Participant images and reflections become available across the six thematic streams. Online discussion continues through the symposium.
Tue 10 Nov **12:00 pm**	Opening conversation What is hope for in higher education now? Keynotes: Te Hurinui Karaka-Clarke; Bea Rodriguez-Fransen REGISTER
Weds 11 Nov **2:00 pm**	Hope Café - a space for connection and conversation across the symposium community. REGISTER
Thu 12 Nov **9:00 am**	Keynote conversation · Stream 3 Hope in a time of socio-ecological crises Keynotes: Chris Eames; Finn Maling REGISTER
Fri 13 Nov **9:00 am**	Keynote conversation · Stream 2 Indigenous and Afro-Indigenous perspectives for a decolonized & pluriversal future Keynotes: Leonora Souza Paula; Adreanne Ormond REGISTER
Mon 16 Nov **2:00 pm**	Keynote conversation · Stream 1 Hope, uncertainty and the work of educational change Keynote: Wendy Steele REGISTER
Tue 17 Nov **9:00 am**	Keynote conversation · Stream 4 Nurturing Hope: mutuality, action, and the gift of listening Keynote: John Forester REGISTER
Tue 17 Nov **2:00 pm**	Workshop Building Hope in Education through Sketchy Thinking Workshop leaders: Tammy Soanes-White; Donna-Lynn Baskin REGISTER
Wed 18 Nov	**8:00 am** Hope Café - a space for connection and conversation across the symposium community. REGISTER **2:00 pm** Keynote conversation · Stream 6 Hope, Technology, and Alternative Futures in Higher Education Keynote: George Veletsianos REGISTER
Thu 19 Nov **2:00 pm**	Keynote conversation · Stream 5 Universities as sites of refuge, struggle and action Keynote: Florencia Rojo REGISTER
Fri 20 Nov **9:00 am**	Closing reflection Keynote: Jessica Riddell REGISTER

Participants by stream and page

All credited authors and coauthors are listed below. Click the page link to view the image-and-reflection gallery and join the discussion.

Stream 1: Hope, uncertainty and the work of educational change

Page 1

View page gallery

- Christopher Morales
- Crystal Whetstone and Nil Ozat, Berke Akboğa, Nihan Aşçı
- Despoina Kotsi
- Dimanthinie De Silva
- Tracey-Lynne Cody
- Hina Amin
- Sheila Pontis
- Eddy Paz-Maldonado
- Emanuela Moretto
- Ewuradjoa Quansah
- Jennifer Rudd and Emily Lewis, Ceri Metcalfe-Day, Gemma Sayce
- Jessica Riddell
- Magdalini Christopoulou
- Rachael Godfrey and Charlie Jensen, Cherie Reeves
- Ran Wei
- Shabnam Wahed
- Sita Venkateswar
- Syed Murtaza Jaffar and Ramsha Rehman Somro
- Utkarsh Tulshyan
- William Sandy

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View page gallery

- Amita Krautloher and Koshila Kumar, Anke Frank, Genaro Oliveira, Peter Adjei-bamfo
- Anthony Hudson
- Antoninna Anderson
- Beverley Griffiths
- Clarrie Smith
- Dinah Awino Kawino
- Rani Tokas
- Shilpa Narang
- Ellis Khachidze
- Heather Kempton (poet name Rowan Taw)
- Howard Bennett Esbin
- Karen Moroz
- Leonie Keating
- Naureen Kanthwala
- Reem Salman
- Sifaat Ali Kalwar and Irjah Shakoor Khan
- Walid DJARI
- Wendy Taleo
- Louie B. Dasas
- Kaleemullah Faria

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View page gallery

- Charlotte Prentice
- Claudia Seymour
- Dalia R. Juarez
- Isha Bihari
- Radha Iyer
- Eiman Ansari and Bareera Tariq Paracha
- Emily (Li) Tang
- Franka Vaughan
- Himali Jayasinghe
- Lauren Dolgner
- Liztie Prinsloo
- Mifrah Ahmad
- Nadia Diana Binti Mohd Rusdi
- Rachel Phelps
- Rachel Winslow
- Sam Staddon
- Samantha Fabellon
- Sri Sumaryani
- Çağatay Çınar

Stream 2: Indigenous and Afro-Indigenous perspectives for a decolonized & pluriversal future

Page 1
View page gallery

- Arinola Adefila
- Asmita Kabra
- Caitlin Noakes
- Devika Rathore
- Kashmira Dave
- Shivakumar Kandekar
- Emily Saavedra
- Jessie Speer
- Karen Vanesa Marriner Castro and Juan Felipe Mogollón
- Leonora Souza Paula
- Madhumita Dutta
- Marwa Alnajjar
- Nicola Daly
- Nida Zehra
- Sebastian J. Lowe
- Tara Webster-Deakin
- Te Rina Warren

Stream 3: Hope in a time of socio-ecological crises

Page 1
View page gallery

- Alice Beban
- Amara Atif
- Carlo Sella
- Chris Eames
- Clare Mouat
- Daniel Zwangsleitner
- Debojyoti Bhattacharjee
- Dimas Aditia
- John Barry
- Kim Kullman
- Linda Murray and Jenny McGregor, Angelique Reweti, Carol Stewart
- Midhat Noor Kiyani
- mirko nikolić
- Natascha Radclyffe-Thomas
- Tausif Zafar
- Victoria Beckwith
- Will Lock
- Yuki Watanabe

Stream 4: Nurturing Hope: mutuality, action, and the gift of listening

Page 1
View page gallery

- Anna Gevorgyan
- Jacquelyn Febbo
- John F. Forester
- Kannan Maharajan
- Kathryn McGuigan
- Kay Harrison
- Komal Kaushik
- Kirsten Price
- Macarena Gordillo de Paz
- Nigel Pearson
- Rachel Epp Buller
- Roos Gerritsma
- Ruvini Wickramasinghe
- Stephanie Elizabeth Beckman and Antonella Pappolla
- Sukhmani Bal
- Sunaina Sharma
- Suparna Kapoor
- Tine Jensen

Page 2
View page gallery

- Bronwyn Isaacs
- Cebuan Bliss
- Charlotte Grum
- Cristiene Carvalho
- Madoka Takemoto
- Jennifer Burton and Gabrielle Burton, Ursula Burton, Maria Burton, Charity Burton
- Jessica Johannisen
- Ksenia Zavyalova
- Leonie Webster
- Olivera Kamenarac and Lucia Stacchiotti
- Robert (Rob) Nelson
- Sakshi Sharma
- Stuart Bruere
- Suad Ahmed and Raqiyah, Aliyah, Ali and Shahad
- Vicki Hargraves
- Zoha Aftab
- Amanda Perry-Kessaris, Emily Allbon and Susannah Coster

Page 3

View page gallery

- Ali Black and the Art and Wonder in Education (AWE) Research Collective
- Borbala Kenez-Burns
- Colin Simpson
- Rahila Huma Anwar and Aisha Khan
- Eleanor Pullen-Webb
- Faiza Ali and Areeba Raees
- Hannah Riley
- Hema Letchamanan
- Hunaina Allana
- Ikeoluwapo B. Baruwa
- Louise Olivier and Rosalie Chevalley
- Lynnette Brice
- Monette T Guanzon
- Raymond Pun
- Sondra LoRe
- Thomas Johnson
- Vicky Kondylarou

Stream 5: Universities as sites of refuge, struggle and action

Page 1

View page gallery

- Iresha Madushani Samarasinghe
- Ahmed Kamal Junina
- Amanda Flaim
- Andrea Kunze
- ARPANA
- Daniel Ahlquist
- ACSI Mumthas
- Ali Saha
- Ashish Kumar
- Umawathy Techanamurthy and Ummu Hani Yusof
- Ebru Kızıltaş
- alessandra wollaston
- Ipek Türeli
- Kara Dymond
- Kris De Welde
- Laura Péaud
- Lisa B. Fiore
- Mona Hoorvash and anonymous students at Alzahra University, Tehran, Iran
- Rachel Barber
- Wes King
- Kimberly K. Williams
- Kym Davis

Stream 6: Hope, Technology, and Alternative Futures in Higher Education

Page 1

View page gallery

- Asli Telli
- Cadey Korson
- Corina Sirghi
- Pankaj Mehrotra
- Elaine Khoo
- Fatemeh Ranjbaran Madiseh
- Kathryn Coleman
- Maria eLiza Cornejo
- Penny Wheeler
- Sara Archard
- Kate Sala
- Shailaja Buvaneswari S
- Rajinder Kaur
- Madhavi Inaganti and Bhavana Inaganti
- James Tsatsaronis
- Mega Saffira

Page 2

View page gallery

- Karishma Kavita Pillay
- Bonna Rizalina Valenton Bambilla
- Christin Monroe
- dana milstein
- Praveena Thevisuthan
- Eva Schmidthaler and Filiz Mumcu
- Kate Moore
- Katrina Johnston
- Nurdan Kavaklı Ulutaş
- Said Sidani
- Vanessa Scholes
- Chandana Siriwardana
- Fatiha Bazouche
- Saadia Ali
- Sundeep Daggubati

Participant biographies by Stream

Stream 1: Hope, uncertainty and the work of educational change

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View page gallery

Christopher Morales
Florida Southwestern State College

Christopher Morales is a science educator, professor, and doctoral student in Educational Leadership at the American College of Education. He teaches in secondary and higher education and publishes scholarly and practitioner-focused work examining cognitive load, student attention, educational environments, and instructional practice. His interests include how educators sustain meaningful learning, intellectual curiosity, and student agency amid institutional pressures and uncertainty, with particular attention to hope as a deliberate educational practice.

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Crystal Whetstone
Bilkent University

Crystal Whetstone is an Assistant Professor at Bilkent University's Department of International Relations. Her research specializes in gender, peace, violence and security with a focus on motherhood. She has examined peaceful motherhood movements in the global South and recently turned to violent motherhoods.

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Despoina Kotsi
Attorney-at-law (Athens, Greece)

Despina Sp. Kotsi is a lawyer, admitted to the Supreme Court of Greece, and holds a PhD from the Athens Law School (NKUA). She holds two postgraduate degrees, namely in Specialized Public Law (Athens Law School & Montesquieu University Law School - Bordeaux IV) and in International Law & Diplomatic Studies (Panteion University). The Public law as a parameter of the educational system in Greece was the subject of her doctoral thesis.

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Dimanthinie De Silva
Queensland University of Technology Australia

Dimanthinie De Silva is an Information Technology academic and educational researcher specialising in curriculum development, pedagogical innovation, and graduate employability in higher education.

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Tracey-Lynne Cody
University of Waikato

I am an experienced drama educator working in initial teacher education, and in the education policy environment in New Zealand. My research interests include drama pedagogy and practice in school and community settings, culturally-responsive teaching practice, and the impact of curriculum and assessment policy on arts education. Ngāti Porou and Pākehā.

Hina Amin
Virtual University of Pakistan

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Sheila Pontis
School of Radical Imagination

Sheila Pontis is a professor, researcher, and author in imagination, wellbeing, and design exploring the connection between imagination and human potential, and the conditions that help people flourish in uncertain times. She is faculty and Head of Research at the School of Radical Imagination and leads the Everyone Imagines initiative. She is also the editor of the new Imagination Series (Routledge) and the chair of the Imagination for Human Flourishing Interest Group (Harvard University).

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Eddy Paz-Maldonado
Universidad Nacional Autónoma de Honduras (UNAH)

Senior Lecturer in the Department of Pedagogy and Educational Sciences at the National Autonomous University of Honduras (UNAH).

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Emanuela Moretto
University of Technology, Sydney

I currently teach in the Faculty of Design and Communication at UTS, Sydney, and I am a sociolinguist; I currently teach Intercultural Communication and Cultures of Globalization

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Ewuradjoa Quansah
Buckinghamshire New University

Dr Ewuradjoa Quansah is a Lecturer in Business and Early Career Researcher Champion at Buckinghamshire New University. Her research explores artificial intelligence, digitalisation, and their implications for work and wellbeing. As an educator and researcher, she is passionate about creating supportive learning and research environments that empower students and colleagues to navigate uncertainty, recognise possibilities and pursue meaningful futures.

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Jennifer Rudd
Swansea University

I research climate change education (CCE). I have recently been exploring what CCE looks like for learners with disabilities and neurodivergent learners. Collaborations with teachers from special schools have led me towards the creative arts as a mechanism for CCE.

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Jessica Riddell
Bishop's University and Hope Circuits Institute

Dr. Jessica Riddell is a Full Professor at Bishop's University (Québec, Canada) and the inaugural Stephen A. Jarislowsky Chair of Undergraduate Teaching Excellence. A nationally recognized educator, public intellectual, and higher education leader, she is known for reimagining universities as public institutions oriented toward human and ecological flourishing. She is the founder of the Hope Circuits Institute and the author of Hope Circuits: Rewiring Universities for Human Flourishing (MQUP, 2024) and co-author of Shakespeare's Guide to Hope, Life, and Learning (UTP, 2023). Dr. Riddell serves on the Board of Directors of the American Association of Colleges and Universities and has received Canada's highest teaching and engagement honours, including the 3M National Teaching Fellowship (2015) and election to the Royal Society of Canada College of New Scholars for her national contributions to the humanities (2025).

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Magdalini Christopoulou
Independent Science Educator; M.Ed. candidate, University of West Attica

Magdalini Christopoulou is a biologist, science educator and learning content designer based in Greece. She holds an MSc in Biological Technology from the University of Patras and is currently completing a postgraduate degree in Education through Innovative Technologies and Biomedical Approaches at the University of West Attica. Her work focuses on making science accessible, engaging and visually meaningful, with particular interests in curiosity, inclusive learning, science communication and educational design.

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Rachael Godfrey
CQUniversity

Rachael Godfrey is an Associate Lecturer with the Academic Learning Centre's Vocational Education and Training (ALC VET) team at CQUniversity, where she supports foundation students to develop language, literacy, numeracy and digital skills. She also teaches into Pathways to STEPS, which prepares students for CQU's Skills for Tertiary Education Preparatory Studies (STEPS) course. Her research interests include the intersection of language and learning, inclusive teaching practices, resource design, and digital literacy development for diverse learners.

Ran Wei
The Chinese University of Hong Kong, Shenzhen

Ran is an urban planner and human geographer. Her research focuses on heritage conservation planning, urban regeneration, and urban governance. She obtained her PhD from the London School of Economics and Political Science and worked as a research fellow and junior engineer at Tsinghua Tongheng Planning & Design Institute. Ran holds an MS in Historic Preservation from the University of Pennsylvania and a BE in Urban Planning from Peking University, China.

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Shabnam Wahed
Virginia Tech

Shabnam Wahed holds a Ph.D. in Engineering Education from Virginia Tech and has taught gateway computing courses. Her research focuses on student-centered pedagogy and cognitive engagement.

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Sita Venkateswar
Massey University

Sita Venkateswar is Associate Professor of Social Anthropology in the School of People, Environment and Planning, Massey University, where she has taught since 1997. She is Associate Director of the Massey chapter of the New Zealand India Research Institute (NZIRI). She works with ethnographic, participatory and visual methods, and teaches and writes as Tangata Tiriti.

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Syed Murtaza Jaffar
NED university

I am an English language educator and postgraduate student of English with a background in English Linguistics and Allied Studies. My interests include language teaching, educational innovation, and the role of artificial intelligence in English language learning. I am passionate about creating meaningful learning experiences and believes that education fosters hope, empowers learners, and opens pathways to a brighter future.
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Utkarsh Tulshyan
CHRIST (Deemed to be University), Delhi NCR, India

Utkarsh Tulshyan is a Doctoral Scholar in the department of Psychology at CHRIST (Deemed to be University), Delhi NCR. His research explores non-suicidal self-injury, sensory processing, and psychological well-being. As an educator and researcher,

he is interested in how psychological understanding, compassionate teaching, and inclusive educational spaces can support human growth and well-being. His work reflects a commitment to making education a space for reflection, care and meaningful change.

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William Sandy

Institut Teknologi dan Bisnis Sabda Setia

William Sandy is the Vice Rector for Academic and Student Affairs from Pontianak, Indonesia, and currently a DAAD GROW Visiting Scientist at the University of Lübeck. His research focuses on educational leadership and ethical AI. While his titles sound serious, outside academia you will find him blasting hard rock and heavy metal music, or enjoying coffee while deep in thought

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View page gallery

Amita Krautloher

Charles Sturt University

Amita Krautloher is an Educational Designer at Charles Sturt University whose work focuses on inclusive assessment, equity, curriculum internationalisation, and widening participation in higher education. She established the Community of Practice on Interactive Oral Assessments and leads the university's only on-campus Diverse Faiths and Cultures staff group, fostering inclusion and intercultural understanding. Amita has published and presented widely on assessment innovation and is the recipient of multiple awards recognising her contributions to learning, teaching, and inclusion.

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Anthony Hudson

University of East London

On the Monopoly board of life, Tony Hudson started down the Old Kent Road, missed jail, passed Go but failed to collect £200. A blended professional he has held leadership, research and teaching role across the voluntary sector and HE. As an academic tutor at the University of East London, he supports mature learners from widening participation backgrounds. Currently undertaking doctoral research at the University of Nottingham exploring the lived experience of Access to HE teachers. His research interests include creative and embodied pedagogies, belonging, equity, and narrative inquiry.

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Antoninna Anderson

Bucks New University

An experienced educator and Academic Partnership Tutor at Buckinghamshire New University, specialising in academic quality assurance, assessment, and collaborative partnership development. With a background in teaching, QTS assessment and school governance, I am passionate about inclusive education, culturally responsive pedagogy, and developing adaptive learning behaviours. My interests explore the intersection of education, human skills, sustainability and emerging technologies to support meaningful learning and student success.

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Beverley Griffiths

Buckinghamshire New University

Beverley Griffiths is a Senior Lecturer in Security and Resilience at Buckinghamshire New University and a researcher in organisational resilience and emergency management. With extensive experience in resilience, risk and crisis management, she teaches and supervises students across a range of professional programmes. Her current PhD research focuses on ethical decision-making in UK emergency management, with particular interests in leadership, resilience and organisational learning.

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Clarrie Smith
Leeds Trinity University

Clarrie Smith is based in the UK within an English university. Her background is within early education, working with children from birth - 8 years of age and currently teaches higher education degree students in this area.

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Dinah Awino Kawino
Kenyatta University

Dinah Awino Kawino is a Kenyan environmental sustainability practitioner, researcher, social entrepreneur, and PhD scholar at Kenyatta University. Through AkadiEco and Mentorship Ventures Kenya, she champions environmental education, eco-empathy, and community mentorship. As a mother of two young children, she navigates academic research and literature reviews alongside caregiving. Her journey reflects resilience, determination, and the pursuit of higher learning amid the realities of motherhood.

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Rani Tokas
UGC-MMTTC, BPS WOMEN UNIVERSITY, SONEPAT, HARYANA, NORTH INDIA

Dr. Rani Tokas is an Assistant Professor of Sociology and Academic Developer at the UGC-Malaviya Mission Teacher Training Centre, BPS Women University. Holding a Ph.D. from Jawaharlal Nehru University, she brings over 15 years of higher education experience specializing in faculty development, curriculum design, and digital pedagogy. Her research critically examines gender, performance theory, and regional musical cultures, complemented by an active professional profile as a classical vocalist and public sociologist.

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Shilpa Narang
ASA Institute of Higher Education, Sydney, NSW

Dr Shilpa Narang is Curriculum and Course Development Manager and a lecturer at ASA Institute of Higher Education in Sydney. She spent 13 years as an Associate Professor in India before moving to Australia, where she is also a student again. Her work spans curriculum design, assessment in the age of generative AI, and project management education. She is curious about how hope shapes learning.

Ellis Khachidze
University of Birmingham

Ellis Khachidze (they/them) is a doctoral researcher and educator based at the University of Birmingham, UK. Their research spans the fields of gender and sexuality studies, comparative literature, and histories of education.

Heather Kempton (poet name Rowan Taw)
Massey University

Heather Kempton is an Associate Professor of Psychology at Massey University, Aotearoa New Zealand. Her teaching and research explore mindfulness, contemplative practice, and psychological wellbeing, with particular interests in Buddhist-informed psychology and personal transformation. Heather is also a poet who writes as Rowan Taw, and she enjoys using poetry and reflective practices to support learning and inquiry.

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Howard Bennett Esbin
Heliotrope Imaginal

Howard B. Esbin, PhD, is founder and CEO of Heliotrope Imaginal, a Canadian social-purpose enterprise advancing Human–AI Capability Development. His work explores imagination as neurocognitive infrastructure for human agency. Programs he has developed have benefited more than 25,000 students, from middle school through graduate education, and enterprise teams

worldwide. His work has been published by UNESCO, the ILO, Education Canada, and the International Journal for Talent Development and Creativity.

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Karen Moroz
Hamline University

Karen Moroz taught seventh grade for 15 years and is now a Professor of Education at Hamline University. In her role as a professional educator, she engages students and facilitates rich discussions that lead to deepened understandings and critical reflection. Her key areas of scholarship include:
Effective Pedagogy in Higher Education
Engaging Literacy Instruction for Secondary Students
Creating Social Presence in Online Learning Environments
Transformative Potential-Based Research

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Leonie Keating
Central Queensland University

Leonie Keating is an Academic Learning Adviser and Lead Vocational Teacher with extensive experience in language, literacy, numeracy, and digital literacy education across the VET sector. With more than 25 years of practice supporting diverse cohorts, including apprentices and EAL learners, Leonie has expertise in diagnostic assessment, personalised learning design, and the integration of foundation skills within vocational training environments. At Central Queensland University, Leonie works in the Academic Learning Centre VET and collaborates closely with vocational educators to embed inclusive, evidence informed approaches that strengthen learner capability and workforce preparedness. Her research interests centre on digital literacy skills development for apprentices, the role of inclusive pedagogies in supporting underrepresented VET learners, and strategies that enhance learner confidence, engagement, and transition into digitally mediated workplaces.

Naureen Kanthwala
Oakridge International School Bengaluru

Naureen Munaf Kanthawala is a dedicated secondary school teacher with a passion for empowering young learners through meaningful education. With a strong commitment to nurturing curiosity, resilience, and lifelong learning, she believes that education is a powerful tool for creating hope and positive change. Through her work in the classroom, she strives to inspire students to achieve their potential and contribute thoughtfully to society.

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Reem Salman
Gulf University for Science and Technology (GUST), Kuwait

Reem Salman is an English Language Lecturer at Gulf University for Science and Technology (GUST), Kuwait. She holds an MA in Applied Linguistics with TESOL from the University of Sheffield. Her interests include critical discourse analysis, identity, language, and the human experiences that shape teaching and learning. Alongside her academic work, she is a writer and visual artist who explores identity, vulnerability, and the complexities of being human through creative expression.

Sifaat Ali Kalwar
NED University of Engineering and Technology

I am Sifaat Ali Kalwar, a Subject Specialist in English (BPS-17) at Government Girls Higher Secondary School, Chanesar Village, Government of Sindh, Pakistan. Alongside my teaching career, I am pursuing an MS in Applied Linguistics at NED University of Engineering and Technology. I am interested in English language teaching, student learning, and how supportive teaching practices can build students' confidence and create better opportunities for their future.

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Walid DJARI
The University Center of Barika, Algeria.

Walid Djari is a senior associate professor in the Department of English Language and Literature at the University Center of Barika, Algeria. He holds a PhD in Applied Linguistics and TEFL and a level 7 DipTESOL from TRINITY, and has taught English for 15 years to learners of all ages, from young learners to university students. A teacher trainer and former head of department, he researches pragmatics, gamification and teacher training.

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Wendy Taleo
Flinders University

Wendy is an enthusiastic and creative Education Designer and Technologist. She has a Master of Arts (Open University, UK) and has spent most of the last decade working with academics in higher education to improve their teaching and learning. Her current research and writing interests are in the areas of poetic inquiry in edtech and GenAI disruptions.

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Louie B. Dasas
University of Santo Tomas

Louie is an Associate Professor, Pedagogical Lead, and Assistant Dean at the University of Santo Tomas College of Education. His research focuses on curriculum studies, teacher agency, and science education. He leads nationally funded studies on teacher education, professional identity formation, and teacher workforce planning. He serves as National Secretary of the Biology Teachers Association of the Philippines and an Associate Member of the National Research Council of the Philippines.

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Kaleemullah Faria
NED University Karachi, Pakistan

Kaleemullah Faria is a dedicated English Language Educator and MS Linguistics scholar at NED University of Engineering & Technology with extensive multi-level teaching experience across universities, colleges, and professional language institutes. Highly skilled in Business Communication, curriculum planning, classroom management, and academic coordination, he is committed to driving student success and institutional excellence.

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View page gallery

Charlotte Prentice
Buckinghamshire New University

As a Graduate Teaching Associate in Nursing and Midwifery at Buckinghamshire New University, I teach across undergraduate nursing programmes, drawing on experience in NHS healthcare, further education, and higher education. I am passionate about creating inclusive learning environments, supporting student success, and developing innovative educational resources that build confidence, enhance learning, and prepare students for professional practice and the workplace

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Claudia Seymour
Geneva Graduate Institute

Dr. Claudia Seymour is an applied social researcher with over 25 years of experience in conflict-affected environments. She is Head of Practice at the Geneva Graduate Institute, a Research Associate at the Centre on Conflict, Development and Peacebuilding, and a certified mindfulness meditation teacher. She authored the 2019 book The Myth of International Protection: War and Survival in Congo published by the University of California Press. Her current research project is entitled: "On Hope: The Study and Practice of Keeping Going."

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Dalia R. Juarez
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I'm a student-focused instructor who has thoroughly enjoyed teaching. Working with students in their higher ed journeys is such a privilege to me. Aside from the instruction component of my role I am driven to be of service to students. Whether that's listening to their stories, sharing resources with them, providing snacks in my office I make a concerted effort to signal to students that they belong in higher ed and are valued.

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Isha Bihari
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Dr. Isha Bihari is an Assistant Professor at the India International University of Legal Education and Research (IIULER), Goa, where she teaches sociology to law students. Her teaching and research span feminist criminology, the sociology of law, work and professions, and digital cultures, including esports. Before academia, she worked as a government administrator and magistrate in Odisha, which shapes her interest in how law operates in everyday life. She holds a PhD from HBNI, India.

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Radha Iyer
Lala Lajpatrai Institute of Management affiliated to University of Mumbai

Dr. Radha Iyer is an educator and researcher with over 19 years of teaching experience. She has a deep interest in exploring learning and communication styles to enhance academic and workplace effectiveness. Her work focuses on designing interactive learning exercises that foster self-awareness, improve communication, and promote stress-reduction and well-being among students, faculties, and professionals. She also integrates business models and analytical frameworks in case-based teaching to help learners apply theory to real-world problem-solving.
Dr. Radha's academic pursuits aim to bridge pedagogy, psychology, and management education for holistic and human-centric learning experiences. She aims to collaborate with scholars and practitioners who share a commitment to fostering mindful, communicative, and adaptive learning environments. She is an Assistant Professor at Lala Lajpatrai Institute of Management.

Eiman Ansari
NED University of Engineering & Technology

Eiman Ansari and Bareera Tariq Paracha are MS Scholars in Applied Linguistics at NED University of Engineering and Technology, Pakistan. Eiman, an ESL practitioner with eight years of experience, teaches at University of Karachi and NEDUET, focusing on English language trauma, pedagogical innovation, phonology, and AI in psycholinguistics and positive psychology. Bareera is an ESL practitioner and visiting lecturer whose research explores digital pedagogy, AI in applied linguistics, and cross-cultural inquiry through corpus-enhanced methodologies.

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Emily (Li) Tang
UNSW Sydney, School of Art & Design, Faculty of Arts, Design & Architecture

Emily Tang is a Lecturer and Animation Discipline Lead at UNSW Sydney's School of Art & Design. Her teaching and creative practice focus on animation, character design, drawing and practice-led learning. She is interested in developing inclusive and engaging ways for students to learn complex creative and technical concepts through making, collaboration, experimentation and public-facing creative practice.

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Franka Vaughan
University of Melbourne

I am a Research Fellow at Melbourne School of Public Health, where I am exploring co-designed, whole-of-system approach to anti-racism. My work examines how institutions move beyond recognising racism as a social problem towards developing the capacity for transformative change. This work informs projects on racial literacy and anti-racism in higher education (and

community sport), focusing on how anti-racism is translated into organisational practices, cultures, relationships, and collective action. I currently lead the delivery and evaluation of the racial literacy component of the University of Melbourne's Anti-Racism Action Plan (2024–2027).

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Himali Jayasinghe
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I am Himali Jayasinghe, and I am working as an English language educator in Sri Lanka with over eight years of experience in higher education and technical and vocational education and training (TVET). My teaching focuses on practical English communication, learner confidence, and inclusive learning experiences. I am passionate about fostering supportive educational environments where small acts of kindness, meaningful connections, and encouragement can make a lasting difference in students' lives.

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Lauren Dolgner
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I am a former high school mathematics/science teacher and now an Academic Learning Advisor, supporting students to achieve their literacy and numeracy goals. Passionate about lifelong learning, I strive to help students develop genuine understanding and confidence, rather than relying on memorisation or rote learning. My work focuses on making learning accessible, meaningful, and empowering for students from diverse educational backgrounds.

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Liztie Prinsloo
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Liztie Prinsloo is a lecturer in Foundation Phase Mathematics, Science and Technology Education at the University of the Witwatersrand, South Africa. Her teaching and research focus on mathematics education, digital pedagogy and preparing pre-service teachers for diverse classroom contexts. She is particularly interested in creating meaningful learning experiences, challenging traditional approaches to teaching and exploring how teacher education can support more inclusive and engaging learning environments.

Mifrah Ahmad
Torrens University

Dr Mifrah Ahmad (AFHEA) is Senior Lecturer and Course Lead in Games Design and Development at Torrens University Australia. She has taught across design, IT and education since 2013, in Malaysia and Australia. Her research asks how games are designed and how people learn through playing them, and she brings working game developers into the classroom to teach alongside her.

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Nadia Diana Binti Mohd Rusdi
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Nadia Diana Mohd Rusdi is a lecturer at Universiti Kuala Lumpur Malaysian Italy Design Institute (UniKL MIDI), Malaysia. With a background in computational mathematics and a Master's degree in Mathematics from Universiti Sains Malaysia, her teaching focuses on mathematics in foundation and higher education programmes. She is interested in creating supportive learning environments where students can build confidence, learn from mistakes, and see challenges as opportunities for growth.

Rachel Phelps
Fort Hays State University & Blooming Brilliance Co. LLC

Dr. Rachel Phelps is an interdisciplinary scholar, social worker, leader, and educator. An Assistant Professor of Sociology at Fort Hays State University, she coordinates the Center for Grant Writing and Nonprofit Development. She teaches nonprofit leadership, grant writing, critical thinking, and social work courses. Drawing on K–12 and higher education, her work advances

social innovation and transformation through learning spaces rooted in hope, empowerment, belonging, imagination, and creativity, using education to build futures together.

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Rachel Winslow
Te Rito Maioha: Early Childhood NZ

Rachel Winslow is a Senior Lecturer and Programme Leader at Te Rito Maioha: Early Childhood New Zealand. With over 30 years in early childhood and tertiary education, she now leads the Level 5 programmes and micro-credentials, as well as supervising Masters students. A Doctor of Education student at AUT, she is exploring how kindness emerges in creative clay communities of practice and what this might mean for her own pedagogy and education more broadly.

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Sam Staddon
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Sam is a feminist political ecologist interested in the politics of care in environmental governance and rural landscapes, particularly in Nepal and the UK. She has the absolute pleasure and privilege of working with students on the Masters in Environment and Development, including on theory-based, practitioner-led and field course learning.

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Samantha Fabellon is a faculty member of Far Eastern University- Manila, Philippines. Teaching General Education courses and Professional courses in Education major in English. She is currently taking here PhD in Education at the University of the Philippines- Diliman, Quezon City, Philippines

Sri Sumaryani
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Sri Sumaryani is an assistant professor at the English Literature Study Program and researcher at the Literacy Research Centre, Universitas Negeri Semarang. Her research covers issues like gender, memory studies, environmental studies, and postcolonialism. She graduated from Universitas Gadjah Mada, majoring in literary studies. https://orcid.org/0000-0001-6757-6870

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Çağatay Çınar is a research assistant in the Department of English Language Teaching at İzmir Demokrasi University, Türkiye, and a PhD student at Çanakkale Onsekiz Mart University. His research interests include inclusive education, artificial intelligence in language teacher education, and educational equity. He is particularly interested in how institutional structures, academic precarity, and inequalities shape the experiences, professional identities, and futures of early-career academics.

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Stream 2: Indigenous and Afro-Indigenous perspectives for a decolonized & pluriversal future

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Arinola Adefila

Bucks New University

Professor of Social Policy at Bucks New University. My work is situated at the intersection of transformative learning, social justice, and community knowledge systems, with a particular interest in how knowledge is created, shared, and applied across diverse contexts. Drawing on decades of experience as a teacher, researcher, and consultant across schools, higher education, and community settings, I explore critical questions about where learning occurs, whose knowledge is valued, and how learning can contribute to more equitable and sustainable futures.

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Asmita Kabra

Ashoka University, Sonepat, India

I am a critical development practitioner and researcher, trained as an economist and specializing in political ecology. My thematic expertise is in conservation and rural livelihoods, forced displacement, just transition, social impact assessment, agrarian change and rural education. I have worked in India's public university system since 1995.

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Caitlin Noakes

University of the Sunshine Coast

Dr Caitlin Noakes is a casual academic teaching across the humanities, arts, and social sciences at the University of the Sunshine Coast in Queensland, Australia. With a doctorate in creative writing, she is interested in using creative arts methodologies to generate divergent futures thinking and feeling.

Devika Rathore

New Zealand Tertiary College

Devika Rathore is a lecturer with the New Zealand Tertiary College, Aotearoa New Zealand. She currently teachers on postgraduate early childhood education courses. Her research interests include environmental/nature-based/sustainability education, early childhood education, identity, cross-cultural studies, and visual dissemination of research among others.

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Kashmira Dave

University of New England (AU)

Dr Kashmira Dave is a Senior Lecturer in Academic Development at the University of New England, with over 26 years of experience across higher education, learning design, research and professional development. Her work focuses on building a sustainable Scholarship of Teaching and Learning ecosystem through educator development, relational practice, mentoring and institutional innovation. She is actively involved in national academic development communities and is committed to strengthening educators' scholarly identity, confidence and capacity to enhance student learning.

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Shivakumar Kandekar

National Institute of Educational Planning and Administration(NIEPA) Ministry of Education, Government of India.

Dr. Shivakumar Kandekar has a Ph.D. in Education awarded by Osmania University and a master's degree in Life Science, and he has also done a PG Diploma in Guidance and Counselling. He has over 7 years of teaching Assistant professor experience at

higher education institutions like NIEPA-Department of Higher and Professional Education, NCSL, and B.Ed. Colleges and teacher education institutions.
He worked on several research projects are school leadership project at the Tata Institute of Social Sciences (TISS-Mumbai), Good Governance in school education in India (NIEPA-NCSL), a secondary school observation study in collaboration with the University of Oxford, UK, in association with CESS, and the Foundational Literacy &Numeracy (FLN) Survey-Telangana

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Emily Saavedra
Massey University

Dr Emily Saavedra is the Associate Director (Learning and Teaching) at Te Tumu Whakatipu, Massey University committed to creating more equitable and inclusive pathways into higher education. Her work in Foundation and Enabling education is grounded in relational, strengths-based approaches to learning, curriculum development, and Te Tiriti-informed practice. Her current research interests include Foundation and pathway education, learner belonging and transition, educator identity, pedagogy of care, and the role of positionality in Tiriti-informed educational practice.

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Jessie Speer
London School of Economics

I am a geographer interested in the politics of housing, displacement, and arts-based justice.

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Karen Vanesa Marriner Castro
Universidad Externado de Colombia

I am a public policy researcher and lecturer at the Faculty of Finance, Government and International Relations (FIGRI), Universidad Externado de Colombia, in Bogotá. Her work spans human mobility, gender equity, territorial development and peacebuilding. She works alongside Colombian public institutions, international organisations and grassroots groups. She is especially interested in teaching that takes students into territories, where policy is learned by listening to the communities who live with its consequences.

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Leonora Souza Paula
Leonora Souza Paula specialises in Literary Studies and Latin American Studies, focusing on race, gender, memory and Black geographies in contemporary Afro-Brazilian and Afro-Diasporic culture. Her current research examines Black spatial imagination, heritage recovery and epistemic reparation. She is an ACLS fellow, co-founder of Black Women Shaping AfroFutures, and director of the AfroFutures Now Digital Archive.

Madhumita Dutta
TRIO World Academy, Bengaluru, India

Madhumita Dutta is a Counselling Psychologist, researcher and practising artist whose work will be exhibited at World Art Dubai in November 2026. She is school counsellor and IB Diploma Psychology (HL) facilitator at Trio World Academy, Bangalore, and co-leads a qualitative study on social and emotional learning and human flourishing in IB contexts. She believes learning is innate and continuous, and that education is learning by design i.e., a deliberate space where wellbeing, belonging and hope can grow.

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Marwa Alnajjar
University of St Andrews

Marwa Alnajjar is a Senior Fellow of Advance HE (SFHEA), practitioner-researcher and doctoral student specialising in English for Specific Purposes (ESP) across academic and occupational settings, particularly English for Nursing. Her current research

interests include language teacher professional identity, reflective practice, practitioner research, and the intersection of generative AI, ESP and language assessment.

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Nicola Daly
University of Waikato

Nicola Daly is a Professor in Te Kura Toi Tangata, School of Education, University of Waikato. Her research focus is languages and languaging in children's literature. She was a Fulbright New Zealand Scholar at the University of Arizona, USA in 2019/2020.

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Nida Zehra
London School of Economics and Political Science

Nida Zehra is a PhD candidate in Human Geography and Urban Studies at the London School of Economics and Political Science (LSE) where she researches the effects of hydraulic infrastructure on the caste and debt-relations of lower-caste agricultural labourers in Sindh, Pakistan amidst increasing climate change effects. She is also the Lead Knowledge Specialist at the Beyond Climate Collaborative where her work as the head of the Knowledge & Resources team makes the ground-truths of climate mobility justice widespread.

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Sebastian J. Lowe
Te Whare Wānanga o Waikato - the University of Waikato

Dr Sebastian J. Lowe is an anthropologist, interdisciplinary artist, and educator based in Aotearoa New Zealand. His practice is relational – grounded in care, responsibility, and place – and brings creative work into direct connection with community. Central to this is sound, particularly ngā taonga pūoro (traditional Māori sound instruments), alongside co-creative research methods rooted in Te Tiriti o Waitangi. Together these draw on histories, cultures, and creative traditions to imagine new ways of listening, living, and working alongside one another. His doctoral research extends this thinking, using taonga pūoro to explore listening, improvisation, and shared responsibility as a form of 'sonorous ethics' in research. Sebastian is currently a Teaching Fellow at the University of Waikato and Chair for the Aotearoa New Zealand Ethics Committee.

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Tara Webster-Deakin
University of Nottingham, UK

I have been working in higher education for fourteen years, firstly as Widening Participation (WP) (student equity) professional staff, and subsequently as academic staff. My research is participatory in method and aims for collaboration, co-design and co-construction of knowledge. My teaching is rooted in student-centred approaches and inclusion. Amongst various "extra-curricular" roles, I co-lead a national accreditation scheme for WP staff in Scotland, England and Ireland.

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Te Rina Warren
Massey University

Te Rina is single-mother who maintains a Māori language only relationship with her child. Subsequently, immersion education, language revitalisation and cultural reclamation form a key foundation for her research that aligns decoloniality with positive Māori development.

Stream 3: Hope in a time of socio-ecological crises

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Alice Beban

Massey University / Te Kunenga ki Pūrehuroa

I am a sociologist teaching and researching broadly in environmental sociology and feminist theory. My work explores environmental change, land and agrarian politics, and how people respond to uncertain futures, primarily in Southeast Asia and Aotearoa New Zealand. I also lead He Kaupapa Tūmanako / Project Hope, an outreach programme working with teenagers, and I am involved in the Hope Collective, and in various collaborations exploring hope in higher education and environmental practice.

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Amara Atif

University of Technology Sydney

Amara Atif is a Senior Lecturer in the School of Computer Science at the University of Technology Sydney. A teacher at heart and Responsible AI advocate, she researches human-centred AI, learning analytics and educational innovation. Her work explores how AI can strengthen learner agency, educator decision-making and equitable student success. She has received multiple awards for excellence in learning and teaching and is a UTS Open Education Champion.

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Carlo Sella

Universitat Oberta de Catalunya

Carlo is an artistic researcher and theatre-maker working in Barcelona. He investigates modes of performance-creation that are deeply relational, layering ethnographic encounters with imaginative storytelling. For his PhD, Carlo is walking and resonating with multiple bodies of water and their ecologies, metaphorically going against currents to perform socio-environmental tensions afflicting these waters. He shares embodied practices in different academic spaces, including the Autonomous University of Barcelona, Antwerp University, and Institute of Creativity and Innovation in China.

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Chris Eames

University of Waikato

I am a Professor of Education at the School of Education, where I help prepare pre-service teachers to engage in climate and sustainability education in their work, and conduct research and development work with doctoral students and national and international colleagues.

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Clare Mouat

Massey University

Dr Clare Mouat (MPIA) is a planner-geographer and interdisciplinary scholar-storyteller examining the regimes and relationships that enable or inhibit flourishing futures for humans and more-than-humans, from soil to outer space. Her core work explores the entanglements of community, planning, and governance; asking how we imagine, contest, and mobilise regenerative futures amid polycrises, technological change and darkening horizons. A Senior Lecturer at Massey University, Aotearoa New Zealand, Clare's portfolio spans an award-winning PhD, international university affiliations (Auckland, Melbourne, RMIT, Western Australia, UCL and Utrecht), and collaborations across research, teaching, professions, and policy. Currently Associate Editor of Geographical Research, Australasian Cities Research Network Committee member, TEDxUWA speaker, queen bee breeder/beekeeper, and crafter, she welcomes collaborations and conversation that challenge established regimes, expand professional and scholarly imagination, and mobilise transformative change from kitchen tables to corridors of power.

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Daniel Zwangsleitner

University of Utah

Daniel Zwangsleitner is an architect and urban designer who teaches at the University of Utah. His studios start from the conditions students find, such as a parking space or a city block, and ask what becomes possible within them. Having taught in Munich and Utah, he understands hope as a practice of designing together inside constraints, opening spaces of possibility for socio-ecological transformation in the face of current crises.

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Debojyoti Bhattacharjee

Tesla Education

I am an International Baccalaureate Educator and Diploma Programme Coordinator at Tesla Education in Ho Chi Minh City, Vietnam. With a strong background as a Biology Educator, Environmental Systems and Societies teacher, and IB examiner, my leadership centers on systemic equity, ecological principles, and organizational health. I am passionate about cultivating inclusive, psychologically safe learning ecosystems where diverse educators and students can truly flourish.

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Dimas Aditia

Jakarta Multicultural School

Dimas Aditia is an educator at Jakarta Multicultural School (JMS), Indonesia, where he supports students in history education, university preparation, and career development. He is passionate about creating inclusive, student-centred learning experiences that encourage critical thinking, self-discovery, and global awareness. Through his work, he aims to empower young people to recognise their potential, explore future opportunities, and approach education with hope and purpose.

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John Barry

Climate Justice Universities Union

I am a father of two, a recovering politician and academic-activist working in higher education for over 3 decades specialising in post-growth economics, green and climate politics and teaching in radically democratic ways the causes, consequences and solutions to the planetary crisis and opportunities we unevenly face

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Kim Kullman

The Open University

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Linda Murray

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I teach public health and planetary health at Massey University. I'm passionate about training the next generation of public health professionals

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Midhat Noor Kiyani

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mirko nikolić
School of Culture and Education, Södertörn University

My work is concerned with intersectional environmental and climate justice, with particular focus on anti- and post-extractivism. It manifests in performances, film, creative writing, often through collaborative practices, and in academia it dialogues with environmental humanities and political ecology. I am currently a postdoctoral researcher at Södertörn University, Sweden, with a transdisciplinary project on the question of socio-environmental impacts of the public pension savings from the North, and what this may mean for global climate justice.

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Natascha Radclyffe-Thomas
Ravensbourne University London

A National Teaching Fellow and Professor of Marketing and Sustainable Fashion at Ravensbourne University London where I co-lead the Regenerative Fashion Lab. Named in The SustainabilityX® Magazine's inaugural Global 50 Women In Sustainability Awards™. Vice Chair of the UK charity The Costume Society, Chair of the UK Chapter of the UN-supported initiative Principles for Responsible Management Education (PRME) and member of the PRME Global Expert Pedagogy Group. Author, editor, academic and sustainability activist!

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Tausif Zafar
Prince Sultan University

Tausif Zafar is an English lecturer and researcher who supports the Preparatory Year Programme at Prince Sultan University. He is a British expatriate educator with over two decades of teaching experience across the UK and the Arabian Gulf. His recent research examines learner motivation and the contribution of artificial intelligence to educational outcomes. His professional interests include autoethnography as teacher reflection and SLW in Higher Education. He has forthcoming chapters in Lessons to Remember (2026) Food Narratives from the Gulf and Beyond (2027) and Voices of Sumud (2028).

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Victoria Beckwith
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Victoria Beckwith is a PhD Candidate and Teaching Fellow with the University of Waikato. Victoria's PhD explores rural children's experiences with global citizenship through hermeneutic phenomenology and photo-elicitation. She holds teaching qualifications from the University of Northampton, University Centre Peterborough, and City & Guilds, and gained her Bachelor of Science (Hons) in Natural Sciences with Environmental Science with the Open University prior to teaching Literacy & Numeracy in the UK's further education sector.

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Will Lock
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Will is a political ecologist researching the intersections between carbon markets, reforestation and food system transformations. His work focuses on the ecological, social and political impacts of climate change, through ethnographic fieldwork and landscape politics. At the University of Sussex, Will teaches a range of modules and content related to political ecology and climate justice. He also runs a community garden in Brighton, with very limited food-growing success.

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Yuki Watanabe
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Yuki Watanabe is a Senior Lecturer in Media, Film and Communication at the University of Otago. Her research examines the sociocultural and pedagogical implications of emerging media technologies, particularly how AI and synthetic media shape media literacy and critical thinking. She also researches Asian popular culture and Asian diaspora media, focusing on screen media's role in cultural representation and identity.

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Stream 4: Nurturing Hope: mutuality, action, and the gift of listening

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View page gallery

Anna Gevorgyan
American University of Armenia

Anna Gevorgyan is an adjunct lecturer in the MA TEFL Program, where she teaches Theoretical Foundations of EFL, Curriculum Design, and supervises student-teachers during their practicum and internship. She also teaches Freshman Seminar I and II in the BA in English and Communications Program. Anna brings extensive experience in pre- and in-service teacher professional development, as well as in designing and delivering faculty development programs. She is the recipient of 2026 Teaching Excellence Award.
Her background expands to higher education program management both locally and internationally, including provision of various consultancies and research projects.
Anna holds an MA degree in Lifelong Learning Policy and Management from the University College London Institute of Education (2017) and an MA in Teaching English as a Foreign Language from AUA (2008). Her research interests include aspects of higher education policy and practice and creative pedagogies.

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Jacquelyn Febbo
Northampton Community College

Jacquelyn Febbo is an Assistant Professor of Business at Northampton Community College in Pennsylvania, USA, and a doctoral student in Transformational Leadership at Moravian University. Her action research explores psychological safety, productive struggle, and self-regulated learning: how students feel able to ask questions, work through challenges, and guide their own learning. Her teaching combines listening to students, care, and high expectations.

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John F. Forester
John Forester has a lifelong interest in the politics and ethics of community planning practice, including participatory action research, mediation and dispute resolution, practical judgment and improvisation. His books include Planning in the Face of Power, The Deliberative Practitioner and How Spaces Become Places. He is currently completing The Gift of Listening: Paying Attention to What Matters.

Kannan Maharajan
James Cook University

Kannan Maharajan is an Associate Professor in the Discipline of Pharmacy, College of Medicine and Dentistry, James Cook University, Australia. His work focuses on pharmacy education, professional identity formation, experiential learning, and preparing future pharmacists for practice in regional, rural, and remote communities. Kannan is passionate about creating inclusive learning environments that foster belonging, confidence, and purpose, helping students develop into compassionate and practice-ready healthcare professionals.

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Kathryn McGuigan
Massey University

Kathryn is a lecturer in Health and Social psychology at Massey University, New Zealand. Her research interests are broadly in the area of critical health psychology. More specifically Kathryn is interested in exploring the intersections of health and wellbeing within disability, neurodivergence, eating and food practices, and gender. Kathryn is a passionate ally for social justice for disability and neurodiversity and loves innovative qualitative methods including arts-based research.

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Kay Harrison
University of Auckland

Kay Harrison is a learning designer and Master of Education researcher specialising in transdisciplinary teaching and learning. Bridging education, ethics and emerging technology, her work explores relational learning, human-centred pedagogical innovation, and future-proof capabilities. With a background in founding an educational non-profit, she is passionate about creating inclusive, adaptable learning ecosystems to empower diverse learners and build resilient learning communities.

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Komal Kaushik
ESGCI,Paris

I am an educator and project management professional with experience across India and the United States, currently supporting K–12 learners through online education. My work brings together inclusive teaching, educational innovation, and the responsible use of technology and artificial intelligence. I am passionate about creating learning environments where accessibility, empathy, and human connection guide progress. I believe hope in education grows when every learner is seen, every voice is valued, and every individual has the opportunity to thrive.

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Kirsten Price
Open Polytechnic

I am a teacher but not just a teacher. I am an Art teacher and that makes me different. My studio is my classroom, a negotiated space. A space of radical possibility. A home to many artists every day. I am an academic, an author, an artist, a collaborator, a motivator, a playmate but always an educator.

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Macarena Gordillo de Paz
UTS

Stories travel, and they change us along the way. This idea sits at the centre of Dr Macarena Gordillo de Paz's interdisciplinary research at UTS. Through 'Stories That Travel', she explores how narratives cross cultures, languages, classrooms and borders, shaping identity, belonging, learning and social change. Her work connects cultural and gender studies, language education, intercultural learning, international education and GenAI, with curiosity, critical reflection and human connection at its centre.

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Nigel Pearson
Massey University College

Currently working in the academic preparation area with international students undertaking pre-university Foundation Studies and EAP (English for Academic Purposes) - I have taught variously in NZ, Brunei, Thailand and Hong Kong. I bring life experience together with formal qualifications in both teaching and applied linguistics to my work.

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Rachel Epp Buller
Bethel College

Dr. Rachel Epp Buller appreciates moving between her roles as a visual and sound artist, an art historian, an educator, and a gallery director. She is also a two-time Fulbright Scholar committed to cross-cultural exchange, a long-distance walker, and a certified practitioner in Deep Listening, all of which she brings to her classroom teaching. Her forthcoming (2027) monograph is entitled Listening as Artistic Practice: Essays and Invitations.

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Roos Gerritsma
Inholland UAS

Roos Gerritsma (1974) is an urban sociologist exploring how tourism can catalyse positive change through regenerative urban development and co-design. In 2015, she founded Amsterdam's Urban Leisure & Tourism Lab, connecting higher education, research and local communities through place-based collaboration. Working in an area undergoing profound transformation, she became interested in Place Grief and how communities can move beyond loss. Her work draws inspiration from Active Hope and restoration in regenerative design.

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Ruvini Wickramasinghe
English Language Partners NZ

I am an ESOL educator for the past 18 years both in Sri Lanka and New Zealand, in secondary, tertiary and adult learning contexts. I migrated to New Zealand in 2024 to pursue my Masters in Adult Teaching. This year, I started Home Tutoring with English Language Partners NZ. I have an amazing learner originally from Thailand whom I work with. I got my TESOL certification this year. In the meantime, I work as a casual ESOL teacher at a local language school.

Stephanie Elizabeth Beckman
Madison College

Stephanie Elizabeth Beckman, PhD, is an educator and researcher whose work explores how learning spaces cultivate belonging, agency, and hope. As founder and research director of the Student eXperience Research Lab, they engage undergraduates as co-researchers and knowledge producers. Their teaching and research draw on participatory approaches such as photovoice, story circles, and action research, with particular interests in the intersection of linguistic justice and academic rigor, student voice, and humanistic approaches to higher education.

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Antonella Pappolla
Universidad Argentina de la Empresa

Antonella Pappolla, PhD, is a college educator and independent researcher who examines critical and socially responsible writing pedagogies and programs that empower linguistically minoritized students in higher education. She enjoys teaching writing and helping college instructors use it more creatively and intentionally to teach their disciplines.

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Sukhmani Bal
Christ (Deemed to be university), Delhi NCR

Assistant Professor of Psychology at CHRIST (Deemed to be University), Delhi NCR, India. She is a Clinical psychologist with training and experience in providing therapeutic interventions for individuals experiencing mental health concerns.

Sunaina Sharma
Brock University ; Faculty of Education; Department of Educational Studies

Sunaina Sharma is a teacher educator passionate about supporting pre-service teachers as they navigate their professional journeys. Her research interests include leveraging digital technologies to enhance student learning and engagement. Central to her work is a commitment to building authentic relationships, fostering reflective practice, and creating supportive learning environments where pre-service teachers develop the confidence, professional identity, and sense of readiness needed to thrive as educators.

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Suparna Kapoor
RV University

I am a leadership and learning strategist, educator, researcher, and Founder of LQ (Learning • Leadership • Life). With over 30 years of experience across corporate in aerospace, telecommunications, I have worked in Engineering, Projects, Learning and Development, Corporate HR, management education. My work sits at the intersection of leadership, human capability, and well-being. A Chevening Fellow from the University of Oxford, I am currently pursuing an Executive Fellow Programme in Management at XLRI Jamshedpur, researching emotions and organisational change.

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Tine Jensen
Roskilde University

Tine Jensen is an Associate Professor of psychology at The Department of People and Technology, Section of Social Psychology and Learning, Roskilde University, Denmark. She is a member of the research group Social Psychology and Everyday Life. She teaches at the master program Social Psychology and Learning. Her research is centered around the relation between subjectivity, technology, and materiality. Theoretically, she is striving to enrich psychology with posthumanist thinking and feminism. Methodologically, her theoretical interests have led her to drift towards post-qualitative methods.

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Bronwyn Isaacs
University of Waikato

Bronwyn Isaacs specialises in the anthropology of labour, visual media, and national identity, with a geographic focus on the Asia-Pacific region.

Cebuan Bliss
Transformative Interspecies Democracies Project (TIDE)

I'm co-founder of the Transformative Interspecies Democracies Project, a research and education centre for interspecies flourishing in Portugal, where we will move theory into practice through compassionate rewilding and animal rehabilitation.

My research includes animal ethics in conservation and the power of storytelling to communicate about other animals.

I've been learning intuitive interspecies communication and working hands-on at animal sanctuaries and rewilding projects to gain a deeper understanding of how more-than-human inclusion works in practice.

Charlotte Grum
Roskilde University

Charlotte Grum is an artist and a psychologist, working as a Teaching Associate Professor at the Department of People and Technology, Roskilde University, Denmark. She is a member of the research group Environmental Humanities. She is also an artist, producing site-specific installations and performative situations in public spaces exploring the mattering and un-mattering of reality. Post-humanist and post-qualitative figurations inform her artist-academic practice, often exploring more-than-human entanglements through performative writing. See also www.charlottegrum.dk.

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Cristiene Carvalho
Victoria University -Australia

Dr Cristiene Carvalho is a Brazilian educator, researcher and Senior Lecturer in Early Childhood Education at Victoria University, Australia. Her work is grounded in Paulo Freire's critical pedagogy, with a focus on social justice, collective activism, arts-based practices and teacher education. Drawing on over 20 years of engagement with Freirean philosophy, her research explores how dialogue, critical consciousness and collective action can create possibilities for more equitable and transformative educational practices.

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Madoka Takemoto
Te Rito Maioha

Madoka currently teaches in Bachelor of Teaching (ECE), Graduate Diploma of Teaching (ECE) and Master of Education. Upholding her value in inclusion, Madoka is interested in diversity influencing learning communities. Intercultural communication and super-diversity have always been of her interest. Cultural identity and 居場所 Ibasho, a space where you can be yourself, were key notions of her doctorate. Currently, she has two main areas of diversity research: culture and disability.

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Jennifer Burton
Five Sisters Productions/Tufts University

Jennifer Burton, a film producer with Five Sisters Productions and Professor of the Practice at Tufts University, wrote her Harvard Ph.D. dissertation on hope in American literature and film. Her work is committed to fostering a sense of the possibility of positive change (aka hope!). Her new documentary SOMEBODY TO LEAN ON, about an Ohio men's prison choir and the power of music to change lives, will be broadcast nationally on PBS starting April 2027.

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Jessica Johannisen
Hugenote Kollege

Dr Jessica Johannisen is a social work lecturer at Hugenote Kollege, with a passion for social work education, community engagement and social justice. Her areas of interest include child protection, gender-based violence, professional ethics and the well-being of social service professionals. As Chairperson of the Hugenote Kollege Gender-Based Violence Committee, she is committed to promoting awareness, empowering communities and bridging the gap between theory and practice.

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Ksenia Zavyalova
University of Canterbury

I find myself in a liminal space, existing in the in-between: I have submitted my doctoral thesis at the University of Canterbury, New Zealand, and am now waiting for my viva in November. My research interests centre around digital and social media platforms, relational pedagogies, teachers' identities in higher education, third space and postdigital perspectives.

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Leonie Webster
CQUniversity

Leonie Webster is Deputy Dean and Educational Team Lead for the Academic Learning Centre (VET) within the School of Access Education at a dual-sector university in Brisbane. She is passionate about fostering belonging, opportunity, and hope through inclusive educational practices that support diverse learners in achieving their aspirations.

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Olivera Kamenarac
School of Education and Professional Studies, Griffith University

Olivera is a Senior Lecturer in Education at Griffith University (QLD, Australia). Working at the intersections of sociology of education, critical feminist poststructuralism, and posthumanism, she explores how educational assemblages shape ways of knowing, relating, and becoming. Her work is guided by a commitment to relationality and to imagining more socially, epistemically, and ecologically just educational futures.

Lucia Stacchiotti
PhD Candidate, School of Education, Curtin University; Lecturer, School of Education, Central Queensland University

Lucia is a Lecturer at CQ University and PhD candidate at Curtin University. Grounded in posthuman, relational, and Reggio Emilia philosophies, her research explores entanglements between humans, materials, architecture, and more-than-human worlds. Through ethics of care, Active Hope, poetic inquiry, and collective thinking, she explores possibilities for reimagining educational life.

Robert (Rob) Nelson
Open Polytechnic

Rob Nelson trained as a printer, worked his way into management, later qualifying in management and then leadership as an adult student. He then embarked on a second career teaching management, and has significant experience in collaborative Project-Based Learning.

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Sakshi Sharma
Indian School of Development Management (ISDM)

Sakshi Sharma is a development practitioner, educator, researcher, and facilitator with nine years of experience across education, child rights, well-being, and social development. She is currently a Bricoleur Fellow and Teaching Assistant for Developing Inner Leadership for Social Impact at the Indian School of Development Management (ISDM). Her interests lie in transformative learning, inner leadership, and well-being, with a focus on designing learning experiences that foster self-awareness, compassion, and collective flourishing.

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Stuart Bruere
My professional background is working as a practice veterinarian servicing the rural sector firstly on the East Cape of the North Island and then the Wairarapa in New Zealand for 40 years. I joined the veterinary teaching staff at Massey in 2020 to teach all 5 year cohorts of veterinary students.

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Suad Ahmed (with Raqiyah, Aliyah, Ali and Shahad)
York University

Suad Ahmed is a PhD candidate in Education at York University, whose research explores identity, belonging, and the everyday experiences of Somali Muslim youth in Toronto. Raqiyah is a second-year Business Technology Management (BTM) student at Toronto Metropolitan University, and Aliyah is an Information Technology student at York University. Ali is a second year engineering student at Sheridan College, and Shahad is a second year social work student at York University. Together, they are collaborating on a youth participatory action research project that centres Somali young people's voices, experiences, and perspectives in producing knowledge and imagining change.

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Vicki Hargraves
Te Herenga Waka Victoria University of Wellington

Dr. Vicki Hargraves is a Teaching Fellow at Victoria University of Wellington and provides professional development to teachers across Aotearoa New Zealand with The Education Hub. Her PhD drew on new materialist and posthumanist perspectives and postqualitative methodologies to understand education as a deeply materialist practice, emphasising possibilities for multiple ways of knowing and being in early childhood education that disrupt habitual thought and practice.

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Zoha Aftab
Headstart School / University of Manchester graduate

I am a postgraduate student at the University of Manchester and currently work as a Primary Years Coordinator at an IB candidate school. I previously mentored sixth form students through Manchester's Connect and Contribute scheme. Alongside my work in primary education, I continue to research and publish in higher education, with an interest in hope, student agency and how education can support young people's aspirations.

Amanda Perry-Kessaris
Kent Law School

Amanda specialises in theoretical, empirical and participatory research at the intersections of law and design and has particular interests in economic life and in curated spaces. She is author of Doing Sociolegal Research in Design Mode, co-editor (with Allbon) of Design in legal education, and elected fellow of the Design Research Society and the Academy of Social Sciences. Her current book project, Law and design: A pragmatic approach, is funded by a Leverhulme Research Fellowship.

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Ali Black
University of the Sunshine Coast

We are a collective of academic women engaging in slow scholarship. We focus on functioning like an ecosystem rather than isolated silos of people and projects, in this way challenging accelerated and output-driven grind culture. Our experiential and creative research approaches offer ways to inhabit workplaces, communities, identities, and bodies differently. We are engaged in research that privileges meaning-making, relationship, collaboration, emergence, wonder, creativity, and wellbeing. Weblink: https://www.unisc.edu.au/about/structure/schools/school-of-education-and-tertiary-access/education-and-learning-futures-research-cluster/art-and-wonder-in-education-awe

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Borbala Kenez-Burns
Bucks New University

Borbala Kenez-Burns is a Lecturer in Education and Childhood Studies at Buckinghamshire New University (BNU), joining in 2023 after several years of experience within the early childhood education sector across a range of roles and settings. This professional background underpins her expertise in early childhood education. She holds a BA (Hons) in Child Development from BNU and has recently completed a Master's degree in Education, with a specific focus on relational pedagogies. She is also a member of the Early Childhood Development Network at the University of Birmingham. Her research interests centre on relational learning and social and emotional development in early childhood contexts.

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Colin Simpson
Deakin University

Colin Simpson is a Lecturer in Learning Futures at Deakin University. He has worked as a Learning Technologist, Education Designer and Academic Developer since 2003. Colin is a co-convenor of ASCILITE TELedvisors (educator advisors) network, an Australasian community of practice for learning designers, educational technologists and academic developers with more than 600 members.

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Rahila Huma Anwar
NED University of Engineering & Technology, Pakistan

Dr. Rahila Huma Anwar (AFHEA) is an Associate Professor of Applied Linguistics at NED University, Karachi, Pakistan. She holds a PhD in Applied Linguistics and has extensive experience in higher education. Her research focuses on teacher well-being, self-efficacy, emotional intelligence, positive psychology, language teacher education, ESL/EFL learners, and professional development.

Eleanor Pullen-Webb
Anglia Ruskin University

I am a Senior Lecturer Practitioner on the BEd (Hons) Primary Education with QTS degree at Anglia Ruskin University in Peterborough. I have extensive experience across Primary, Secondary, Special, and alternative education settings in Cambridgeshire, and have taught from EYFS through to Year 13. I specialise in Geography, Early Years, SEND, and outdoor learning, bringing a broad and practical perspective to teacher education.

Faiza Ali
NED University of Engineering and Technology

Faiza Ali and Areeba are English language teachers working at different educational institutions. Faiza has nearly five years of experience teaching English at the secondary level and one year of experience at the tertiary level. Areeba has one year of teaching experience across secondary and tertiary education. Their contribution reflects on the potential of university classrooms to nurture hope, foster meaningful connections across ethnolinguistic differences, and create more inclusive learning environments through dialogue, collaboration, and mutual understanding.

Hannah Riley
London College of Fashion, University of the Arts London

Hannah Riley is a sustainable fashion-textiles practitioner and educator, Lecturer and College Outreach Practitioner at London College of Fashion, University of the Arts London. In Outreach, she supports underrepresented young people’s access to higher education and creative engagement. Drawing from her MA Fashion Futures, Hannah approaches fashion education and engagement as recipe creation, combining radical curiosity, participatory play, embodiment, and speculative futuring to "cook up" more inclusive, imaginative and regenerative approaches to learning and experiencing fashion.

Hema Letchamanan
School of Education, Taylor's University

Hema Letchamanan's work focuses on addressing educational inequalities and expanding literacy and learning opportunities for underserved communities. She founded Projek BacaBaca, a literacy initiative that has supported over 800 children across Malaysia, and the Night School Project, which supports the professional development of educators serving refugee communities. Through these initiatives, she brings together universities, educators and communities to develop sustained approaches to educational equity and inclusion.

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Hunaina Allana
Faculty of Nursing, MacEwan University, Edmonton, Canada

Hunaina Allana is a master's-prepared nursing faculty/educator and registered nurse (RN) with experience in Canadian and international health-care systems, including emergency, long-term care, and outpatient settings. She currently leads, teaches, and coordinates laboratory learning in the Bridge to Canadian Nursing (BCN) program for Internationally Educated Nurses. She also supports undergraduate students in the Bachelor of Science in Nursing (BScN) program. Her professional interests focus on the ethical use of artificial intelligence in nursing education and teaching, nursing informatics, simulation, and digital health.

Allana's teaching philosophy is rooted in humanism, emphasizing lifelong learning, learner autonomy, and meaningful engagement. She believes the educator's role is to create supportive learning environments that empower students to grow, reflect, and succeed in their professional journeys.

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Ikeoluwapo B. Baruwa
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Ikeoluwapo Boluwatife Baruwa is Assistant Professor of Education at Canadian Mennonite University, where he teaches in the Bachelor of Education program. He completed his PhD in Education at Queen's University in 2026. His research centres African and Black epistemologies, relational ethics, and university education. His articles appear in the Journal of Contemporary Issues in Education, Philosophy of Education, and Oxford Review of Education, among others.

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Louise Olivier
Yorkville University

Dr. Louise Olivier serves as Liberal Arts faculty in the Bachelor of Business Administration program at Yorkville University BC Campus.
She is a multi-skilled educator and researcher focusing on multimodal pedagogy, alternative assessments, and experiential learning. She fosters inclusive and interactive classrooms, strong student support, and collaboration among colleagues, bringing scholarly rigour and practical creativity to every learning environment.

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Rosalie Chevalley
Rosalie Chevalley is an educator and facilitator at Yorkville University. A francophone originally from Switzerland, they moved to Canada and bring an international perspective shaped by experiences of multilingualism, migration, and educational leadership. Rosalie holds a PhD in Mathematics and has worked across secondary and post-secondary education as a teacher, vice-principal, faculty member, and facilitator. They have a strong interest in creating inclusive learning environments and supporting educators' development. Their scholarship focuses on gender equity in education, and they have contributed to initiatives related to student success, peer learning, and the scholarship of teaching and learning.

Lynnette Brice
Open Polytechnic

Dr Lynnette (Lynne) Brice is Principal Academic Staff Member, Initial Teacher Education at the Open Polytechnic | Te Pūkenga. Lynne is a Fulbright alumnus who has held leadership roles in secondary and tertiary education and served as an advisor to the Ministry of Education on Teen Parent Education. Lynne's current research interests include innovative pedagogies in Open Distance and Flexible Learning (ODFL), the role of emotions in teaching and learning, Initial Teacher Education in ODFL, Equity and Access in ODFL.

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Monette T Guanzon
Enderun Colleges

Communications Practitioner and Educator. Writing is my core and passion. With over two decades of experience across higher education, government media, and corporate sectors. Believes in continuous learning and is proactive in earning

technical proficiency in digital PR, generative AI, ethics, and various learning management systems. Mentor to the next generation of multimedia and communication professionals.

Raymond Pun

Raymond Pun is a librarian and library science educator based in the Bay Area, California, United States. He is also a guitarist and Twitch streamer.

Sondra LoRe

SPEAR (STEM Program Evaluation, Assessment & Research) Consultants

Sondra LoRe, Ph.D., is Principal Consultant and Director of SPEAR (STEM Program Evaluation, Assessment & Research). With more than 30 years of experience teaching and working in K–12 and higher education, she specializes in program evaluation, educational research, statistics, and qualitative research. Her work focuses on understanding and strengthening STEM education initiatives supported by the National Science Foundation, other federal agencies, and foundations.

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Thomas Johnson

Open Polytechnic/ Kuratini Tuwhera

Kia ora koutou, My background is as a classroom teacher in Secondary school, passionate about teaching History and Te Ao Tangata and involved in staff PD, coaching and mentoring and working as ASL for a Kāhui Ako. I currently teach in ITE/Initial Teacher Education.

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Vicky Kondylarou

Independent Educator & Researcher

Vicky Kondylarou is a Greek English language educator, examiner, trainer, and published author with over fifteen years of experience in language education and assessment. Her book, *One Earth, Many Stories: The Common Threads That Connect Humanity*, explores the cultural connections that unite people across societies. Drawing on her bilingual background, her work focuses on multilingualism, intercultural communication, inclusive education, and the power of knowledge to foster understanding, belonging, and hope.

Stream 5: Universities as sites of refuge, struggle and action

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alessandra wollaston
The University of Sydney

Dr alessandra wollaston (she/they) FHEA is an award-winning educator and ethical troublemaker who champions collaboration, creativity, and the courage to do things differently as vital to the kind of learning that can create change.

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Iresha Madushani Samarasinghe
University of Colombo, Sri Lanka

Ms. Samarasinghe is a Lecturer in the Department of Sociology, Faculty of Arts, University of Colombo, Sri Lanka. She holds a First Class Honours degree in Sociology and an M.Phil. degree from the University of Colombo, together with a Postgraduate Diploma in Counselling with Distinction. Her interdisciplinary research interests include sociology, social psychology, counselling, social work, gender, mental health and psychosocial wellbeing. Her scholarly work focuses particularly on the interaction between individual experiences and wider sociocultural structures in the Sri Lankan context.

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Ahmed Kamal Junina
Al-Aqsa University, Gaza, Palestine

Ahmed Kamal Junina is an Assistant Professor of Applied Linguistics and head of the English Department at Al-Aqsa University in Gaza, and a fellow at Harvard Radcliffe Institute. Drawing on his experience of teaching through bombardment and displacement, his work explores academic freedom and the role of universities in Palestinian society. He leads Resilient Voices, a digital storytelling project supporting young Palestinians in Gaza to develop and share their stories.

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Amanda Flaim
Michigan State University

Amanda Flaim is a political sociologist who uses ethnographic, participatory, and survey methods to understand problems and paradoxes in human rights policy and development programs in mainland Southeast Asia. Her research agenda attends to political tensions in statelessness eradication programs at local and international scales, and the effects of precarious status on health outcomes, educational attainment, im/mobilities justice, and land-use/land claims among Indigenous, refugee, and ethnic minority .

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Andrea Kunze
University of Wyoming

Dr. Andrea J. Kunze is an Assistant Professor of Educational Research at the University of Wyoming, where her scholarship explores creativity, storytelling, and intellectual life in academic contexts. Alongside her research, she works as an artist across macro insect photography and microbial agar art, investigating the interdependence of bodies, species, and systems. Her practice draws from Donna Haraway's companion species thinking and a deep commitment to multispecies ethics.

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ARPANA
TATA INSTITUTE OF SOCIAL SCIENCES, TULJAPUR OFF CAMPUS

I am Arpana, and I completed my PhD in social work from the Tata Institute of Social Sciences, Mumbai, India. Currently, I'm working as an Assistant Professor at the Tata Institute of Social Sciences, Tuljapur campus, India. As an educator teaching

undergraduate and postgraduate students of social work.Iam also passionate to work with the marginalizes and disadvantaged community form India such as Dalit and Tribal communities. apart from my teaching in the university, I am also consistently contributing in the education of the most marginalized communities in India.

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Daniel Ahlquist
Michigan State University

I am an environmental sociologist/political ecologist who teaches in the James Madison College of Public Affairs at Michigan State University. My research and teaching explore diverse human relationships with nature (conceptually and bio-physically), and how groups interact with each other through unequal relationships to the environment.

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ACSI Mumthas
Sri Lanka Institute of Textile and Apparel

I am a Lecturer at the Sri Lanka Institute of Textile and Apparel (SLITA), specialising in textile and apparel studies and sustainable textile practices. I completed my PhD at the University of Moratuwa in 2026. My research interests include textile innovation, sustainability, and circularity. I serve as Chairperson of the Library Committee, Head of the Department of Apparel Studies, Assistant at the Research Centre, and Academic Coordinator of the Bachelor of Textile and Apparel Studies degree programme.

Ali Saha
University of Melbourne

Dr Ali Saha is a Lecturer in Media and Communication at the University of Melbourne, Australia. Her research explores media, identity, and social equity, with a focus on caste, race, gender, and digital inequalities. She is the author of Dalit Identity in Indian Print Media (Routledge, 2026) and has published in leading journals. She has also contributed to Australian government-funded projects and has over a decade of professional communication experience.

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Ashish Kumar
B.P.S. Women's University, Haryana, India

Having completed my MA and PhD from the Jawaharlal Nehru University, New Delhi, I been teaching students as an Assistant Professor (Sociology) at the Department of Laws, B.P.S. Women's University, located in rural parts of Haryana, in north India. My teaching methodology emanates from a feminist pedagogical approach, strongly grounded in care ethic, and a hopeful commitment towards mainstreaming creative, classroom communication in higher educational spaces.

Umawathy Techanamurthy
The National University of Malaysia

Dr. Umawathy Techanamurthy is an educator and researcher at Universiti Kebangsaan Malaysia (UKM), passionate about making engineering education more inclusive, engaging, and meaningful. Her work explores innovative pedagogies, emerging technologies, and hands-on STEM learning experiences that empower diverse learners. She believes in creating learning environments where students feel safe to express themselves, embrace mistakes, and learn from one another. Through her teaching and research, she strives to nurture curiosity, confidence, and hope in education.

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Ebru Kızıltaş
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Ebru Kızıltaş is a PhD candidate in the Department of English Language Teaching at Dokuz Eylül University and a research assistant at Izmir Demokrasi University. She received her BA in English Language Teaching from Boğaziçi University in 2016 and subsequently earned her MA in the same field. She began her doctoral studies in 2024. Her research interests include language

processing, teacher education, social-emotional learning, digital competencies, AI-TPACK, and AI literacy in language education.

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Ipek Türeli
McGill University

Ipek Türeli is Associate Professor of Architecture at McGill University where she holds the Canada Research Chair in Architectures of Spatial Justice. Her teaching and research explore architecture, urbanism, visual culture, and the social life of institutions, with particular attention to questions of memory, public space, belonging, and justice. Through critical, place-based pedagogies, she encourages students to engage the university and the city as sites of inquiry, reflection, and transformation.

Kara Dymond
York University

Dr. Kara Dymond is an Assistant Professor of Educational Psychology at York University, Toronto, Canada. She is an internationally recognized autistic/ADHD/disability advocate, teacher educator, researcher, podcast host, and author (Creating a Neurodiversity-Affirming Classroom). Kara received the 2024 Award for Excellence in Initial Teacher Education at the Ontario Institute for Studies in Education (University of Toronto), and the King Charles III Coronation Medal for her dedication to improving the lives of autistic people across Canada.

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Kris De Welde
College of Charleston, SC, USA

Dr. Kris De Welde (she/ella) is Professor of Women's and Gender Studies at the College of Charleston. She specializes in studying intersectional inequalities in higher education, organizational change for academic justice, and liberation-focused pedagogies. She has a robust scholarly record on diverse topics from feminist self-defense to STEM education reform. Kris is a practitioner/consultant of Appreciative Inquiry, and thrives in mountainous landscapes, listening to live music, and when reading anything related to pedagogy.

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Laura Péaud
University Grenoble Alpes, France

Laura Péaud is an assistant professor at University Grenoble Alpes (France). She is working through an historical and epistemological approaches on feminist geographies in France. With Camille Vergnaud, she is also conducting a work project on what it means to teach geography at university.

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Lisa B. Fiore
Tufts University

Lisa Fiore is Assistant Dean of the Graduate School of Arts & Sciences and affiliated faculty member in Child Study & Human Development and the TUPIT program at Tufts University. She previously served as Professor and Chair of the Education Department at Lesley University, where she co-founded and directed the Child Homelessness Initiative and Violence Against Women Initiative. Her research emphasizes child and family development and promoting strengths-based environments through awareness of trauma and resilience.

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Mona Hoorvash
Yorkville University

Mona Hoorvash holds a PhD in English Literature and has 25 years of teaching experience across three continents. An award-winning educator, researcher, and research supervisor, she grounds her teaching in care, critical thinking, and a belief in

education as a space for transformation. Her research explores the margins, amplifying underrepresented voices and challenging dominant narratives.

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Rachel Barber
CQUniversity

I am an English-Australian education researcher and lecturer in Gimuy (Cairns), with a long-standing passion for educational, social and environmental justice. I have over two decades of experience in the tertiary education sector, including English for Academic Purposes, widening participation, enabling education, and academic learning advising. My work is driven by a commitment to equity beyond access, cultivating educational spaces where diverse learners can participate creatively and authentically as legitimate contributors to collective knowledge-making.

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Wes King
University of Washington Information School

Dr. Wes Eli King is a scholar of religion, gender, and technology. They are a white, genderqueer enhanced human with artificial lens implants and a memory device wrapped around their wrist. As an Assistant Teaching Professor in the Information School at the University of Washington, they received a Distinguished Teaching Award for their dedication to creating transformative learning experiences that foster deep reflection and critical inquiry in the study of technoculture and information.

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Kimberly K. Williams
Central Queensland University

Kimberly K. Williams is a Lecturer at Central Queensland University and an award-winning poet. She has four books of poetry. Her second book, Sometimes a Woman (Recent Work Press 2021), won the 2022 WILLA Literary Award for Poetry (USA). Her third book, Still Lives (Gazebo Books 2022), won a Canberra Critics Award in 2023. Her fourth book was published in July 2026 by Liquid Amber Press (Melbourne). Kimberly has taught various forms of writing in higher education since 1992.

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Kym Davis
Independent consultant and researcher

Dr Kym Davis is an Australian researcher, educator and consultant whose work connects academic research with professional practice. She holds a Doctor of Business Administration, with research examining employee engagement in shared services within a regional university context. Her experience spans further education, human resource management, training and development, and business consulting. She is particularly interested in fostering trust, collaboration and environments where individuals, teams and organisations can thrive.

Stream 6: Hope, Technology, and Alternative Futures in Higher Education

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Asli Telli

Academics for Peace, Germany

Asli is a founding member of Academics for Peace, Germany and co-speaker of KulturForum TürkeiEuropa. She is a researcher of media and communications, peace worker and digital rights advocate. Her work in exile meets at the crossroads of knowledge commons, south-south cooperation, and community-led liberation. She is especially interested in mapping pluriversal dissent and exploring ways to facilitate dialogue among unlikely actors.

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Cadey Korson

St Clair County Community College

Cadey Korson is Professor of Geography at St Clair County Community College in Michigan, USA and Fellow of Advance HE. Her research focuses on place-based pedagogies, Indigenous rights and digital storytelling/mapping. Recently, Cadey has been awarded a grant from the National Geographic Society to coordinate a student-led stream bank restoration project along the Belle River in Columbus County Park, USA.

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Corina Sirghi

Buckinghamshire New University

My name is Dr. Corina Sirghi, I am a food and hospitality lecturer. My research is an intersectionality of nutrition, school intervention and public health with a high interest in sensory food education.

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Pankaj Mehrotra

Online Mentor at University of Aberdeen, Scotland and Online Insructor at Neighbour Up, Christchurch, New Zealand

I have a PhD in Medical Sciences from Institute of Medical Sciences, University of Aberdeen, Scotland, United Kingdom where I am also an Online Medicine Mentor and in New Zealand - I am presently an Online Instructor at Christchurch, Neighbour Up, New Zealand. I have created and published a Biology of Natural Disastor course in New Zealand which I teach.

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Elaine Khoo

Massey University

I am an Associate Professor in Digital Education at the Institute of Education, at Massey University. I am interested in teachers' and learners' digital and online teaching and learning practices across formal and informal learning spaces and across a range of educational contexts.

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Fatemeh Ranjbaran Madiseh

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Fatemeh R. Madiseh holds a PhD in Applied Linguistics from the University of Tehran and is currently an English lecturer at Sultan Qaboos University, Oman. She received Oman’s 2024 National Research Award in Education and Human Resources. Her research focuses on technology-enhanced language learning, CALL, English for Academic Purposes, and innovative

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Dr Kathryn Coleman is an Associate Professor of Visual Arts and Design Education at the University of Melbourne, artist, researcher and Co-Director of SWISP Lab. Her work explores creative, critical and speculative pedagogies through a/r/tography, participatory inquiry and climate education. She is interested in how art, design and collective imagination create spaces for hope, care, justice and new possibilities for learning and living together.

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With over 30 years of experience operating at the intersection of education, digital technology, and media communications, I am an innovative educator, system architect, and creative producer. My career is defined by a unique dual capability: designing robust digital infrastructure—including open eLearning systems, network deployments, and Google Workspace administrations—while simultaneously authoring curricula and producing high-impact media content. From pioneering the transition of alternative learning models fully online to leading technical training for over 100 faculty members, I consistently leverage emerging digital tools to build collaborative, highly effective learning environments and workplace communities.

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I am a student of learning design at the University of Technology Sydney and I am putting this learning into practice in a learning design project for professional staff exploring a scholarly outlook on student experience and belonging.

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Sara Archard is the Teaching and Learning Digital Leader | Kaiārahi Matihiko at Te Rito Maioha ECNZ. Her work focuses on digital pedagogy, online learning, ethical AI, and fostering human connection in online and hybrid learning environments. Sara's research interests include sociocultural perspectives on online education, belonging, relational pedagogy.

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Dr Kate Sala is a Senior Lecturer in the RMIT School of Fashion and Textiles, Melbourne. Her research and teaching span sustainable fashion, digital innovation and transformative pedagogy, with international experience in Paris, Antwerp and Melbourne. She is a founding member of Digital Fashion Australia and leads the practice data made felt, which explores data, materiality and the immaterial cost of making.

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Shailaja Buvaneswari S
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A friendly, tech-savvy mentor who inspires students and teachers to explore and connect all the concepts by applying lateral thinking.An experienced Software engineer and a Google-certified Educator who is aware of current professional courses and LMS platforms and counsels students toward their professional goals. Biology has been my favourite subject since childhood, and I love to teach. I have created content-oriented sites and included simulation-oriented labs in the curriculum to bridge the gap in the virtual training platform. Teacher trainer who has trained over 50 teachers

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I am an IB educator, TOK coordinator, workshop leader and examiner with 25 years of experience across IB, MYP, IGCSE and CBSE curricula. My work focuses on inquiry-based learning, critical thinking, student agency and curriculum development. I am passionate about creating learning environments where students question assumptions, explore diverse perspectives and construct their own understanding. I believe hope in education lies in empowering learners to think independently and contribute meaningfully to a changing world.

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Dr. Madhavi is an academic leader, researcher, educator, and academic advisor with more than 30 years of higher education experience. As Head of the Department of English and Other Languages and former Director (i/c) of the School of Humanities and Social Sciences at GITAM University, Bengaluru, she contributed to the growth of academic programmes, faculty and research capacity, interdisciplinary collaboration, and institutional quality systems. She led academic programs, developed curricula, oversaw quality assurance, and contributed to institutional initiatives.

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James Tsatsaronis
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I'm an education-focussed academic. I primarily teach biochemistry and molecular biology to large cohorts of undergraduate students. I'm passionate about exploring learning and teaching, and lowering the barriers to students participating in positive educational experiences.

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Mega Saffira
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Mega Saffira is a fashion business educator, researcher, and founder of The Textile Map, an independent platform exploring textiles, fashion, and cultural heritage. She holds an MA in Textile Innovation and Branding from the University of Leeds, UK, and a Bachelor's degree in Textile Craft from Institut Teknologi Bandung. Her work focuses on Indonesian textile heritage, branding, creative education, and the intersection of tradition and innovation.

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Bonna Bambilla is a lecturer and module leader at Arden University specialising in hospitality, tourism, and climate-friendly travel. A Fellow of the Higher Education Academy with an MSc in Data Science, she explores how AI can strengthen teaching

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Christin Monroe, Ph.D., is an Educational Research Associate at the Center for Innovation in Teaching and Learning at the University of Illinois Urbana-Champaign. Her work focuses on educational research, inclusive and accessible learning, and supporting educators in creating meaningful learning experiences. She is particularly interested in how attention to access, neurodiversity, and student experience can help us rethink teaching and learning.

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dana milstein
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dana's work brings together critical inquiry, creative making, and experiential learning to explore how people engage with AI while retaining human agency. She designs playful, interdisciplinary experiences that invite learners to question technology, experiment with ideas, and rethink the relationship between human and machine intelligence.

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Praveena Thevisuthan
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Dr Praveena Thevisuthan is an experienced University Lecturer and Researcher with over 12 years of professional experience at both the local (Australia) and international levels.She coordinates and teaches courses in Management, Human Resource Management, Organisational Behaviour, and Sustainability and Responsible Business, and supervises Master's research students. Her work has been published in Q1 and ABDC A-ranked journals and in book chapters, and she reviews for leading ABDC journals and for the AIB and AOM conferences. Recent invited talks include the All Day AI Global Conference 2026, where she spoke on building employee trust in generative AI, and the World Congress on Education (WCE-2026) at Churchill College, Cambridge, on advancing AI literacy in higher education. Her honours include a University of Newcastle Full PhD Scholarship and a faculty win in the Three-Minute Thesis Competition, and she is a 2026 finalist for the She Inspires Awards and the Working Women Awards (UK).

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Eva Schmidthaler (Johannes Kepler University Linz) is a postdoctoral researcher in STEM/STEAM education and Head of the JKU COOL Lab. Her work focuses on technology-enhanced mathematics and STEAM+ learning, teacher professional development, and the design and evaluation of inclusive, hands-on learning environments.

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Kate Moore is an is an English instructor at the American University of Ras Al Khaimah in the UAE where she teaches English as a second language, EAP, and freshman composition. She is also pursuing a Doctor of Professional Practice in TESOL at the University of St Andrews where her research focuses on corpus linguistics and data driven learning.

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Katrina Johnston is an Associate Lecturer at CQUniversity, teaching computing skills in the STEPS enabling course and supporting students' computing and digital literacy development through the Academic Learning Centre. With a professional

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Nurdan Kavaklı Ulutaş is an Assistant Professor in the Department of English Language Teaching at Izmir Demokrasi University, Türkiye, and Editor-in-Chief of the journal Futuristic Implementations of Research in Education (FIRE). Her research addresses language teacher identity, language teacher education, and language assessment, with recent work on the place of generative AI in teachers' professional lives. She is currently examining what happens to the teacher's craft and to hope when AI enters the work of responding to student writing.

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Dr. Said Sidani is an Assistant Professor of Foundations of Education at Brock University. His doctorate focused on pandemic pedagogies, professional learning, and digital technology in teacher education.

Dr. Sidani's research interests include the professional learning of educators, program evaluation in teacher education, and the self-study of teacher education practices.

He is passionate about supporting educational studies students as they transition to university and build a strong foundation for a future career in teaching.

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Vanessa has a passion for online adult education and learning design. Her experience includes two decades of course writing and facilitating as an academic staff member, five years of learning design for online courses, plus published research in ethics and tertiary education.

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Dr Chandana Siriwardana is a Senior Lecturer in the School of Built Environment at Massey University and a Fellow of the Higher Education Academy. Her teaching and research explore construction safety, disaster resilience and climate adaptation. Drawing on academic experience across several countries, she seeks to connect learning with real community challenges and support students to build confidence, think critically and contribute to safer, more resilient futures.

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Dr. Fatiha Bazouche is a Fulbright Fellow Researcher at the University of Helsinki, Finland, and holds a Ph.D. in Instructional Technology from Ohio University, USA. Her research focuses on artificial intelligence in education, AI and emotions, social-emotional learning (SEL), critical thinking, AI literacy, and self-regulated learning. She explores how human-centered AI can foster curiosity, learner agency, emotional well-being, and inclusive, meaningful learning experiences in higher education.

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Saadia Ali is a Ph.D. candidate in Curriculum and Instruction (Instructional Design and Technology) at Virginia Tech, with nearly 20 years of experience in higher education. An instructional designer and user researcher with a background in second language acquisition and TESOL, she uses surveys, usability testing, and mixed-methods evaluation to design learner-centered online courses. Her research examines digital technology integration in curriculum design and ethical, pedagogically sound uses of AI in education.

Sundeep Daggubati
Ara Institute of Canterbury

Sundeep Daggubati is a Senior Academic Staff Member in Construction Management whose research explores how communities influence and experience the built environment. His work focuses on project success, community values, post-disaster recovery, and interdisciplinary education, examining how future construction professionals can contribute to more inclusive, resilient, and sustainable communities.

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