

Title: Innovative Teaching Strategies - Towards students' success.

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Authors Designations and Full names:

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Subtheme:

Student Engagement, Agency, and Success:

Format:

Workshop

Abstract

This presentation explores how innovative teaching strategies can create more human-centred, engaging, and transformative learning experiences within higher education. Framed under the theme “Innovation with Impact: Humanising and Human-Centred Teaching for Transformative Higher Education,” the session invites lecturers to reflect critically on what motivates students to attend, participate, and take ownership of their learning. Rather than treating attendance as the sole indicator of success, the presentation asks whether students experience class as a space of real value, where they gain live explanation, immediate feedback, practical demonstrations, peer learning, confidence, and meaningful links to assessment and professional practice.

The discussion further examines how teaching and assessment can move beyond content delivery toward authentic, practice-based learning. It challenges lecturers to consider whether current assessments reflect the skills industry expects from graduates, including technical competence, digital confidence, communication, teamwork, problem-solving, and professional readiness. The presentation also raises broader questions about student independence, asking whether current teaching approaches build self-directed thinkers or unintentionally reinforce dependency.

By focusing on reflection, student agency, assessment alignment, and graduate readiness, the session positions innovation not simply as the use of new tools, but as a purposeful shift toward teaching that is relevant, responsive, inclusive, and impactful. Ultimately, the presentation encourages educators to identify one practical change they can make in 2026 to strengthen student engagement, deepen learning, and prepare graduates who are confident, adaptable, independent, and ready to contribute meaningfully to society and industry. This aligns with the presentation’s emphasis on the EBET strategic faculty reflection and improving teaching practice for 2026.