

DAY 1 - 2 July 2024

08:30 - 10:00	Registration: Refreshments available					08:30 - 10:00
Opening plenary						
Room: Lecture Theatre 2						
10:00 - 10:45	Welcome: Charles Knight, Assistant Director, Knowledge and Innovation, Advance HE Welcome address: Jane McNeil, Pro Vice-Chancellor, Nottingham Trent University Keynote: Professor Sarah Jones, Pro Vice-Chancellor Education, Solent University					10:00 - 10:45
10:45 - 10:50	Transition period					10:45 - 10:50
Parallel session 1						
Room: Lecture Theatre 4 (Level 0/1)		Room: Lecture Theatre 5 (Level 0/1)		Room: Lecture Theatre 3 (Level 1)	Room: Lecture Theatre 6 (Level 1)	Room: Bowden (Level 2)
D1.1.6a - Oral presentation		D1.1.7a - Oral presentation		D1.1.8a - Oral presentation	D1.1.9a - Oral presentation	D1.1.10a - Oral presentation
Transforming student comment analysis with AI: Experiences from Queen's University Belfast Dr Duncan Berryman and Eimear Gallagher, Queen's University Belfast		Guiding principles for the application of generative AI in the context of employability, teaching, and learning in UK universities Dr Emmanuel Nartey, The Open University		Simulation-based active collaborative learning using the CAE Apollo Patient Simulator: A pilot study with Bioscience students as co-creators Dr Nelson Chong, Nottingham Trent University	Industrial-led learning in software development" Dr Daniela Tsaneva, Cardiff University	Evolution of assessment methods in the international double degree program in Civil Engineering: Navigating cultural differences and overcoming academic misconduct challenges Dr Oleksandr Menshykov, University of Aberdeen
D1.1.6b - Oral presentation		D1.1.7b - Oral presentation		D1.1.8b - Oral presentation	D1.1.9b - Oral presentation	D1.1.10b - Oral presentation
Building AI literacy: Assessment as a process to navigate the future Dr Lynn Gribble and Dr Janis Wardrop, University of South Wales		Equity, ChatGPT and academic integrity regulation: Can you have it all? Yes, you can! Dr Marjory Da Costa Abreu, Sheffield Hallam University		A journey through blended learning and gamification strategies for Gen Z learners: A case study Dr Alrence Halibas, RMIT University Vietnam	Enhanced pedagogy through immersive technology Anna Kime and Dr Liam Bagley, Manchester Metropolitan University	Does the design of peer evaluation schemes matter? An investigation into the implications of using fixed vs variable point approaches Dr Robert Riegler, Aston University
D1.1.6c - Oral presentation		D1.1.7c - Oral presentation		D1.1.8c - Oral presentation	D1.1.9c - Oral presentation	D1.1.10c - Oral presentation
Generation of student feedback using a multimodal AI model Dr Eloise Monger and Sarah Trevenna, University of Southampton		Small and specialist, but not in AI: Exploring institutional approaches Dr Kate Wilkinson and Dr Darcy Bornemann, Hartpury University		Understanding and improving student engagement with online and blended learning: A post-COVID case study Nick Prior, Nottingham Trent University	INDAF: Using technology to provide individual student feedback on exams, in a business school context Dr Katherine Martin, Loughborough University	Assessment literacy: A key skill for diverse learners transitioning into higher education Dr Katherine Hargreaves, Manchester Metropolitan University
11:50 - 12:05	Break					11:50 - 12:05
Parallel session 2						
Room: Lecture Theatre 4 (Level 0/1)		Room: Lecture Theatre 5 (Level 0/1)		Room: Lecture Theatre 3 (Level 1)	Room: Lecture Theatre 6 (Level 1)	Room: Bowden (Level 2)
D1.2.6a - Oral presentation		D1.2.7a - Oral presentation		D1.2.8a - Oral presentation	D1.2.9a - Oral presentation	D1.2.10a - Oral presentation
Better the devil you know: The impact of exemplifying the ethical and unethical use of GenAI in academic work for undergraduate students Jacqueline Davis and Maaya Modha, King's College London		'It was useful when I was ill': Going dual in learning and teaching Dr Tina Byrom and Dr Hilary McDermott, Loughborough University		A reflective paper on enhancing student authenticity and engagement through gamification and problem-based learning Dr Nitin Vihari and Dr Vijay Pujari, Middlesex University Dubai	Hybrid delivery of physiotherapy practice-based learning: Innovation and impact Dr Caroline Belchamber, AECC University College	AI-enhanced lesson design: A new frontier in educational practices Xiang Li, Arden University, Dr Chunxue Liu, University of the West of Scotland and Dr Kun Wang, The University of Manchester
D1.2.6b - Oral presentation		D1.2.7b - Oral presentation		D1.2.8b - Oral presentation	D1.2.9b - Oral presentation	D1.2.10b - Oral presentation
Establishing best practices for the ethical use of generative AI in ESL classrooms Najia Nazir, Yanbu Industrial College		Come watch with me: Blending the synchronous with the asynchronous to enhance students' learning and sense of belonging Dr Jennifer McBride, University of Manchester		Leveraging AI in the design studio Edward Ward, Arts University Bournemouth	Empowering students through gamifying university regulations Dr Gayatri Patel, Aston University	Use of technology tools and learning experience: Insight from business school students Dr Olufunbi Adesina, Dr Mamunur Rashid and Dr Oluseyi Adesina, Canterbury Christ Church University
D1.2.6c - Oral presentation		D1.2.7c - Oral presentation		D1.2.8c - Oral presentation	D1.2.9c - Oral presentation	D1.2.10c - Oral presentation
AI, critical thinking and ethical practice: Work-ready management graduates in an AI-driven world Associate Professor Nurun Nahar, Dr Iain Duncan Stalker, University of Bolton		Decoding student perceptions: An evaluation of hygiene factors and motivators in virtual learning environments Dr Crystal Tsay, University of Greenwich and Dr Alexander Kofinas, University of Bedfordshire		Creating a learning adventure: Elevating engagement in blended and online learning through a student-centred approach with H5P and gamification Yiqun Sun, Charlie Reis, Yexiang Wu and Yezi Yang, Xi'an Jiaotong - Liverpool University	Social and authentic learning in an online postgraduate Medical Education programme Dr Jo Elliott, Thomas Hinks, Jorge Freire and Dr Michael Page, Queen Mary University of London	Gather around! Virtual worlds and interprofessional education Rebecca Ferriday, Cardiff University
13:05 - 13:55	Lunch					13:05 - 13:55
Parallel session 3						
Room: Lecture Theatre 4 (Level 0/1)		Room: Lecture Theatre 5 (Level 0/1)		Room: Lecture Theatre 3 (Level 1)	Room: Lecture Theatre 6 (Level 1)	Room: Bowden (Level 2)
D1.3.6a - Oral presentation		D1.3.7a - Oral presentation		D1.3.8a - Roundtable	D1.3.9a - Oral presentation	D1.3.10
Are flipped learners flipping learning? A data-driven approach to interventions Dr Adam Wootton, Keele University		To play or not to play? Using escape rooms to make the teaching and learning experience more active, creative, and beneficial for staff and students in HE Maaya Modha, King's College London		"Ah deadly! - I get it now!": Using mixed-method laboratory sessions to demystify electronics to non-specialists Dr Leah Ridgway, Dublin City University	Block and blend in higher education: Why? What to consider? Where to next? Paulo Vieira Braga and Dr Ellen Buck, University of Suffolk	QUIET SPACE
D1.3.6b - Oral presentation		D1.3.7b - Oral presentation		D1.3.8b - Oral presentation	D1.3.9b - Oral presentation	QUIET SPACE
Teaching without PowerPoint slides in engineering: A pilot study Dr Olatunde Durowoju and Mohamed Kar-Mohamed, Liverpool John Moores University		The YouTuber educator: Why every academic should teach online! Dr Michael Okereke, University of Greenwich		The perspectives of academic staff on student use of generative AI Professor Peter Kahn, University of Manchester	Scaling the HyFlex summit: Navigating peaks and valleys in educational innovation Jacqueline Davis and Michael Detyrna, King's College London	QUIET SPACE
14:35 - 14:40	Transition period					14:35 - 14:40
Poster session						
Exhibition area						
14:40 - 15:05	Please find posters listed on a separate board					14:40 - 15:05
15:05 - 15:20	Refreshments					15:05 - 15:20
Parallel session 4						
Room: Lecture Theatre 4 (Level 0/1)		Room: Lecture Theatre 5 (Level 0/1)		Room: Lecture Theatre 3 (Level 1)	Room: Lecture Theatre 6 (Level 1)	Room: Bowden (Level 2)
D1.4.6a - Oral presentation		D1.4.7a - Oral presentation		D1.4.8a - Roundtable	D1.4.9a - Oral presentation	D1.4.10a - Oral presentation
AI-generated avatars to innovate and make teaching inclusive Dr Richard Wagner Figueroa Alfaro, The University of Manchester		A theory of change model for assessing AI assisted programmes in HE Dr Rose Hong Ha Bui, Kingston University		Evidence-driven approaches to supporting students through extenuating circumstances Professor Helen Williams and Martha Longdon, University of Nottingham	Pub quizzes for learning: Gamification of consolidation sessions for hybrid delivery Dr Jennifer Stott, St George's University of London	QUIET SPACE
D1.4.6b - Oral presentation		D1.4.7b - Oral presentation		D1.4.8b - Roundtable	D1.4.9b - Oral presentation	QUIET SPACE
Transformative pedagogies: Leveraging generative AI for innovative, inclusive, and impactful case-based teaching and learning Dr Natasha Katuta Mwila, Warwick Business School		Education development in the age of Artificial Intelligence Shivani Wilson-Rochford and Alice May, Birmingham City University		Paving the path to success: Exploring the student experience across further and higher education Stefanie Campbell, Queen's University Belfast	Making it miniature: A game-based approach to developing field-based skills Dr Sam Davenward and Ben Davenward, Keele University	QUIET SPACE
D1.4.6c - Oral presentation		D1.4.7c - Oral presentation		D1.4.8c - Roundtable	D1.4.9c - Oral presentation	QUIET SPACE
Developing AI-enabled inclusive practices towards intersectionality Dr Olatunde Durowoju, Liverpool John Moores University		The textbook revisited: Blending old and new methodologies for an enhanced student experience Dr Adam Wootton, Keele University		"Tell me what I need to know": Advocating for the necessity of uncertainty in higher education Dr Luciana De Martin Silva, Hartpury University and Dr Joana Fonseca, St Mary's University	Minecraft education as a digital learning and teaching resource in higher education Alexander Wood, Teesside University	QUIET SPACE
16:20 - 16:25	Transition period					16:20 - 16:25
In conversation: Future-focused 'what's next?'						
Room: Lecture Theatre 2						
16:25 - 17:10	Charles Knight, Assistant Director, Knowledge and Innovation, Advance HE Professor Edward Peck CBE, Vice-Chancellor and President, Nottingham Trent University					16:25 - 17:10
18:30 - 23:00	Networking dinner					18:30 - 23:00