

Social Sciences					
Registration: Refreshments available					
Opening plenary					
Main Hall					
Welcome address					
Keynote Dr Debbie McVitty, Editor, Wonkhe					
Refreshments					
Room 213 SOC1.1 - Workshop		Room 214 SOC1.2 - Workshop		Room 222 SOC1.4 - Workshop	
Room 221 SOC1.3 - Workshop		Room 223 A SOC1.5 - Workshop			
Innovative teaching and support mechanisms on entry-level Social Science modules at The Open University		Challenges and opportunities for embedding employability within the undergraduate curriculum		Building a chatbot to support students completing assessments	
Dr Georgina Blakeley and Mr Matt Staples, The Open University		Dr Mark Field and Professor Karen Heard-Laurette, University of Portsmouth		Dr Paul Dickerson, University of Southampton	
				Diversity is being at the party. Inclusiveness is being invited to dance." TBL approach to teaching Economics	
				Transition and retention: Challenges faced and challenges overcome	
				Dr Gabriella Cagliesi and Miss Mahkameh Ghanei, University of Greenwich	
				Ms Zoe Ollershaw and Mrs Joan Upton, University of Sheffield	
Lunch					
Room 213 SOC2.1 - Workshop		Room 214 SOC2.2 - Workshop		Room 222 SOC2.4 - Workshop	
Room 221 SOC2.3 - Workshop		Room 223 A SOC2.5a - Workshop			
Stepping out of the Ivory tower into the community: Innovation in teaching and learning social work		Learning to Teach: Making teacher training accessible and fun for postgraduate tutors		Developing threshold capabilities to enhance student critical thinking and problem solving skills for employability	
Dr Kate Jonathan, University of the Sunshine Coast		Dr Michael Willett and Dr Ermjaine Milton, Cardiff University		Dr Peter Lamb, University of Nottingham, Ningbo Campus	
				Masks and roleplay for helping students negotiate personality differences in group work	
				Creative role play supporting practitioner learning	
				Mr Andy Paisley, Falmouth University	
				Mr David Soehren and Mrs Maureen Royce, Liverpool John Moores University	
Transition					
Room 213 SOC3.1 - Workshop		Room 214 SOC3.2 - Workshop		Room 222 SOC3.4a - Oral Presentation	
Room 221 SOC3.3a - Oral Presentation		Room 223 A SOC3.5a - Oral Presentation			
Active learning and flipping the classroom in Social Sciences		Understanding and reducing student stress within assessment practice		Delivering the Legal Practice course through blended learning: Challenges and good practice	
Ms Anna Garland, Mr Paul Allen and Mrs Sallyann Mellor, Staffordshire University		Dr Patricia Mahon-Daly and Dr Anne Chappell, Buckinghamshire New University		Mr James Armes, University of East Anglia	
				SOC3.3b - Oral Presentation	
				SOC3.4b - Oral Presentation	
				SOC3.5b - Oral Presentation	
				Blended learning lessons across modules and Universities	
TBC		Unplugging the verbal communication and confidence gap: Skills desired by employers and students alike, yet mainly unaddressed in HE in the UK		TBC	
Professor Steve Cook, Swansea University, Dr Duncan Watson and Dr Peter Dawson, University of East Anglia and Dr Robert Webb, University of Nottingham		Ms Isabel Fischer, University of Sussex		TBC	
Dr Rachel Howell, University of Edinburgh		Dr Sue Wilbraham and Mrs Joanne Scott, University of Cumbria		SOC3.3c - Oral Presentation	
				SOC3.4c - Oral Presentation	
				SOC3.5c - Oral Presentation	
				Technology-enhanced active learning (TEAL): A departure from "traditional" lectures	
				Threshold concepts in entrepreneurship	
				Are you ready to teach?	
				Ms Jemma Tyson and Ms Claudia Cox, University of Portsmouth	
				Ms Lucy Hatt, University of Northumbria	
				Mr Leo Africano and Ms Shona Dunn, Newcastle College University Centre	
Refreshments and poster presentations					
Exhibition area					
A qualitative action study to explore Saudi pre-service teachers' experiences and their supervisors' perspectives of using electronic reflective journals during their field experience, Mrs Shatha Almaliki, University of Imam Abdulrahman bin Faisal					
Conceptualising models of collaborative and co-operative groupwork: A case study approach, Dr Cheryl Gordon, University of Central Lancashire					
Understanding barriers to participation in online tuition, Dr Donna Smith and Dr Kay Smith, The Open University					
Out with the old: Using new simulated reality approaches to teach students about age-related stereotypes, Dr Joanne Hudson, Swansea University					
Uncovering expectations and perceptions of the final year undergraduate dissertation, Dr Stephany Veuger, Northumbria University					
A case study of co-creation in an undergraduate Education Studies programme: Developing relevance, engagement and success, Dr Mark Pulford, University of Warwick					
Exploring visitors' perception in gallery with special education teachers and gallery educators in Malaysia, Mr Bahrom Mohd Isa, Liverpool John Moores University					
Wartime crisis perception predicts the cheating behaviour of higher education students, Dr Ali Mahmoud, University of Liverpool and Dr Victoria Birkbeck, Liverpool Hope University					
The importance of peer-to-peer learning in academic socialisation, Mrs Susan Hardman and Dr Grigoris Theodosopoulos, Brunel University London					
Aligning Blooms' Taxonomy with scaffolding, contextual and collaborative teaching methods to improve learner outcomes, Dr Tanya Herring and Ms Omotolola Victoria Somoye, Bangor University					
Programme choices by undergraduates at two different Universities, Dr Martin Jones, University of Dundee					
Introductory Economics: Creating a new approach to first year Economics modules, Dr Martin Jones, University of Dundee					
Research based learning and assessment, Dr Padmi Nagrikandallage and Mr Tao Chang, University of Chester					
Mentoring culture in small specialist universities, Dr Dimitrios Pappas, Harper Adams University					
Take a picture of religion: Engaging students at a distance through digital photography, Dr Stefanie Sinclair and Dr John Maiden, The Open University					
Parallel Session 4					
Room 213 SOC4.1a - Oral Presentation		Room 214 SOC4.2a - Oral Presentation		Room 222 SOC4.3a - Oral Presentation	
Room 221 SOC4.3a - Oral Presentation		Room 223 A SOC4.5a - Oral Presentation			
OpenUp UEA: Supporting student wellbeing		Verbal peer-assessment and feedback as an economical tool for understanding assessment criteria		Moodle: Can it engage students to improve their learning? Or should we forget it?	
Dr Kimena Henshaw and Dr Laura Biggart, University of East Anglia		Dr Niana Kufor, University of Nottingham Ningbo China		Miss Anna Wiles, Lancaster University	
				Ms Jane Challoner and Ms Dolores Ellidge, Nottingham Trent University	
				Dr Dave Green and Mr John Bird, UWE Bristol	
SOC4.1b - Oral Presentation		SOC4.2b - Oral Presentation		SOC4.3b - Oral Presentation	
SOC4.4b - Oral Presentation		SOC4.5b - Oral Presentation			
Getting a better understanding of our BAME students: We can get them in, but how do we encourage them to stay, progress and attain?		Authentic assessments in higher education		Central Saint Martins Birkbeck MBA: A hybrid, blended disruptive MBA	
Dr Jenni Jones, University of Wolverhampton		Dr Flevy Lasrado, University of Wollongong in Dubai		Dr Pamela Yeow, Birkbeck, University of London and Mr Damien Borowik, Central Saint Martins, University of the Arts London	
				Embedding employability skills into a new module by diversifying assessment in collaboration with students	
				Learn before the lecture: An inquiry into a flipped classroom design in undergraduate Economics teaching	
				Mrs Amanda Millmore, University of Reading	
				Dr Nadia Singh, Northumbria University	
SOC4.1c - Oral Presentation		SOC4.2c - Oral Presentation		SOC4.3c - Oral Presentation	
SOC4.4c - Oral Presentation		SOC4.5c - Oral Presentation			
Dyslexia diagnosis: Inconsistencies in assessment practices and the need for a holistic approach to support		Exploring students' perceptions of assessment, feedback and moderation processes in higher education: A key to enhancing evaluation practices		Interdisciplinary learning: A whole new ball game	
Mrs Katherine Blundell, Coventry University/Edge Hill University		Dr Doron Cohen and Dr Paraskevi Argyriou, University of Manchester		Mr Barry Posnett and Mrs Barbara Chambers, New College Durham	
				Embedding employability in course design: An international experience	
				Enhancing meaningful learning of undergraduate business students by introducing feedback scaffolding	
				Dr Xiaowen Gao, University of Greenwich	
				Dr Emmanuel Arakpogun, Northumbria University	
Plenary					

STEM					
Registration: Refreshments available					
Opening plenary					
Main Hall					
Welcome address					
Keynote Dr Debbie McVitty, Editor, Wonkhe					
Refreshments					
Room 223 B ST1.1 - Workshop		Room 224 B ST1.2 - Workshop		Room 226 ST1.4 - Workshop	
Room 227 ST1.5 - Workshop					
It does exactly what it says on the box: Achieves higher levels of engagement and deeper learning at any level on any topic		This house believes that students are not just faces in the crowd: Opportunities, benefits and challenges involved in developing learning and teaching partnerships in large classes		Novel training for undergraduates to respond to chemical incidents or attacks	
Mr James Leinster and Dr Michael Coffey, Nottingham Trent University		Dr Anastasia Tombras, Dr Ana Cabral and Dr Jim Donohue, Queen Mary University of London		Dr Antonio Peña Fernández, De Montfort University, Dr Maria del Carmen Lobo-Bedmar, IMDRA, and Professor Raquel Duarte-Davidson and Dr Stacey Wyke, Public Health England	
				An introduction to the light board pedagogy	
				TBC	
Lunch					
Room 223 B ST2.1a - Oral Presentation		Room 224 B ST2.2a - Oral Presentation		Room 226 ST2.4a - Oral Presentation	
Room 227 ST2.5a - Oral Presentation					
Engineering telecollaboration for Language learning		Progress on national pooling infrastructure for remote laboratories		The challenges of teaching a Computer Science Capstone team project to a large cohort of undergraduate students	
Mr David Tuel, Cambridge University and Ms Julie McDonnell, CentraleSupélec		Professor Timothy Drysdale, University of Edinburgh		Dr Tom Prickett and Dr Alan Godfrey, Northumbria University	
ST2.1b - Oral Presentation		ST2.2b - Oral Presentation		ST2.3a - Oral Presentation	
ST2.4b - Oral Presentation		ST2.5b - Oral Presentation			
Gendered transition from school to university for Life Science students: A case study exploring the role of self-efficacy		Student "maker" clubs: (Re)engaging students through interdisciplinary hands-on workshops		Innovative practices that aid employability: Technical Writing Pathway in the School of Electronic Engineering and Computer Science, Queen Mary University of London	
Dr Magda Charalambous, Imperial College London		Mr Kerry Truman and Dr Paul Whitehouse, Nottingham Trent University		Dr Tjiana Timotijevic, Dr Ana Cabral, Dr James Donohue, Dr Akram Alomrani and Dr Antonios Kaniadakis, Queen Mary, University of London	
Dr Katrin Jaidcke and Ms Sonya McChristie, University of Sunderland		Dr Sarita Robinson and Mr Michael Constantine, University of Central Lancashire		Dr Suzanne Ruddy and Dr Michael Baron, University College London	
Dr Mike Murray, University of Strathclyde					
ST2.1c - Oral Presentation		ST2.2c - Oral Presentation		ST2.3c - Oral Presentation	
ST2.4c - Oral Presentation		ST2.5c - Oral Presentation			
Reactions and resistance to a university interdisciplinary learning initiative in a STEM faculty		Experience with designing for failure in STEM		Using hackathons to improve the teaching and learning of entrepreneurial skills	
Dr Ian Stewart, University of Manchester		Ms Nilanjana Saxena		Dr Alfonso Avila-Merino, University of East Anglia	
				Mr Garry Bishop, University of Cambridge and Ms Maria Morahan, University of Northampton	
				Dr Jenny Staughter, Dr Thomas Rodgers and Dr Claudia Henninger University of Manchester	
Transition					
Parallel Session 3 - Ignite sessions					
Main Hall					
ST3.1a - A new academic-branded blog to enhance the curriculum, innovate pedagogy and engage the society, Dr Stefano Sandrone, Imperial College London					
ST3.1b - Managing student expectations using the 'ideal' university student survey: Induction with Design Engineering undergraduates, Dr Tiffany Chiu and Dr Freddie Page, Imperial College London					
ST3.1c - The realities of engaging Foundation Year STEM students with Mathematics using TBL, Miss Rebecca Broadbent and Dr Thomas Davenport, Aston University					
ST3.2a - Facilitating student research in a distance learning setting, Dr Helen Kaye, The Open University					
ST3.2b - Helping students help themselves: The application of low-stake, instant feedback, driving small incremental improvements to immerse students in course content, Mrs Mandy Morrell, University of Northampton					
ST3.3a - Promoting learner autonomy and engagement through peer-assisted study sessions for international students, Ms Katherine High, University of Bristol					
ST3.3b - Pride and Prejudice and technology (that enhances learning), Ms Kelsi Stripes, Imperial College London					
ST3.3c - Adopting mobile phones into higher education learning environments: Practicalities and implications for pedagogic practice, Mr Colin Hardacre and Mrs Nathalie Goodchild, SRUC					
Refreshments and poster presentations					
Exhibition area					
Developing the employability skills and professional competencies of students on a Biomedical Sciences course: Piloting a skills-mapping approach across a three-year undergraduate programme, Dr Paul Stronge, Dr Gwen Hughes, Dr Benjamin White and Dr Stan Ko, University of Nottingham					
Effective assessment and feedback in a Software Engineering group project, Dr Ling Ma, Queen Mary University of London					
Interactive learning in higher education, Dr Sarita Robinson and Dr Jamie Taylor, University of Central Lancashire					
An innovative web-based tool to solve group meeting issues, Dr Suresh Ajit, University of Northampton					
Supporting the transition to academic writing in higher education, Dr Sally Quinn, University of York					
Enhancing student interpretation of feedback using videos, Dr Sally Quinn, University of York					
The use of serious games in Chemistry teaching at Levels 4 and 5, Mr David Cross, University Centre North Lindsey College, Ms Katie Howard, Bishop Grosseteste University and Ms Hollie Shaw, Sheffield Hallam University					
Using eLearning to enhance student engagement with laboratory-based learning, Dr Nigel Francis, Swansea University					
Investigating learner perceptions and outcomes of the flipped classroom in Foundation Chemistry classes, Dr Beverley Allan, University of Nottingham					
A comparative study of take-home case study versus closed-book exam for Mathematics, in a cohort of Foundation Year Engineering students, Dr Sumathy Arumuganathan, Coventry University, London					
Supporting Foundation Science students in constructing arguments about socio-scientific issues: Designing an educational intervention, Ms Caroline Anderson, University of Nottingham					
Pokemon Go as a cognitive and societal developmental tool, Dr Robert Costello, Newcastle College					
Teaching and learning public health: A #DMUGlobal perspective, Dr Antonio Peña-Fernández, De Montfort University and Dr Maria del Carmen Lobo-Bedmar, IMDRA					
Maximising your environment by the application of Blended Classroom Response System Maryam Malekijorj and Taher Hatahet, Queen's University Belfast					
TLC354					
Room 223 B ST4.1a - Oral Presentation		Room 224 B ST4.2a - Oral Presentation		Room 226 ST4.4a - Oral Presentation	
Room 227 ST4.5a - Oral Presentation					
The good, the bad and the ugly of team based learning in a blended learning environment: The student view		Forensic casework examination: Taking the fear out of embedding employability into a module		Using Snapchat as a tutorial tool in higher education	
Dr Prabha Parthasarathy, Imperial College London and Dr Andrea Manfin, University of Sussex		Mr David Butler and Ms Emma Rixon, Nottingham Trent University		Mrs Suzanne Faulkner, University of Strathclyde	
ST4.1b - Oral Presentation		ST4.2b - Oral Presentation		ST4.3b - Oral Presentation	
ST4.4b - Oral Presentation		ST4.5b - Oral Presentation			
The implementation of a novel collaborative learning module to introduce Pathology to first year Biomedical Science undergraduates		Making the links between the dissertation process and employability: Harnessing the voice of alumni		Supporting the international student transition: The English-Mandarin video glossary for Environmental Science students	
Mr Gavin Knight, University of Portsmouth		Dr Rachel Kirk and Mr David McGuinness, Northumbria University		Dr Katie Szkornik, Keele University	
				Dr Stefano Sandrone, Imperial College London	
ST4.1c - Oral Presentation		ST4.2c - Oral Presentation		ST4.3c - Oral Presentation	
ST4.4c - Oral Presentation		ST4.5c - Oral Presentation			
Escape room revision		Diversifying assessments for MSc-level Molecular Biology students to promote employability		Adaptive, online bridging courses for personalised learning	
Dr Jon Tandy, London Metropolitan University		Dr Louise Newnham, University of Sussex		Peer instruction: Why, what and how?	
				Practice-based Engineering assessments that promote originality, problem solving and timely delivery of feedback	
				Dr Karim Avni, Dr Yong Lim Foo and Professor Han Tang Lok, Singapore Institute of Technology	
				Dr Patrick Thomson, University of Strathclyde	
				Dr Mike Knowles, University of Sunderland	
Plenary					