Social Sciences

8.30am-10am — Registration: Refreshments available

10am-11am — Opening plenary

Main Hall

Welcome address

Keynote: Dr Debbie McVitty, Editor, Wonkhe

11am-11.20am — Refreshments

11.20am-12.20pm — Parallel Session 1

Room 213	Room 214	Room 221	Room 222	Room 223 A
SOC1.1 - Workshop	SOC1.2 - Workshop	SOC1.3 - Workshop	SOC1.4 - Workshop	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**	**"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 Georgina Blakeley and Mr Matt Staples, The Open University	Dr Mark Field and Professor Karen Heard-Lauréote, University of Portsmouth	Dr Paul Dickerson, University of Roehampton	Dr Gabriella Cagliesi and Miss Mahkameh Ghanei, University of Greenwich	Ms Zoe Ollerenshaw and Mrs Joan Upson, University of Sheffield

12.20pm-1.20pm — Lunch

1.20pm-2.20pm — Parallel Session 2

Room 213	Room 214	Room 221	Room 222	Room 223 A
SOC2.1 - Workshop	SOC2.2 - Workshop	SOC2.3 - Worshop	SOC2.4 - Workshop	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**	**Masks and roleplay for helping students negotiate personality differences in group work**	**Creative role play supporting practitioner learning**
Dr Kate Jonathan, University of the Sunshine Coast	Dr Michael Willett and Dr Emmajane Milton, Cardiff University	Dr Peter Lamb, University of Nottingham, Ningbo Campus	Mr Andy Peisley, Falmouth University	Mr David Soehren and Mrs Maureen Royce, Liverpool John Moores University

2.20pm-2.30pm — Transition

2.30pm-3.30pm — Parallel Session 3

Room 213	Room 214	Room 221	Room 222	Room 223 A
SOC3.1 - Workshop	SOC3.2 - Workshop	SOC3.3a - Oral Presentation	SOC3.4a - Oral Presentation	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**	**Capturing the employability in volunteering: Enhancing learning and the CV**	**Playing the HE game: Transition from school to university**
		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	**Unpicking the verbal communication and confidence gap: Skills desired by employers and students alike, yet mainly unaddressed in HE in the UK**	**Are you ready to teach?**
Dr Rachel Howell University of Edinburgh	Dr Sue Wilbraham and Mrs Joanne Scott, University of Cumbria	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	Mr Leo Africano and Ms Shona Dunn, Newcastle College University Centre
		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**	**Applying for HEA Fellowship?**
		Ms Jemma Tyson and Ms Claudia Cox, University of Portsmouth	Ms Lucy Hatt, University of Northumbria	Raj Dhimar, Advance HE

3.30pm-4pm — 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 Almalki, 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 Katy 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 assessment design on an undergraduate Education Studies programme: Developing relevance, engagement and success, Dr Mark Pulsford, University of Warwick
Wartime crisis perception predicts the cheating behaviour of higher education students, Dr Ali Mahmoud, University of Liverpool and Dr Victoria Blinkhorn, Liverpool Hope University
The importance of peer-to-peer learning in academic socialisation, Mrs Susan Hardman and Dr Grigorios Theodosopoulos, Brunel University London
Aligning Blooms' Taxonomy with scaffolding, contextual and collaborative teaching methods to improve learner outcomes, Dr Tanya Herring and Ms Omotolani Victoria Somoye, Bangor University
Research-based learning and assessment, Dr Padmi Nagirikandalage and Mr Tao Chang, University of Chester
Mentoring culture in small specialist universities, Dr Dimitrios Paparas, 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

4pm-5pm — Parallel Session 4

Room 213	Room 214	Room 221	Room 222	Room 223 A
SOC4.1a - Oral Presentation	SOC4.2a - Oral Presentation	SOC4.3a - Oral Presentation	SOC4.4a - Oral Presentation	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!**	**Sell yourself! Video CVs and e-portfolios for employability**	**'Words divide, pictures unite': A short film about visual pedagogy and assessment**
Dr Kamena Henshaw and Dr Laura Biggart, University of East Anglia	Dr Nana Kufuor, University of Nottingham Ningbo China	Miss Anna Wos, Lancaster University	Miss Jennifer Sanders, Ms Jane Challinor 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?	**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**	**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**
Dr Jenni Jones, University of Wolverhampton	Dr Doron Cohen and Dr Paraskevi Argyriou, University of Manchester	Mr Barry Poskett and Mrs Barbara Chambers, New College Durham	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	**Applying for HEA Senior Fellowship?**	**Advance HE Connect Drop-in Session**	**Embedding employability in course design: An international experience**	**Enhancing meaningful learning of undergraduate business students by introducing feedback scaffolding**
Mrs Katherine Blundell, Coventry University/Edge Hill University	Louise Lumsden, Advance HE	Ruth Wells, Advance HE	Dr Xiaowen Gao, University of Greenwich	Dr Emmanuel Arakpogun, Northumbria University

5pm-5.15pm — Plenary

STEM

8.30am-10am — Registration: Refreshments available

10am-11am — Opening plenary

Main Hall

Welcome address

Keynote: Dr Debbie McVitty, Editor, Wonkhe

11am-11.20am — Refreshments

11.20am-12.20pm — Parallel Session 1

Room 223 B	Room 224 B	Room 224 C	Room 226	Room 227
ST1.1 - Workshop	ST1.2 - Workshop	ST1.3 - Workshop	ST1.4 - Workshop	ST1.5a - Oral Presentation
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**	**An introduction to the light board pedagogy**	**Introducing data interpretation and problem-solving to Ecology and Conservation teaching**
				Dr Clare Trinder, University of Aberdeen
				ST1.5b - Oral Presentation
				Building blended learning models by using different learning technologies: Evidence from a 4-year study
				Dr Maryam Malekigorji and Dr Taher Hatahet, Queen's University Belfast
				ST1.5c - Oral Presentation
Mr James Leinster and Dr Michael Coffey, Nottingham Trent University	Dr Anastasios Tombros, 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, IMIDRA, and Professor Raquel Duarte-Davidson and Dr Stacey Wyke, Public Health England	Mr Will Doherty, University Centre Blackburn College	**Investigating the impact of co-developing an assessment rubric with Foundation students on their perceptions of and engagement with feedback**
				Dr Beverley Allan, University of Nottingham

12.20pm-1.20pm — Lunch

1.20pm-2.20pm — Parallel Session 2

Room 223 B	Room 224 B	Room 224 C	Room 226	Room 227
ST2.1a - Oral Presentation	ST2.2a - Oral Presentation	ST2.3a - Oral Presentation	ST2.4a - Oral Presentation	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**	**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**
Mr David Tual, Cambridge University and Ms Julie McDonald, CentraleSupélec	Professor Timothy Drysdale, University of Edinburgh	Dr Tom Prickett and Dr Alan Godfrey, Northumbria University	Dr Magda Charalambous, Imperial College London	Mr Kerry Truman and Dr Paul Whitehouse, Nottingham Trent University
ST2.1b - Oral Presentation	ST2.2b - Oral Presentation	ST2.3b - Oral Presentation	ST2.4b - Oral Presentation	ST2.5b - Oral Presentation
Sta(r)tistics: A Massive Open Online Course (MOOC) to teach statistics in Biomedical sciences	**An investigation into the impact of individual differences on immersive learning environment preparedness training**	**Innovative practices that aid employability: Technical Writing Pathway in the School of Electronic Engineering and Computer Science, Queen Mary University of London**	**Inclusivity by student choice in research-led modules**	**A liberal undergraduate civil engineer: Read all about it!**
Dr Katrin Jaedicke and Ms Sonya McChristie, University of Sunderland	Dr Sarita Robinson and Mr Michael Constantine, University of Central Lancashire	Dr Tijana Timotijevic, Dr Ana Cabral, Dr James Donohue, Dr Akram Alomainy and Dr Antonios Kaniadakis, Queen Mary, University of London	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**	**Unseen disabilities in undergraduates: An invisible opportunity for collaborative group learning?**	**Recognising the impact and achievements of graduate teacher assistants in STEM subjects, through tailored training and peer-mentor support pathways mapped against the UKPSF**
Dr Ian Stewart, University of Manchester	Ms Nilanjana Saxena, School of Continuing and Lifelong Education (SCALE), Singapore	Dr Alfonso Avila-Merino, University of East Anglia	Mr Garry Bishop, University of Cambridge and Ms Maria Morahan, University of Northampton	Dr Jenny Slaughter, Dr Thomas Rodgers and Dr Claudia Henninger University of Manchester

2.20pm-2.30pm — Transition

2.30pm-3.30pm — 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 Katie Stripe, 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

3.30pm-4pm — 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 marking issues, Dr Suraj 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 Arumuganathar, 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, IMIDRA
Maximising your environment by the application of Blended Classroom Response System, Maryam Malekigorji and Taher Hatahet, Queen's University Belfast

4pm-5pm — Parallel Session 4

Room 223 B	Room 224 B	Room 224 C	Room 226	Room 227
ST4.1a - Oral Presentation	ST4.2a - Oral Presentation	ST4.3a - Oral Presentation	ST4.4a - Oral Presentation	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**	**Are we using technology for its novelty value or because it is useful?**	**Improving student engagement with marking criteria and feedback (in large classes)**
Dr Prabha Parthasarathy, Imperial College London and Dr Andrea Martin, University of Sussex	Mr David Butler and Ms Emma Rixon, Nottingham Trent University	Mrs Suzanne Faulkner, University of Strathclyde	Dr James Walker and Ms Lauren Knowles, University of Nottingham Ningbo China	Dr Natasha Barrett, University of Reading
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**	**A new academic-branded blog to enhance the curriculum, innovate pedagogy and engage the society**	**Using problem-based learning for a Pharmaceutical Chemistry practical course: The power of the virtual client**
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	Professor Katja Strohfeldt, University of Reading
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**	**Peer instruction: Why, what and how?**	**Practice-based Engineering assessments that promote originality, problem solving and timely delivery of feedback**
Dr Jon Tandy, London Metropolitan University	Dr Louise Newnham, University of Sussex	Dr Karin Avnit, Dr Yong Lim Foo and Professor Han Tong Loh, Singapore Institute of Technology	Dr Patrick Thomson, University of Strathclyde	Dr Mike Knowles, University of Sunderland

5pm-5.15pm — Plenary