			Social Sciences				
8.30am-10am			Registration: Refreshments available Opening plenary			8.30am-10am 10am-11am	
			Main Hall Welcome address				
10am-11am		P	Keynote: Dr Debbie McVitty, Editor, Wonkh	e			
		Policy ver	rsus the real world: The case of teaching e	excellence			
1am-11.20am			Refreshments Parallel Session 1			11am-11.20am 11.20am-12.20pm	
	Room 213 SOC1.1 - Workshop	Room 214 SOC1.2 - Drop-in Session	Room 221 SOC1.3 - Workshop	Room 222 SOC1.4 - Workshop	Room 223 A SOC1.5 - Workshop		Room 223 B ST1.1 - Workshop
m-12.20pm	Innovative teaching and support mechanisms on entry-level Social Science modules at The Open University	Advance HE Connect Drop-in Session	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		It does exactly what it says on the box: Achieve higher levels of engagement and deeper learning any level on any topic
	Dr Georgina Blakeley and Mr Matt Staples, The Open University	Miss Ruth Wells, Advance HE	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		Mr James Leinster and Dr Michael Coffey, Nottingham Trent University
0pm-1.20pm			Lunch Parallel Session 2			12.20pm-1.20pm 1.20pm-2.20pm	
	Room 213 SOC2.1 - Workshop	Room 214 SOC2.2 - Workshop	Room 221 SOC2.3 - Worshop	Room 222 SOC2.4 - Workshop	Room 223 A SOC2.5 - Workshop	1.20piii-2.20piii	Room 223 B ST2.1a - Oral Presentation
om-2.20pm	Stepping out of the lvory 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		Engineering telecollaboration for Language learn Mr David Tual, Cambridge University and Ms Julie McDonald, CentraleSupélec ST2.1b - Oral Presentation Sta(r)téstics: A Massive Open Online Course (MO/ to teach statistics in Biomedical Sciences
	Dr Kate Jonathan, University of the Sunshine Coast	Dr Michael Willett and Dr Emmajane Milton, Cardff University	Dr Peter Lamb, University of Nottingham, Ningbo China	Mr Andy Peisley, Falmouth University	Mr David Soehren and Mrs Maureen Royce, Liverpool John Moores University		Dr Katrin Jaedicke and Ms Sonya McChristie, University of Sunderland ST2.1c - Cral Presentation Reactions and resistance to a university interdisciplinary learning initiative in a STEM fact Dr Ian Stewart, University of Manchester
.20pm-2.30pm			Transition Parallel Session 3			2.20pm-2.30pm 2.30pm-3.30pm	
	Room 213 SOC3.1 - Workshop	Room 214 SOC3.2 - Workshop	Room 221 SOC3.3a - Oral Presentation	Room 222 SOC3 4a - Oral Presentation	Room 223 A SOC3.5a - Oral Presentation	2.3upm-3.3Upm	
	SOCS.1 - WORKSHOD	SOCS.2 - WORKSHOD	Delivering the Legal Practice course through blended	Capturing the employability in volunteering:	Playing the HE game: Transition from school to		
	Active learning and flipping the classroom in Social Sciences	Understanding and reducing student stress within assessment practice	learning: Challenges and good practice Ms Anna Garland, Mr Paul Allen and Mrs Sallyann Mellor, Staffordshire University	Enhancing learning and the CV Dr Patricia Mahon-Daly and Dr Anne Chappell, Buckinghamshire New University	university Mr James Armes, University of East Anglia		
pm-3.30pm		аззезянен раске	SOC3.3b - Oral Presentation Blended learning lessons across modules and universities	SOC3.4b - Oral Presentation Unpicking the verbal communication and confidence gap: Skills desired by employers and students allike, yet mainly unaddressed in HE in the UK	SOC3.5b - Oral Presentation Are you ready to teach?		ST3.1b -
			Professor Steve Cook, Swansea University, Dr Duncan Watson and Dr Peter Dawson,	Ms Isabel Fischer,	Mr Leo Africano and Ms Shona Dunn,		ST3.2b - Helping st
			University of East Anglia and Dr Robert Webb, University of Nottingham	University of Sussex	Newcastle College University Centre		ST3
	Dr Rachel Howell University of Edinburgh	Dr Sue Wilbraham and Mrs Joanne Scott, University of Cumbria	University of East Anglia and	University of Sussex SOC3.4c - Oral Presentation Threshold concepts in entrepreneurship	Newcastle College University Centre SOC3.5c - Oral Presentation Applying for HEA Fellowship?		ST:
		Dr Sue Wilbraham and Mrs Joanne Scott, University of Cumbria	University of East Anglia and Dr Robert Webb, University of Nottingham SOC3.3c - Oral Presentation Technology-enhanced active learning (TEAL): A departure from 'traditional' lectures Ms Jemma Tyson and Ms Claudia Cox, University of Portsmouth	SOC3.4c - Oral Presentation	SOC3.5c - Oral Presentation		ST.
3.30pm-4pm	University of Edinburgh A qualitative action study to explore A case stuc Wa	University of Cumbria Saudi pre-service teachers' experiences and their supe Conceptualising models of collaborative a "Out with the old". Using new simulated real Uncovering expectations and perce by of co-creation in assessment design on an undergrade The importance of peer-to-peer learning in comst Taxonomy with scaffolding, contextual and cooms' Taxonomy with scaffolding, contextual and cooms' Taxonomy with scaffolding, contextual and comes.	University of East Anglia and Dr Robert Webb, University of Nottingham SOC3.3c - Oral Presentation SOC3.3c - Oral Presentation Technology-enhanced active learning (TEAL): A departure from 'traditional' lectures Ms Jemma Tyson and Ms Claudia Cox, University of Portsmouth Refreshments and poster presentations Exhibition area Exhibition area or operative groupwork: A case study approach, Dr oparticipation in online tuition, Dr Dorne Smith and Dr Kat My approaches to teach students about age-related and the policy of the final year undergraduate dissertation, Dr Student Education Studies programme: Developing read to the final year undergraduate dissertation, Dr Students of higher education students, Dr Ali Melmoud, University of higher education students, Dr Polimitrics Paperas, Hery and assessment, Dr Padmi Nagrinardialiga end Mr Tao C in small specialist universities, Dr Dimitrics Paperas, Hery at a distance through digital photography*, Dr Stefanie C	SOC3.4c - Oral Presentation Threshold concepts in entrepreneurship Ms Lucy Hatt, University of Northumbria als during their field experience, Mrs Shatha Almaiki, University of Orentral Lancashire (Smith, The Open University of Central Lancashire (Smith, The Open University or Open University Options) or Journal Authority Options or Journal and success, Dribut Length Hope University or Predict University Central Control of Control Control Open Open Open Open Open Open Open Open	SOC3.5c - Oral Presentation Applying for HEA Fellowship? Mr Rajesh Dhimar, Advance HE versity of Imam Abdulrahman bin Faisal y of Warwick	3.30pm-4pm	Developing the employability skills and profession. The use of serior
3.30pm-4pm	University of Edinburgh A qualitative action study to explore A case study Wa Aligning Bit Room 213	Saudi pre-service teachers' experiences and their super Conceptualising models of collaborative as Understanding barriers to "Out with the old": Using new simulations and perce dy of co-creation in assessment design on an undergrad ritime crisis perception predicts the cheating behaviour. The importance of pee-to-peer learning in comes Taxonomy with scaffolding, contextual and collaborative and the second search-based learning Communication of the control of the cont	University of East Anglia and Dr Robert Webb, University of Nottingham SOC3.3c - Oral Presentation Technology-enhanced active learning (TEAL): A departure from 'traditional' lectures Me Jemma Tyson and Mc Claudia Cox, University of Portsmouth Refreshments and poster presentations Exhibition area Exhibition area Parallel Session 4 Parallel Session 4 Room 221	SOC3.4c - Oral Presentation Threshold concepts in entrepreneurship Ms Lucy Hatt, University of Northumbria als during their field experience, Mrs Shatha Almalisi, University of Oratral Lancashire (Smith, The Open University of Central Lancashire (Smith, The Open University or Oratral Smith Oratral Company of University or Oratral Smith Oratral Company of University of University or Langa Hermig and Ms Omotolan Victoria Somoya, Barqhang, University of Chester Radians University Inclair and Dr John Maiden, The Open University Room 222	SOC3.5c - Oral Presentation Applying for HEA Fellowship? Mr Rajesh Dhimar, Advance HE versity of Imam Abdulrahman bin Faisal y of Warwick saly or University Room 223 A	3.30pm-4pm 3.30pm-4pm 4pm-5pm	Developing the employability skills and profession. The use of serion A company St.
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3.30pm-4pm 4pm-5pm	A qualitative action study to explore A qualitative action study to explore A case study A ligning Bi Room 213 SOC4.1a - Oral Presentation OpenUp UEA: Supporting student wellbeing Dr Kamena Henshaw and Dr Laura Biggart, University of East Anglia	University of Cumbria Discount of Cumbria University of Cumbria University of Cumbria University of Cumbria University of Collaborative to University of Collaborative to University of Contention of Collaborative to University of Collaborative to Collaborative to Collaborative to University of Collaborative to Collaborative to Collaborative to University of Collaborative to Collaborative to Collaborative to Collaborative to University of Collaborative to Collaborative t	University of East Anglia and Dr Robert Webb, University of Nottingham SOC3.3c - Oral Presentation Technology-enhanced active learning (TEAL): A departure from 'traditional' lectures Ms Jemma Tyson and Ms Claudia Cox, University of Pottsmouth Refreshments and poster presentations Exhibition area rvisors' perspectives of using electronic reflective journ di co-operative groupwork: A case study approach, Dr Orantipation in online tution, Dr Doma Smith and Dr Kat Marchine of the Marchine	SOC3.4c - Oral Presentation Threshold concepts in entrepreneurship Ms Lucy Hatt, University of Northumbria Ms Lucy Hatt, University of Northumbria als during their field experience, Mrs Shatha Almalki, University of Northumbria Control Lancashire (Smith, The Open University objects, Oralthan Lancashire potypes, Dr. Joanne Hudson, Swansea University potypes, Dr. Joanne Hudson, Swansea University potyper Jord Victima Blinkhom, Liverpool Hope University potyper and To Victima Blinkhom, Liverpool Hope University Dr. Tarrya Herring and Mc Condication, Liverpool and Dr. Tarrya Herring and Mc Condication To Tarrya Herring and Mc Condication Smindair and Dr. John Maiden, The Open University Room 222 SOC4.4a - Oral Presentation Sell yourself! Video CVs and e-portfolios for employability Miss Jennifer Sanders, Ms Jane Challinor and Ms Dolores Elidige, Notinsham Trent University	SOC3.5c - Oral Presentation Applying for HEA Fellowship? Mr Rajesh Dhimar, Advance HE versity of Imam Abdulrahman bin Faisal y of Warwick rishy or University Room 223 A SOC4.5a - Oral Presentation Words divide, pictures unite* A short film about visual pedagogy and assessment Dr Dave Green and Mr John Bird, UWE, Bristol		Developing the employability skills and profession The use of serior A compar. Su Room 223 B ST4.1a-Oral Presentation. The good, the bad and the ugly of team-base (learning in a blended learning environment: Th student view Dr Prabha Parthasarathy, Imperial College London an Andrea Marinfin, University of Sussex.
	A qualitative action study to explore A case study A case study A case study A ligning Bit SOC4.1a - Oral Presentation OpenUp UEA: Supporting student wellbeing Dr Kamena Henshaw and Dr Laura Biggart, University of East Anglia SOC4.1b - 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 stain? Dr Jenni Jones, University of Wolverhampton	University of Cumbria University of Cumbria University of Cumbria Understanding barriers to "Out with the old": Using new simulations and percept of the other o	University of East Anglia of East Anglia on Dr Robert Webb, University of Nottingham Dr Robert Webb, University of Nottingham SOC3.3c - Oral Presentation Technology-enhanced active learning (TEAL): A departure from 'traditional' lectures Ms Jemma Tyson and Ms Claudia Cox, University of Portsmouth Refreshiments and poster presentations Exhibition area Exhibition area Exhibition area of the Comparative groupwork: A case study approach, Dr Cparticipation in online tuition, Dr Dorna Smith and Dr Kati Wapproaches to back students about age-related programment of the final year undergraduate dissertation, Dr Stude Education Studies programme: Developing read the stude Education Studies programme: Developing readed in Studies programme: Developing readed in Studies programme: Developing contive teaching methods to improve learner outcomes, academic socialisation, Mrs Susan Herdman and Dr Dimition Papara, Hery at all distance through digital photography', Dr Stefanie's and distance through digital photography', Dr Stefanie's SCOC4.3a - Oral Presentation Moodle: Can it engage students to improve their learning? Or should we forget it! Miss Anna Wos, Lancaster University SOC4.3b - Oral Presentation Interdisciplinary learning: A whole new ball game Mr Barry Poskett and Mrs Barbara Chambers, New College Durham	SOC3.4c - Oral Presentation Threshold concepts in entrepreneurship Ms Lucy Hatt, University of Northumbria All Mills (Link Hamilton) All Mills (Link Ham	SOC3.5c - Oral Presentation Applying for HEA Fellowship? Mr Rajesh Dhimar, Advance HE versity of Imam Abdulrahman bin Faisal yof Warwick sisty of University Room 223 A SOC4.5a - Oral Presentation "Words divide, pictures unlet" - A short film about visual pedagogy and assessment Dr Dave Green and Mr John Bird, UWE, Bristo Learn before the lecture: An inquiry into a flipped classroom design in undergraduate Economics teaching Dr Nadia Singh, Northumbria University		Developing the employability skills and profession. The use of serion. A comparation of the serion of the serion of the serion of the serion. The good, the bad and the sunty of team-based learning in a blended learning environment. The student view. DY Prabha Parthasarathy, Imperial College London an Andrea Marifin, University of Susses. ST419- Oral Presentation. The implementation of a novel collaborative learn module to introduce Pathology for first year Biome Science undergraduates. Mr Gavin Knight, University of Portsmouth
	A qualitative action study to explore A case study A case study A ligning Bit Room 213 SOC4.1a - Oral Presentation OpenUp UEA: Supporting student wellbeing Dr Kamena Henshaw and Dr Laura Biggart, University of East Anglia SOC4.1b - 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 statis? Dr Jenni Jones,	University of Cumbria Saudi pre-service teachers' experiences and their super Conceptualising models of collaborative as Understanding barriers to "Out with the old": Using new simulations and perce dy of co-creation in assessment design on an undergrad ritime crisis perception predicts the cheating behaviour. The importance of peer-to-pere learning in comes Taxonomy with scaffolding, contextual and collaborative and the second search-based learning in comes Taxonomy with scaffolding, contextual and collaborative and the search-based learning in comes Taxonomy with scaffolding. Engaging students Take a picture of religion: Engaging students Take a picture of religion: Engaging students Scottage 2 or 1 or	University of East Anglia of East Anglia of To Robert Webb, University of Nottingham Dr Robert Webb, University of Nottingham SOC3.3c - Oral Presentation Technology-enhanced active learning (TEAL): A departure from 'traditional' lectures Ms Jemma Tyson and Ms Claudia Cox, University of Portsmouth Refreshiments and poster presentations Exhibition area Exhibition area Prison's perspectives of using electronic reflective journ and co-operative groupwork: A case study approach, Dr C participation in online tuition, Dr Doma Smith and Dr Kati Wasproaches to teach students about age-related perspectives of using electronic reflective journ of the final year undergraduate dissertation, Dr State Education Studies programme: Developing restrict the prison of the final year undergraduate dissertation, Dr State Education Studies programme: Developing cardemic socialisation, Mrs Susan Herdman and Dr Dr Stefanies of higher education students, Dr Ali Mahmout, University academic socialisation, Mrs Susan Herdman and Dr Dr Drimitico Papara, Hery and the state of the program of higher education students to improve learner outcomes, as and specialisation whereasties, Dr Drimitico Papara, Hery at a distance through digital photography', Dr Stefanie's SOC4.3a - Oral Presentation Moodle: Can it engage students to improve their learning? Or should we forget it! Miss Anna Wos, Lancaster University SOC4.3b - Oral Presentation Interdisciplinary learning: A whole new ball game	SOC3.4c - Oral Presentation Threshold concepts in entrepreneurship Ms Lucy Hatt, University of Northumbria als during their field experience, Mrs Shatha Almalki, Link-heary Gordon, University of Central Lancachine Smith, The Open University Smith, The Open University of Central Lancachine Smith, The Open University of Central Lancachine Smith, The Open University Smith, The Open University Smith, The Open University For Province Control Control Lancachine Province Control Control Control Control Control Control Control Control Report Vager, Northumbria University Indication Control Control Control Control Report Vager, Northumbria University Control Control Control Control Report Rep	SOC3.5c - Oral Presentation Applying for HEA Fellowship? Mr Rajesh Dhimar, Advance HE versity of Imam Abdulrahman bin Faisal yof Warwick sisty or University Room 223 A SOC4.5a - Oral Presentation "Words divide, pictures unlet" - A short film about visual pedagogy and assessment Dr Dave Green and Mr John Bird, UWE, Bristo Learn before the lecture: An inquiry into a flipped classroom design in undergraduate Economics teaching Dr Nadia Singh,		Developing the employability skills and profession. The use of serion. A comparation. A comparation. The good, the said and the sent serion of the serion of the serion. The good, the said and the sent serion of the serion
3.30pm-4pm 4pm-5pm	A qualitative action study to explore A case study A case study A ligning Bit Room 213 SOC4.1a - Oral Presentation OpenUp UEA: Supporting student wellbeing Dr Kamena Henshaw and Dr Laura Biggart, University of East Anglia SOC4.1b - 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? Dr Jenni Jones, University of Wolverhampton SOC4.1c - Oral Presentation Dyslexia diagnosis: Inconsistencies in assessment practices and the need for a holistic approach to support Mes Katherine Blundell, Coventry University Edge Hill University	Saudi pre-service teachers' experiences and their supe Conceptualising models of collaborative and University of Cumbria University of Correction in assessment design on an undergrad tritne crisis perception predicts the cheating behaviour comes' Taxonomy with scaffolding, contextual and collaborative of the Correction in assessment design on an undergrad tritne crisis perception predicts the cheating behaviour comes' Taxonomy with scaffolding, contextual and collaborative of the Correction of the Correction of Correction of Search-based leading Mentoring culture Take a picture of religion: Engaging students Room 214 SOC423- Oral Presentation Verbal peer-assessment and feedback as an economical tool for understanding assessment criteria Dr Nana Kufucr, University of Nottingham Ningbo China SOC42b- Oral Presentation Exploring students' perceptions of assessment, feedback and moderation processes in higher education: A key to enhancing evaluation practices Dr Doron Cohen and Dr Paraskevi Argyriou, University of Menchester SOC4.2c - Oral Presentation	University of East Anglia on Dr. Robert Webb, University of Nottingham Dr. Robert Webb, University of Nottingham SOC3.3c - Oral Presentation Technology-enhanced active learning (TEAL): A departure from 'traditional' lectures Ms. Jemma Tyson and Ms. Claudia Cox, University of Portsmouth Refreshments and poster presentations Exhibition area In all separation and both sate for a comparity and a comparity and a comparity are a comparity and a comparity are a comparity and a comparit	SOC3.4c - Oral Presentation Threshold concepts in entrepreneurship Ms Lucy Hatt, University of Northumbria Ms Lucy Hatt, University of Northumbria All Market M	SOC3.5c - Oral Presentation Applying for HEA Fellowship? Mr Rajesh Dhimar, Advance HE versity of Imam Abdulrahman bin Faisal yof Warwick saly or University Room 223 A SOC4.5a - Oral Presentation "Words divide, pictures unite". A short film about visual pedagogy and assessment Dr Dave Green and Mr John Bird, UWE, Bristol SOC4.5b - Oral Presentation Learn before the lecture: An inquiry into a flipped classroom design in undergraduate Economics teaching Dr Nadia Singh, Northumbria University SOC4.5c - Oral Presentation Enhancing meaningful learning of undergraduate Enhancing meaningful learning of undergraduate Enhancing meaningful learning of undergraduate		Developing the employability skills and profession. The use of series and profession of the use of series and profession of the use of series and the use of the use

			STEM Registration: Refreshments available Opening plenary			8.30am-10am
			Main Hall Welcome address			
			Keynote: Dr Debbie McVitty, Editor, Wonkl			10am-11am
		Policy ver	rsus the real world: The case of teaching e Refreshments	excellence		11am-11.20am
Room 223 B ST1.1 - Workshop		Room 224 B ST1.2 - Workshop	Parallel Session 1 Room 224 C ST1.3 - Workshop	Room 226 ST1.4 - Workshop	Room 227 ST1.5a - Oral Presentation	
STI.I - WORKSHOP			ST1.3 - WORKSHOP	ST1.4 - WORKSHOP	Introducing data interpretation and problem-solving to Ecology and Conservation teaching	
It does exactly what it says on the box: A higher levels of engagement and deeper le		This house believes that students are not just faces in the crowd: Opportunities, benefits and challenges involved in developing learning and teaching	Novel training for undergraduates to respond to chemical incidents or attacks	An introduction to the light board pedagogy	Dr Clare Trinder, University of Aberdeen ST1.5b - Oral Presentation	
any level on any topic		partnerships in large classes			Building blended learning models by using different learning technologies: Evidence from a 4-year study	11.20am-12.20pm
					Dr Maryam Malekigorji and Dr Taher Hatahet, Queen's University Belfast	
Mr James Leinster and Dr Michael Cof	fey,	Dr Anastasios Tombros, Dr Ana Cabral and Dr Jim Donohue,	Dr Antonio Peña Fernández, De Montfort University Dr Maria del Carmen Lobo-Bedmar, IMIDRA, and	Mr Will Doherty,	ST1.5c - Oral Presentation Investigating the impact of co-developing an	
Nottingham Trent University		Queen Mary University of London	Professor Raquel Duarte-Davidson and Dr Stacey Wyke, Public Health England	Strathclyde University	assessment rubric with Foundation students on their perceptions of and engagement with feedback	
			Lunch		Dr Beverley Allan, University of Nottingham	12.20pm-1.20pm
Room 223 B		Room 224 B	Parallel Session 2 Room 224 C	Room 226	Room 227	12.20pm-1.20pm
ST2.1a - Oral Presentation		ST2.2a - Oral Presentation	ST2.3a - Oral Presentation The challenges of teaching a Computer Science	ST2.4a - Oral Presentation Gendered transition from school to university for Life	ST2.5a - Oral Presentation	
Engineering telecollaboration for Languag	e learning	Progress on national pooling infrastructure for remote laboratories	Capstone team project to a large cohort of undergraduate students	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 I McDonald, CentraleSupélec	Ms Julie	Professor Timothy Drysdale, University of Edinburgh ST2.2b - Oral Presentation	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 ST2.5b - Oral Presentation	
Sta(r)tistics: A Massive Open Online Cours to teach statistics in Biomedical Scient		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!	1.20pm-2.20pm
Dr Katrin Jaedicke and Ms Sonya McCh University of Sunderland	ristie,	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	Dr Suzanne Ruddy and Dr Michael Baron,	Dr Mike Murray, University of Strathclyde	
ST2.1c - Oral Presentation		ST2.2c - Oral Presentation	Mary, University of London ST2.3c - Oral Presentation	University College London ST2.4c - Oral Presentation	ST2.5c - Oral Presentation	
Reactions and resistance to a univer interdisciplinary learning initiative in a STE		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, Education Specialist, 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	
			Transition Parallel Session 3 - Ignite Sessions			2.20pm-2.30pm
S	Γ2 4b. Man	ST3.1a - A new academic-branded blog to enhance	Main Hall ce the curriculum, innovate pedagogy and engage the so	ociety, Dr Stefeno Sandrone, Imperial College London	Pollona I goden	
	ping studer	aging student expectations using the 'ideal' university s \$T3.1c - The realities of engaging Foundation Year \$T3.2a - Facilitating stu- sts help themselves: The application of low-stake, instan \$T3.3a - Promoting learner autonomy and engager	ce the curriculum, innovate pedagogy and engage the st tudent survey: Induction with Design Engineering unde TEM students with Mathematics using TBL, Miss Rebec- udent research in a distance learning setting, Dr Heien K the Gedback, driving small incremental improvemental the Gedback, driving small incremental improvements the deaback, driving small incremental improvements can art bechnology (hat enhances learning), Ms Kastis St.	rgraduates, Dr. Tiffany Chiu and Dr. Freddie Page, Imperial (- a Broadbent and Dr. Thomas Davenport, Aston University aye, The Open University immerse students in course content, Mrs Mandy Morrell, onal students, Ms Katherine High, University of Bristol ripe, Imperial College London	University of Northampton	2.30pm-3.30pm
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