

Social Sciences					
Registration: Refreshments available					
Opening plenary					
Main Hall					
Welcome address					
Keynote: Dr Debbie McVitty, Editor, Wonkhe					
Policy versus the real world: The case of teaching excellence					
Refreshments					
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	
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	
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 Upton, University of Sheffield	
Lunch					
Parallel Session 2					
Room 213 SOC2.1 - Workshop	Room 214 SOC2.2 - Workshop	Room 221 SOC2.3 - Workshop	Room 222 SOC2.4 - Workshop	Room 223 A SOC2.5 - 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 China	Mr Andy Peasley, Falmouth University	Mr David Soehren and Mrs Maureen Royce, Liverpool John Moores University	
Transition					
Parallel Session 3					
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	
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	
		Blended learning lessons across modules and universities	Unpacking 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?	
		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	Mr Rajesh Dhimar, Advance HE			
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 Almkai, University of Imam Abdulrahman bin Faisal					
Conceptualising models of collaborative and cooperative 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 Stephanie Yeager, 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					
Warime 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 Grigoris Theodoropoulos, Brunel University London					
Aligning Blooms' Taxonomy with scaffolding, contextual and collaborative teaching methods to improve learner outcomes, Dr Tanya Herring and Ms Omotani Victoria Somoye, Bangor University					
Research-based learning and assessment, Dr Padmi Nagrikandilaga 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 221 SOC4.3a - Oral Presentation	Room 222 SOC4.4a - 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!	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 Kufor, University of Nottingham Ningbo China	Miss Anna Wos, Lancaster University	Miss Jennifer Sanders, Ms Jane Challinor and Ms Dolores Elidge, 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 Bundell, Coventry University/Edge Hill University	Mrs Louise Lumsden, Advance HE	Miss Ruth Wells, Advance HE	Dr Xiaowen Gao, University of Greenwich	Dr Emmanuel Anagogan, Northumbria University	
Plenary					

STEM					
Registration: Refreshments available					
Opening plenary					
Main Hall					
Welcome address					
Keynote: Dr Debbie McVitty, Editor, Wonkhe					
Policy versus the real world: The case of teaching excellence					
Refreshments					
Room 223 B ST1.1 - Workshop	Room 224 B ST1.2 - Workshop	Room 224 C ST1.3 - Workshop	Room 226 ST1.4 - Workshop	Room 227 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	
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, IMDRA, and Professor Raquel Duarte-Davidson and Dr Stacey Wyke, Public Health England	Mr Will Doherty, Strathclyde University	Dr Clare Trinder, University of Aberdeen	
Building blended learning models by using different learning technologies: Evidence from a 4-year study					
ST1.5b - Oral Presentation					
Dr Maryam Malekigorji and Dr Taher Hatahet, Queen's University Belfast					
ST1.5c - Oral Presentation					
Investigating the impact of co-developing an assessment rubric with Foundation students on their perceptions of it and engagement with feedback					
Dr Beverley Allan, University of Nottingham					
Lunch					
Parallel Session 2					
Room 223 B ST2.1a - Oral Presentation	Room 224 B ST2.2a - Oral Presentation	Room 224 C ST2.3a - 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	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 Tsui, 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	
Stat(J)istics: 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 McChistie, 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 Alomary 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, 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					
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 Chau 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 Kays, 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 Mornall, 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 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 marking issues, Dr Sunj Aji, 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 Lindsay College, Ms Katie Howard, Bishop Grosseteste University and Ms Hollie Shaw, Sheffield Hallam University					
Using e-learning 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 global 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 Malekigorji and Taher Hatahet, Queen's University Belfast					
Parallel Session 4					
Room 223 B ST4.1a - Oral Presentation	Room 224 B ST4.2a - Oral Presentation	Room 224 C ST4.3a - 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	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 Szczomik, 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 Newham, University of Sussex	Dr Karim Avni, 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	
Plenary					