<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>9:45 - 10:30</td>
<td>Keynote: Professor Jeff Grabill, Deputy Vice Chancellor for Student Education, University of Leeds</td>
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<tr>
<td>10:30 - 10:35</td>
<td>A future-facing academic model re-examining diversity, power and intersectionality, education through authentic learning experience</td>
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<tr>
<td>10:35 - 11:35</td>
<td>Dr Xiaotong Zhu and Dr Ian Pownall, York St John University and University of Lincoln</td>
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<td>11:35 - 12:50</td>
<td>Can students' perspective of extra-curricular intensive education for sustainable literacy and co-creation of feedback opportunities in core class</td>
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<td>11:50 - 12:50</td>
<td>Dr Caitlin Knight, Dr Robert Eaton, Dr Nancy Zook, Georgia Windsor and Dr Jennie Ferrell, Canterbury Christ Church University and University of Roehampton</td>
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<tr>
<td>13:40 - 14:20</td>
<td>Dr Wenya Cheng, Dr Paulina Navrouzoglou, and Rebecca Mincher, University of Leeds and University of Glasgow</td>
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<td>14.20 - 14:25</td>
<td>Dr Alexander Reid, Dr Sabrina Tosi and Joanne McPhie, Brunel University and Dublin City University</td>
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<td>15:25 - 16:25</td>
<td>Dr Philippa Waterhouse and Dr Rajvinder Samra, Network at Wrexham Glyndŵr University: An innovative and disruptive technologies through the Finnish and British perspectives of EDI</td>
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**Room Details:**
- Room 221 (Hybrid)
- Room 222 (Hybrid)
- Room 223a (Hybrid)
- Room 223b (Hybrid)
- Room 220a
- Room 007
- Room 008
- Room 330b
- Room 021
- Room 018
- Room 218
- Room 330a
- Room 224c
- Room 226

**Parallel Session 2 Topics:**
- Unlocking students' engagement in learning how to co-create successful authentic learning opportunities
- The future student experience An inclusive STEM curriculum for distance learners
- Improving academic integrity policies an alternative to online resources
- How to reach disengaged students utilising both the employability design and delivery: innovation through online outreach provision: Reaching innovative and disruptive technologies through the Finnish and British perspectives of EDI
- Students' academic misconduct and lecturers' mindset in higher education
- Power, voice and engagement in a students partnerships
- What will the next generations of graduates lead on learning beyond passing
- Enhancing our students' cultural competence skills at inclusive institutions