

DAY 1-3: 2 - 4 July 2024 POSTER SESSIONS

DAY 1 - 2 JULY 2024

Exhibition area

14:40 - 15:05

- D1.P1 - A theory of change model for assessing AI assisted programmes in HE, Dr Rose Hong Ha Bui, Kingston University
- D1.P2 - Moving to learn, Nichola Woods and Bethany Karakashian, University of the Arts London
- D1.P3 - Is AI a good thing in assessment?, Dr Zahid Pranjol, University of Sussex
- D1.P4 - Hybrid methods and technology interventions for transforming post-covid teaching and learning, Dr Tariq Hussain, Military Technological college Muscat Oman
- D1.P5 - To play or not to play? Using Escape Rooms to make the teaching and learning experience more active, creative, and beneficial for staff and students in HE, Maaya Modha, King's College London
- D1.P6 - Boosting student presence and engagement through online and in-person learning, Dr Wennie Subramonian, The University of Manchester
- D1.P7 - Beyond the usual: Exploring new avenues for resource diversification with ChatGPT, Melanie Welaratne and Peter Williams, Nottingham Trent University
- D1.P8 - Educomix: Comics Pedagogy in the HE environment, Kevin Hoffin, Birmingham City University
- D1.P9 - Using moulage for medical education simulation and the production of eyelid models for surgical training, Dr Alice Cranston and Astrid Garcia Verstraete, Buckinghamshire NHS Trust
- D1.P10 - Developing professional identity using LEGO® SERIOUS PLAY®, Tyler Warburton, University of Central Lancashire
- D1.P11 - Leveraging AI in the design studio, Edward Ward, Arts University Bournemouth
- D1.P12 - Immersive bilingual tech for speech and language therapy students: Achieving eating, drinking and swallowing competencies using 360 degrees Welsh/English VR simulation, Nicholas de Mora-Mieszkowski and Ffion Roberts, Wrexham Glyndwr University
- D1.P13 - Equity in fellowship: Making a strategic commitment to equitable outcomes for staff in Advance HE recognition, Associate Professor Sarah Flynn, University of Hertfordshire
- D1.P14 - The self-assessed knowledge levels of content, pedagogy, and technology of higher education faculty in Bahrain, Eman Fateel, Royal College of Surgeons in Ireland
- D1.P15 - Gamification of PSF 2023: Creative connections between dimensions and practice, Lee Reynolds, Dr Sarah Broadberry and James Leinster, Nottingham Trent University
- D1.P17 - Diversity and inclusion in the University of Reading's MPharm programme: A summative content analysis, Kate Fletcher, University of Reading School of Pharmacy
- D1.P19 - Enhancing inclusive education in composition studies: A systematic review of assessment strategies for diverse learners, Najia Nazir, Yanbu Industrial College
- D1.P20 - Experiential blended learning, bridging the gap between theory and practice: Higher education on the brink of a learning revolution, Emma Pritchard, Solent University
- D1.P21 - Personalised learning: Widening participation and inclusive assessment, Dr Gillian Stacey and Dr Yasmin Begum, Arden University
- D1.P23 - The YouTuber educator: Why every academic should teach online!, Dr Michael Okereke, University of Greenwich
- D1.P25 - Shifts in Generative AI perception from students: A two-phase exploration, Dr Kun Wang, University of Manchester, Xiang Li, Arden University and Dr Chunxue Liu, University of the West of Scotland
- D1.P26 - Intersection of innovation: Advancing higher education through the synergy of Artificial Intelligence, SoTL research, and pedagogical insights, Dr Melanie Hamilton, University of Saskatchewan
- D1.P27 - Can we use Artificial Intelligence (AI) safely in education?, M Nair, University of Bolton
- D1.P29 - Optimizing GTA roles in higher education: Evidence-based strategies from an interdisciplinary study, Bayaz Mammadova and Dan Zhao, University of Bath
- D1.P31 - Healthcare students as partners: A pedagogic consultancy involving the co-production of teaching and learning strategies and resources incorporating the 'All Our Health' initiative, Jacqueline Hutchinson and Dr Emma Senior Northumbria University

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- D2.P2 - Establishing institution-wide communication access training at the University of East Anglia, Lauren Flannery, University of East Anglia
- D2.P4 - Reducing the impact of the cost-of-living crisis on student engagement, Dr Yanhui Lei, Xi'an Jiaotong-Liverpool University
- D2.P5 - Listening to All: Feedback and dialogue between staff and students, Dr Kulnicha Meechaiyo, University of St Andrews
- D2.P7 - We want to be educated, but we have a life: Challenges to part-time learner persistence, Linda Robson, The Open University
- D2.P8 - Living student voices, Janette Nhangaba, Oxford University
- D2.P9 - You belong here: The transnational UK- China joint institute experience, Dr Adriana Encinas-Oropesa and Dr Gill Drew, Cranfield University
- D2.P11 - Decolonising Biochemistry, Dr Anastasios Stavrou, Nottingham Trent University
- D2.P13 - A critical analysis of student voice inclusiveness, Dr Carolyn Paul, Dr Tessa Podpadek and Amanda Wilkinson, University of the West of England
- D2.P14 - Revive and reinvent your wardrobe, Associate Professor Meryem Akin and Kirsty Bennetta, Bath Spa University
- D2.P15 - Learning hubs for wellbeing, Dr Ivana Lessner Listiakova, Wendy Lecluyse and Omoboroji Rich, University of Suffolk
- D2.P19 - Creating and trialling a visual tool to make module connections explicit, Diana De Butts and Andrew Jones, Nottingham Trent University
- D2.P20 - 'The next voice you hear will be your own': What should engagement actually mean?, Professor David Webster, University of Liverpool
- D2.P21 - From culture shock to digital shock: Preparing international students for an unfamiliar digital environment, Elizabeth Newall, Jisc and Dr Tabet Newman, Timmus Research
- D2.P22 - Strategies and practices to support all students feel they truly belong, Emma Gaunt, Nottingham Trent University
- D2.P23 - Thriving away from home: Removing barriers for international students, Irma Kock and Fergus Hagarty, University of Sunderland
- D2.P24 - Near peer led teaching: Where do the benefits end?, Jade Terry, Writtle University
- D2.P25 - The role of EDI in enhancing students' belonging, Lour Nader, Canterbury Christ Church University
- D2.P26 - Developing a programme design framework which uses social capital to empower and improve outcomes for aspiring black entrepreneurs, Lynette Nabbose, Glasgow Caledonian University
- D2.P27 - Paraprofessional students' perceptions of e-mentoring support, Dr Melissa Wells, State University of New York Empire State College
- D2.P28 - Do Ukrainian refugees belong here?, Dr Oyetola Emmanuel-Ebikake, Edge Hill University
- D2.P29 - You belong here, Dr Raluca Sarbu, University of Worcester
- D2.P30 - Sense of belonging through entrepreneurial orientation, Susan Putt and Dr Kamalavelu Velayutham, University of Central Lancashire

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- D3.P2 - Humans aren't going away: Critical Thinking & the QFT!, Adrian O'Connor, University of Roehampton
- D3.P3 - Employability is actually a terrible term, Dr Angie Knaggs, University of Queensland
- D3.P4 - Student perceptions of employability: Its ultimately about fit, Dr Sarah Flanagan, Leeds Trinity University
- D3.P5 - Co-creation of undergraduate projects making a direct impact on our college response to climate change, Dr Steve Russell, Aston University
- D3.P7 - Making undergraduate practical classes more sustainable, Dr Steve Russell, Aston University
- D3.P8 - Songs in the key of life: Designing the transition to professional life modules to empower students to authentically navigate their transition from university to employability, Daniel Blackshields, University College Cork
- D3.P9 - Developing reflective assessment tasks to engage physics students with the key sustainability competencies, Dr Martin Braun, The Open University
- D3.P10 - Employability of graduate paramedics: The importance of preceptorship. Lessons from the Literature, Iain Darby, Bournemouth University
- D3.P13 - Embedding work like experience in the curriculum, Dr Ishwinder Kaur, Nottingham Trent University
- D3.P14 - The Ikigai method, creating a space to think, Joanne Lewis, De Montfort University
- D3.P15 - An inclusive education framework for HE: From individual practice to structural change, Dr Katharine Hubbard, University of Hull
- D3.P16 - Challenges of developing and delivering authentic assessments, Dr Caroline Smith, University of Westminster
- D3.P17 - "Incorporating research into teaching and the potential benefits for master's students in international business (Postgraduate taught)": A case study, Dr Vasileios Gkotsis, University of Liverpool
- D3.P18 - How do you solve a problem like indifference? Designing professional housing courses to transform organisational culture, Professor Jo Richardson, Nottingham Trent University
- D3.P19 - Maximizing student learning in limited lab contact: Strategies for continuous educational engagement, Dr Nawroz Kareem, Keele University
- D3.P20 - Undergraduate live engagement: Using creative practice to raise aware of sepsis, Carol Allison, University of Bolton
- D3.P21 - Co-creation of battery training supported by Institutes of Technology, Rosa Wells, University College Birmingham
- D3.P23 - A framework for benchmarking the integration of sustainable development in higher education programmes, Dr Jon-Erik Dahlin, King's College London
- D3.P24 - INDAF: Using technology to provide individual student feedback on exams, in a business school context, Dr Katherine Martin, Loughborough University
- D3.P29 - The self-directed student: Applying Montessori teaching theory to HE experiential learning to improve learning outcomes, Richard Lingard, The National Film & Television School

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