

DAY 2 - 3 July 2024								
08:30 - 10:00	Registration: Refreshments available							08:30 - 10:00
Opening plenary								
Room: Lecture Theatre 2								
10:00 - 10:45	Welcome address: Charles Knight, Assistant Director, Knowledge and Innovation, Advance HE							10:00 - 10:45
Keynote:								
Transition period								
Parallel session 1								
	Room: Lecture Theatre 7 (Level 0)	Room: Lecture Theatre 8 (Level 0)	Room: Lecture Theatre 9 (Level 0)	Room: Lecture Theatre 10 (Level 0)	Room: Lecture Theatre 1 (Level 1)	Room: Lecture Theatre 4 (Level 0/1)	Room: Lecture Theatre 5 (Level 0/1)	
	D2.1.1 - Workshop	D2.1.2 - Workshop	D2.1.3 - Workshop	D2.1.4 - Workshop	D2.1.5 - Workshop	D2.1.6a - Oral presentation	D2.1.7a - Roundtable	
10:50 - 11:50	<p>Designing with, not just for: Inclusive and design-led student engagement</p> <p>Associate Professor Tom Ritchie, University of Warwick and Tom Baines, Social Origin</p>	<p>It all adds up: Creating and modelling a sense of belonging for academic colleagues</p> <p>Dr Jo Cordy and Angela Buckingham, University of Reading</p>	<p>You belong here too: Creating a sense of belonging for students and staff</p> <p>Professor Emmajane Milton, Cardiff University</p>	<p>Don't turn your back on D/deaf students: Awareness for inclusive and universal design of programmes</p> <p>Dr Louise Robinson and Dr Alex Barker, University of Derby</p>	<p>Supporting and evaluating being, belonging, becoming</p> <p>Professor Harriet Dunbar-Morris, University of Buckingham and Kathryn Lyndon, University of Portsmouth</p>	<p>Co-creating value inside & outside the classroom: Innovation or just old wine in new bottle?</p> <p>Austin Brown, Anglia Ruskin University</p>	<p>Re-thinking student feedback</p> <p>Chris Emsley, University of South Wales</p>	
						D2.1.6b - Oral presentation	D2.1.7b - Roundtable	
						<p>Creating champions: Inclusive student partnership in programme design and revalidation</p> <p>Dr Emma Schofield and Alex Harmer, Cardiff University</p>	<p>Re-thinking group assessment</p> <p>Dr Jitka MacAdam, Dr Gill Drew, Dr Theresa Mercer and Dr Adriana Encinas-Oropesa, Cranfield University</p>	
						D2.1.6c - Oral presentation	D2.1.7c - Roundtable	
						<p>Fostering shared values through co-creation</p> <p>Professor Catherine O'Connor, Professor Fiona Shelton, Dr Alison Torn and Dr Mohammad Jamil, Leeds Trinity University</p>	<p>Can students crack the grading matrix code? Lessons learned in making the matrix more transparent and meaningful</p> <p>Diana De Butts and Andrew Jones, Nottingham Trent University</p>	
11:50 - 12:05	Refreshments							11:50 - 12:05
Parallel session 2								
	Room: Lecture Theatre 7 (Level 0)	Room: Lecture Theatre 8 (Level 0)	Room: Lecture Theatre 9 (Level 0)	Room: Lecture Theatre 10 (Level 0)	Room: Lecture Theatre 1 (Level 1)	Room: Lecture Theatre 4 (Level 0/1)	Room: Lecture Theatre 5 (Level 0/1)	
	D2.2.1 - Workshop	D2.2.2 - Workshop	D2.2.3 - Workshop	D2.2.4 - Workshop	D2.2.5 - Workshop	D2.2.6a - Oral presentation	D2.2.7a - Oral presentation	
12:05 - 13:05	<p>Do students dream of digital assessments? Students as decision makers in the adoption of digital tools</p> <p>Helen Greetham and Gemma Westwood, University of Birmingham</p>	<p>Belonging for future focused education: An integrated approach to belonging</p> <p>Professor Hannah Cobb, Dr Jennifer McBride, Dr James Brooks and Dr Nicholas Weise, University of Manchester</p>	<p>"Speaking Texts": The Power of stories to enhance our students' sense of belonging in HE and beyond</p> <p>Dr Karen Lipsedge and Adam James Smith, Kingston University</p>	<p>Supporting transitions with student-created resources: The hidden curriculum glossary</p> <p>Professor Amanda Millmore, University of Reading</p>	<p>Creating a community that values, and is confident in discussing, diversity and inclusion: Practical tips from the DICE project</p> <p>Dr Candice Majewski, Professor Rachel Horn and Liz Taylor, University of Sheffield</p>	<p>Building future-focused education at De Montfort University: Block by block</p> <p>Zoe Allman, Dr Nicola Brooks, Dr Chris Goldsmith and Dr Claire Orwin, De Montfort University</p>	<p>A full student life cycle approach for enhancing student sense of belonging: Strategies for building a supportive academic environment</p> <p>Professor Yue Chen, Ho Huen, Samantha Heffernan and Dr Jo Elliott, Queen Mary University London</p>	
						D2.2.6b - Oral presentation	D2.2.7b - Oral presentation	
						<p>Measuring the impact of curriculum reform: An Australian case study of immersive block teaching</p> <p>Dr Elizabeth Goode, Southern Cross University</p>	<p>A Creative exploration of feelings of belonging: Just how connected are we?</p> <p>Dr Carolyn Paul, Amanda Wilkinson and Dr Tessa Podpadek, University of the West of England</p>	
						D2.2.6c - Oral presentation	D2.2.7c - Oral presentation	
						<p>Getting up and running with 'block': Considerations for how to operationalise a move to block teaching and learning</p> <p>Jo Divers, University of Suffolk</p>	<p>Taking students to the next level: Collaboration and a sense of belonging</p> <p>Jenny Spinks and Jules Mundair, University of Greenwich</p>	
13:05 - 13:55	Lunch							13:05 - 13:55
Parallel session 3								
	Room: Lecture Theatre 7 (Level 0)	Room: Lecture Theatre 8 (Level 0)	Room: Lecture Theatre 9 (Level 0)	Room: Lecture Theatre 10 (Level 0)	Room: Lecture Theatre 1 (Level 1)	Room: Lecture Theatre 4 (Level 0/1)	Room: Lecture Theatre 5 (Level 0/1)	
	D2.3.1a - Oral presentation	D2.3.2a - Oral presentation	D2.3.3a - Oral presentation	D2.3.4a - Oral presentation	D2.3.5a - Roundtable	D2.3.6a - Oral presentation	D2.3.7a - Oral presentation	
13:55 - 14:35	<p>The implementation of a student advocate role to support students with complex needs</p> <p>Dr Andrea Cockett, Kingston University</p>	<p>Taking positive action for underrepresented groups of masters students: Leeds Institute for Data Analytics (LIDA) scholarships programme</p> <p>Professor Paul Baxter, University of Leeds</p>	<p>Shouting loudly together: Using student ambassadors to amplify black voices at Northumbria University Library</p> <p>Dr Biddy Casselden, Northumbria University</p>	<p>Future-focused education: Innovation, inclusion, and impact</p> <p>Dr Amara Ajaegbu, Aston University</p>	<p>Let's talk about decolonising the curriculum</p> <p>Reece Sohdi, University of Sunderland</p>	<p>Effects of a psychologically-informed teaching intervention on student identities: A multi-site naturalistic controlled trial</p> <p>Dr Louise Taylor, Oxford Brookes University</p>	<p>Why are students not attending in-person classes post COVID-19?: An explorative discussion of best practice in supporting student engagement</p> <p>Conor Naughton, Nottingham Trent University</p>	
	D2.3.1b - Oral presentation	D2.3.2b - Oral presentation	D2.3.3b - Oral presentation	D2.3.4b - Oral presentation	D2.3.5b - Roundtable	D2.3.6b - Oral presentation	D2.3.7b - Oral presentation	
	<p>Tackling student engagement through a university-wide policy to tackle period poverty</p> <p>Dr Helen Tidy, Teesside University</p>	<p>Neurodivergent belonging: Creating effective workspaces and support for neurodivergent postgraduate researchers</p> <p>Dr Amanda Brunton, University of Cambridge</p>	<p>Addressing the elephant in the room: Race in EAP</p> <p>Dr Olive Nabukeera, University of Leeds</p>	<p>Empowering inclusive learning: Integrating gamification and interactive videos in higher education</p> <p>Dr Heshmatt Borhani, Nottingham Trent University</p>	<p>Inclusivity in action: Empowering educators with an effective checklist for inclusive educational practices</p> <p>Dr Atm Alam and Professor Yue Chen, Queen Mary University of London</p>	<p>Transforming graduate outcomes by helping Psychology students' construct personally meaningful career identities</p> <p>Dr Kim Bradley-Cole, University of Winchester</p>	<p>Addressing student engagement and progression: Scaffolding learning and belonging through an assessed class engagement initiative</p> <p>Dr Samantha Read and Melanie Currie, Nottingham Business School</p>	
14:35 - 14:40	Transition period							14:35 - 14:40
Poster session								
Exhibition area								
14:40 - 15:05	Please find posters listed on a separate board							14:40 - 15:05
Refreshments								
Parallel session 4								
	Room: Lecture Theatre 7 (Level 0)	Room: Lecture Theatre 8 (Level 0)	Room: Lecture Theatre 9 (Level 0)	Room: Lecture Theatre 10 (Level 0)	Room: Lecture Theatre 1 (Level 1)	Room: Lecture Theatre 4 (Level 0/1)	Room: Lecture Theatre 5 (Level 0/1)	
	D2.4.1 - Workshop	D2.4.2 - Workshop	D2.4.3 - Workshop	D2.4.4 - Workshop	D2.4.5 - Workshop	D2.4.6a - Oral presentation	D2.4.7a - Oral presentation	
15:20 - 16:20	<p>How can we foster students' sense of belonging in higher education?</p> <p>Dr Elina Stylianou, University of Leeds</p>	<p>Destabilising stereotypes to foster a sense of belonging for students in STEM</p> <p>Rehana Awan, The Open University</p>	<p>Take a walk in my shoes: Reverse mentoring pilot</p> <p>Kate McCorry and Olivia Hamill, Queen's University Belfast</p>	<p>Belonging, inclusion and collective effort: The Manchester library student team</p> <p>Jennie Blake, Iqra Malik and Tabita-Gabriela Jurvale, University of Manchester</p>	<p>Let me act that out for you! Using drama has a tool to facilitate uncomfortable conversations</p> <p>Associate Professor Nellie El Enany, The American University in Cairo</p>	<p>Learning to learn: Empowering learners to excel beyond the classroom</p> <p>Kevinia PS Cheung, The Hong Kong Polytechnic University</p>	<p>Developing self-assessment as an inclusive practice tool in the School of Design</p> <p>Dr Helen Clarke, University of Leeds</p>	
						D2.4.6b - Oral presentation	D2.4.7b - Oral presentation	
						<p>Escape the classroom: An innovative approach to promote inclusivity and student engagement</p> <p>Dr Maria Psyllou, University of Birmingham</p>	<p>An investigation on assessment strategy for student learning and engagement</p> <p>Dr Jeannette Chin, University of East Anglia</p>	
						D2.4.6c - Oral presentation	D2.4.7c - Oral presentation	
						<p>Building belonging beyond the classroom: The value of learning assemblages and relational pedagogies for building belonging in non-traditional learning spaces</p> <p>Professor Hannah Cobb, University of Manchester and Professor Karina Croucher, University of Bradford</p>	<p>Using early feedback to start a conversation with students</p> <p>Associate Professor Giulia Getti and Associate Professor Crystal Tsay, University of Greenwich</p>	
16:20 - 16:25	Transition period							16:20 - 16:25
Panel discussion								
Room: Lecture Theatre 2								
16:25 - 17:10								16:25 - 17:10
18:30 - 23:00	Conference Dinner							18:30 - 23:00