

## DAY 1 - 2 July 2024

08:30 - 10:00	Registration: Refreshments available					08:30 - 10:00
10:00 - 10:45	Opening plenary					10:00 - 10:45
	Room: Lecture Theatre 2					
<p>Welcome: Charles Knight, Assistant Director, Knowledge and Innovation, Advance HE                  Welcome address: Jane McNiel, Pro Vice-Chancellor, Nottingham Trent University                  Keynote: Professor Sarah Jones, Pro Vice-Chancellor Academic Enhancement and Research, University of Gloucestershire</p>						
10:45 - 10:50	Transition period					10:45 - 10:50
10:50 - 11:50	Parallel session 1					10:50 - 11:50
	Room: Lecture Theatre 4 (Level 0/1)	Room: Lecture Theatre 5 (Level 0/1)	Room: Lecture Theatre 3 (Level 1)	Room: Lecture Theatre 6 (Level 1)	Room: Bowden (Level 2)	
	D1.1.6a - Oral presentation	D1.1.7a - Oral presentation	D1.1.8a - Oral presentation	D1.1.9a - Oral presentation	D1.1.10a - Oral presentation	
	Transforming student comment analysis with AI: Experiences from Queen's University Belfast Dr Duncan Berryman and Eimear Gallagher, Queen's University Belfast	Guiding principles for the application of generative AI in the context of employability, teaching, and learning in UK universities Dr Emmanuel Nartey, The Open University	Simulation-based active collaborative learning using the CAE Apollo Patient Simulator: A pilot study with Bioscience students as co-creators Dr Nelson Chong, Nottingham Trent University	Industrial-led learning in software development" Dr Daniela Tsaneva, Cardiff University	Evolution of assessment methods in the international double degree program in Civil Engineering: Navigating cultural differences and overcoming academic misconduct challenges Dr Oleksandr Menshykov, University of Aberdeen	
	D1.1.6b - Oral presentation	D1.1.7b - Oral presentation	D1.1.8b - Oral presentation	D1.1.9b - Oral presentation	D1.1.10b - Oral presentation	
Building AI literacy: Assessment as a process to navigate the future Dr Lynn Gribble and Dr Janis Wardrop, University of South Wales	Equity, ChatGPT and academic integrity regulation: Can you have it all? Yes, you can! Dr Marjory Da Costa Abreu, Sheffield Hallam University	A journey through blended learning and gamification strategies for Gen Z learners: A case study Dr Alrence Halibas, RMIT University Vietnam	Enhanced pedagogy through immersive technology Anna Kime and Dr Liam Bagley, Manchester Metropolitan University	Does the design of peer evaluation schemes matter?: An investigation into the implications of using fixed vs variable point approaches Jonathan Guest and Dr Robert Riegler, Aston University		
D1.1.6c - Oral presentation	D1.1.7c - Oral presentation	D1.1.8c - Oral presentation	D1.1.9c - Oral presentation	D1.1.10c - Oral presentation		
Generation of student feedback using a multimodal AI model Dr Eloise Monger and Sarah Trevenna, University of Southampton	Small and specialist, but not in AI: Exploring institutional approaches Dr Kate Wilkinson and Dr Darcy Bornemann, Hartpury University	Understanding and improving student engagement with online and blended learning: A post-COVID case study Nick Prior, Nottingham Trent University	INDAF: Using technology to provide individual student feedback on exams, in a business school context Dr Katherine Martin, Loughborough University	Assessment literacy: A key skill for diverse learners transitioning into higher education Dr Araida Hidalgo and Dr Katherine Hargreaves, Manchester Metropolitan University		
11:50 - 12:05	Break					11:50 - 12:05
12:05 - 13:05	Parallel session 2					12:05 - 13:05
	Room: Lecture Theatre 4 (Level 0/1)	Room: Lecture Theatre 5 (Level 0/1)	Room: Lecture Theatre 3 (Level 1)	Room: Lecture Theatre 6 (Level 1)	Room: Bowden (Level 2)	
	D1.2.6a - Oral presentation	D1.2.7a - Oral presentation	D1.2.8a - Oral presentation	D1.2.9a - Oral presentation	D1.2.10a - Oral presentation	
	Better the devil you know: The impact of exemplifying the ethical and unethical use of GenAI in academic work for undergraduate students Jacqueline Davis and Maaya Modha, King's College London	'It was useful when I was ill': Going dual in learning and teaching Dr Tina Byrom and Dr Hilary McDermott, Loughborough University	A reflective paper on enhancing student authenticity and engagement through gamification and problem-based learning Dr Nitin Vihari and Dr Vijay Pujari, Middlesex University Dubai	Hybrid delivery of physiotherapy practice-based learning: Innovation and impact Dr Caroline Belchamber, AECC University College	AI-enhanced lesson design: A new frontier in educational practices Xiang Li, Arden University, Dr Chunxue Liu, University of the West of Scotland and Dr Kun Wang, The University of Manchester	
	D1.2.6b - Oral presentation	D1.2.7b - Oral presentation	D1.2.8b - Oral presentation	D1.2.9b - Oral presentation	D1.2.10b - Oral presentation	
Establishing best practices for the ethical use of generative AI (Artificial Intelligence) in ESL classrooms Najia Nazir, Yanbu Industrial College	Come watch with me: Blending the synchronous with the asynchronous to enhance students' learning and sense of belonging Dr Jennifer McBride, University of Manchester	A blended learning graduate program engaging busy health professionals in Qatar Associate Professor Ahsan Sethi, Qatar University	Building knowledge: Enhancing doctoral education through LEGO® Serious Play® Dr Amira Ahmed, Manchester Metropolitan University and IN4 Group	Use of technology tools and learning experience: Insight from business school students Dr Olufunbi Adesina, Dr Mamunur Rashid and Dr Oluseyi Adesina, Canterbury Christ Church University		
D1.2.6c - Oral presentation	D1.2.7c - Oral presentation	D1.2.8c - Oral presentation	D1.2.9c - Oral presentation	D1.2.10c - Oral presentation		
AI, critical thinking and ethical practice: Work-ready management graduates in an AI-driven world Associate Professor Nurun Nahar, Dr Iain Duncan Stalker, University of Bolton	Decoding student perceptions: An evaluation of hygiene factors and motivators in virtual learning environments Dr Crystal Tsay, University of Greenwich and Dr Alexander Kofinas, University of Bedfordshire	Creating a learning adventure: Elevating engagement in blended and online learning through a student-centred approach with H5P and gamification Yiqun Sun, Charlie Reis, Yexiang Wu and Yezi Yang, Xi'an Jiaotong - Liverpool University	Social and authentic learning in an online postgraduate Medical Education programme Dr Jo Elliott, Thomas Hinks, Jorge Freire and Dr Michael Page, Queen Mary University of London	University 4.0. re-centering higher education to meet the challenges of the fourth industrial revolution Anthony Roocroft, University of Bolton		
13:05 - 13:55	Lunch					13:05 - 13:55
13:55 - 14:35	Parallel session 3					13:55 - 14:35
	Room: Lecture Theatre 4 (Level 0/1)	Room: Lecture Theatre 5 (Level 0/1)	Room: Lecture Theatre 3 (Level 1)	Room: Lecture Theatre 6 (Level 1)	Room: Bowden (Level 2)	
	D1.3.6a - Oral presentation	D1.3.7a - Oral presentation	D1.3.8a - Roundtable	D1.3.9a - Oral presentation	D1.3.10 - Oral presentation	
	Are flipped learners flipping learning? A data-driven approach to interventions Dr Adam Wootton, Keele University	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	The Gen-AI virtual learning assistant for higher education Sam Parker, OES	Block and blend in higher education: Why? What to consider? Where to next? Paulo Vieira Braga and Dr Ellen Buck, University of Suffolk	"Ah deadly! - I get it now!": Using mixed-method laboratory sessions to demystify electronics to non-specialists Dr Leah Ridgway, Dublin City University	
	D1.3.6b - Oral presentation	D1.3.7b - Oral presentation	D1.3.8b - Oral presentation	D1.3.9b - Oral presentation	D1.3.10b - Oral presentation	
Teaching without PowerPoint slides in engineering: A pilot study Dr Mohamed Kara-Mohamed and Dr Olatunde Durowoju, Liverpool John Moores University	The YouTuber educator: Why every academic should teach online! Dr Michael Okereke, University of Greenwich	The perspectives of academic staff on student use of generative AI Professor Peter Kahn, University of Manchester	Scaling the HyFlex summit: Navigating peaks and valleys in educational innovation Jacqueline Davis and Michael Detyrna, King's College London	StatsBoost: Evaluating the effectiveness of a bite-sized online statistics intervention Dr Angel Tan and Dr Wenge Xu, Birmingham City University		
14:35 - 14:40	Transition period					14:35 - 14:40
14:40 - 15:05	Poster session					14:40 - 15:05
	Chancellor's Open Space					
Please find posters listed on a separate board						
15:05 - 15:20	Refreshments					15:05 - 15:20
15:20 - 16:20	Parallel session 4					15:20 - 16:20
	Room: Lecture Theatre 4 (Level 0/1)	Room: Lecture Theatre 5 (Level 0/1)	Room: Lecture Theatre 3 (Level 1)	Room: Lecture Theatre 6 (Level 1)	Room: Bowden (Level 2)	
	D1.4.6a - Oral presentation	D1.4.7a - Oral presentation	D1.4.8a - Roundtable	D1.4.9a - Oral presentation	D1.4.10a - Oral presentation	
	AI-generated avatars to innovate and make teaching inclusive Dr Richard Wagner Figueroa Alfaro, The University of Manchester	A theory of change model for assessing AI assisted programmes in HE Dr Rose Hong Ha Bui, Kingston University	Evidence-driven approaches to supporting students through extenuating circumstances Professor Helen Williams and Martha Longdon, University of Nottingham	Pub quizzes for learning: Gamification of consolidation sessions for hybrid delivery Dr Jennifer Stott, St George's University of London	Empowering students through gamifying university regulations Dr Gayatri Patel, Aston University	
	D1.4.6b - Oral presentation	D1.4.7b - Oral presentation	D1.4.8b - Roundtable	D1.4.9b - Oral presentation	D1.4.10b - Oral presentation	
Transformative pedagogies: Leveraging generative Artificial Intelligence for innovative, inclusive, and impactful case-based teaching and learning Dr Natasha Katuta Mwila, Warwick Business School	Education development in the age of Artificial Intelligence Shivani Wilson-Rochford and Alice May, Birmingham City University	Paving the path to success: Exploring the student experience across further and higher education Stefanie Campbell, Queen's University Belfast	Making it miniature: A game-based approach to developing field-based skills Dr Sam Davenward and Ben Davenward, Keele University	Game on: Revolutionising learning through gamification in future education Dr Amira Ahmed, Manchester Metropolitan University and IN4 Group		
D1.4.6c - Oral presentation	D1.4.7c - Oral presentation	D1.4.8c - Roundtable	D1.4.9c - Oral presentation	D1.4.10c - Oral presentation		
Developing AI-enabled inclusive practices towards intersectionality Dr Olatunde Durowoju, Liverpool John Moores University	The textbook revisited: Blending old and new methodologies for an enhanced student experience Dr Adam Wootton, Keele University	"Tell me what I need to know": Advocating for the necessity of uncertainty in higher education Dr Luciana De Martin Silva, Hartpury University and Dr Joana Fonseca, St Mary's University	Minecraft education as a digital learning and teaching resource in higher education Alexander Wood, Teesside University	Gather around! Virtual worlds and interprofessional education Rebecca Ferriday, Cardiff University		
16:20 - 16:25	Transition period					16:20 - 16:25
16:25 - 17:10	In conversation: Future-focused 'what's next?'					16:25 - 17:10
	Room: Lecture Theatre 2					
<p>Charles Knight, Assistant Director, Knowledge and Innovation, Advance HE                  Professor Edward Peck CBE, Vice-Chancellor and President, Nottingham Trent University</p>						
18:30 - 23:00	Networking dinner					18:30 - 23:00