

## 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.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.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.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.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.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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### DAY 2 - 3 JULY 2024

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- D2.P1** - Optimizing GTA roles in higher education: Evidence-based strategies from an interdisciplinary study, Bayaz Mammadova and Dan Zhao, University of Bath
- D2.P2** - Establishing institution-wide communication access training at the University of East Anglia, Lauren Flannery, University of East Anglia
- D2.P5** - Listening to All: Feedback and dialogue between staff and students, Dr Kulnicha Meechaiyo, University of St Andrews
- D2.P4** - Reducing the impact of the cost-of-living crisis on student engagement, Dr Yanhui Lei, Xi'an Jiaotong-Liverpool University
- D2.P7** - We want to be educated, but we have a life: Challenges to part-time learner persistence, Linda Robson, The Open 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 Podpadec 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.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, 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 Nabbosa, 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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### DAY 3 - 4 JULY 2024

#### Exhibition area

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- 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.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 awareness of sepsis, Carol Allison, University of Bolton
- D3.P23** - A framework for benchmarking the integration of sustainable development in higher education programmes, Dr Jon-Erik Dahlin, King's College London
- 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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