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DAY 2 - 3 July 2024

Time								Time
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

Keynote:

10:45 - 10:50 — **Transition period**

Parallel session 1 — 10:50 - 11:50

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**
Designing with, not just for: Inclusive and design-led student engagement. Associate Professor Tom Ritchie, University of Warwick and Tom Baines, Social Origin	It all adds up: Creating and modelling a sense of belonging for academic colleagues. Dr Jo Cordy and Angela Buckingham, University of Reading	You belong here too: Creating a sense of belonging for students and staff. Hannah Cobb, University of Manchester and Dr Kathryn Jones, Cardiff University	Don't turn your back on D/deaf students: Awareness for inclusive and universal design of programmes. Dr Louise Robinson and Dr Alex Barker, University of Derby	Supporting and evaluating being, belonging, becoming. Professor Harriet Dunbar-Morris, University of Buckingham and Kathryn Lyndon, University of Portsmouth	Co-creating value inside & outside the classroom: Innovation or just old wine in new bottle? Austin Brown, Anglia Ruskin University	Re-thinking student feedback. Chris Emsley, University of South Wales
					D2.1.6b - Oral presentation — Creating champions: Inclusive student partnership in programme design and revalidation. Dr Emma Schofield and Alex Harmer, Cardiff University	**D2.1.7b - Roundtable** — Re-thinking group assessment. Dr Jitka MacAdam, Dr Gill Drew, Dr Theresa Mercer and Dr Adriana Encinas-Oropesa, Cranfield University
					D2.1.6c - Oral presentation — Fostering shared values through co-creation. Professor Catherine O'Connor, Professor Fiona Shelton, Dr Alison Torn and Dr Mohammad Jamil, Leeds Trinity University	**D2.1.7c - Roundtable** — Can students crack the grading matrix code? Lessons learned in making the matrix more transparent and meaningful. Diana De Butts and Ken Liston, Nottingham Trent University

11:50 - 12:05 — **Refreshments**

Parallel session 2 — 12:05 - 13:05

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**
Do students dream of digital assessments? Students as decision makers in the adoption of digital tools. Alison Gibson and Helen Greetham, University of Birmingham	Belonging for future focused education: An integrated approach to belonging. Professor Hannah Cobb, Dr Jennifer McBride, Dr James Brooks and Dr Nicholas Weise, University of Manchester	"Speaking Texts': The Power of stories to enhance our students' sense of belonging in HE and beyond. Dr Karen Lipsedge, Kingston University and Adam James Smith, York St John University	Supporting transitions with student-created resources: The hidden curriculum glossary. Professor Amanda Millmore, University of Reading	Creating a community that values, and is confident in discussing, diversity and inclusion: Practical tips from the DiCE project. Dr Candice Majewski, Professor Rachel Horn and Liz Taylor, University of Sheffield	Building future-focused education at De Montfort University: Block by block. Zoe Allman, Dr Nicola Brooks, Dr Chris Goldsmith and Dr Claire Orwin, De Montfort University	A full student life cycle approach for enhancing student sense of belonging: Strategies for building a supportive academic environment. Professor Yue Chen, Ho Huen, Samantha Heffernan and Dr Jo Elliott, Queen Mary University London
					D2.2.6b - Oral presentation — Measuring the impact of curriculum reform: An Australian case study of immersive block teaching. Dr Elizabeth Goode, Southern Cross University	**D2.2.7b - Oral presentation** — A Creative exploration of feelings of belonging: Just how connected are we? Dr Carolyn Paul, Amanda Wilkinson and Dr Tessa Podpadec, University of the West of England
					D2.2.6c - Oral presentation — Getting up and running with 'block': Considerations for how to operationalise a move to block teaching and learning. Jo Divers, University of Suffolk	**D2.2.7c - Oral presentation** — Taking students to the next level: Collaboration and a sense of belonging. Jenny Spinks and Jules Mundair, University of Greenwich

13:05 - 13:55 — **Lunch**

Parallel session 3 — 13:55 - 14:35

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**
The implementation of a student advocate role to support students with complex needs. Dr Andrea Cockett, Kingston University	Taking positive action for underrepresented groups of masters students: Leeds Institute for Data Analytics (LIDA) scholarships programme. Professor Paul Baxter, University of Leeds	Shouting loudly together: Using student ambassadors to amplify black voices at Northumbria University Library. Dr Biddy Casselden, Northumbria University	Future-focused education: Innovation, inclusion, and impact. Dr Amara Ajaegbu, Aston University	Let's talk about decolonising the curriculum. Reece Sohdi, University of Sunderland	Effects of a psychologically-informed teaching intervention on student identities: A multi-site naturalistic controlled trial. Dr Louise Taylor, Oxford Brookes University	Why are students not attending in-person classes post COVID-19? An explorative discussion of best practice in supporting student engagement. Conor Naughton, Nottingham Trent University
D2.3.1b - Oral presentation — Tackling student engagement through a university-wide policy to tackle period poverty. Dr Helen Tidy, Teesside University	**D2.3.2b - Oral presentation** — Neurodivergent belonging: Creating effective workspaces and support for neurodivergent postgraduate researchers. Dr Amanda Brunton, University of Cambridge	**D2.3.3b - Oral presentation** — Addressing the elephant in the room: Race in EAP. Dr Olive Nabukeera, University of Leeds	**D2.3.4b - Oral presentation** — Empowering inclusive learning: Integrating gamification and interactive videos in higher education. Dr Heshmatt Borhani, Nottingham Trent University	**D2.3.5b - Roundtable** — Inclusivity in action: Empowering educators with an effective checklist for inclusive educational practices. Dr Atm Alam and Professor Yue Chen, Queen Mary University of London	**D2.3.6b - Oral presentation** — Transforming graduate outcomes by helping Psychology students' construct personally meaningful career identities. Dr Kim Bradley-Cole, University of Winchester	**D2.3.7b - Oral presentation** — Addressing student engagement and progression: Scaffolding learning and belonging through an assessed class engagement initiative. Dr Samantha Read and Melanie Currie, Nottingham Business School

14:35 - 14:40 — **Transition period**

Poster session

Exhibition area

14:40 - 15:05 — Please find posters listed on a separate board

15:05 - 15:20 — **Refreshments**

Parallel session 4 — 15:20 - 16:20

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**
How can we foster students' sense of belonging in higher education? Dr Elina Stylianou, University of Leeds	Destabilising stereotypes to foster a sense of belonging for students in STEM. Rehana Awan, The Open University	Take a walk in my shoes: Reverse mentoring pilot. Kate McCorry and Olivia Hamill, Queen's University Belfast	Belonging, inclusion and collective effort: The Manchester library student team. Jennie Blake, Iqra Malik and Tabita-Gabriela Jurvale, University of Manchester	Let me act that out for you! Using drama has a tool to facilitate uncomfortable conversations. Associate Proffesor Nellie El Enany, The American University in Cairo	Learning to learn: Empowering learners to excel beyond the classroom. Kevinia PS Cheung, The Hong Kong Polytechnic University	Developing self-assessment as an inclusive practice tool in the School of Design. Dr Helen Clarke, University of Leeds
					D2.4.6b - Oral presentation — Escape the classroom: An innovative approach to promote inclusivity and student engagement. Dr Maria Psyllou, University of Birmingham	**D2.4.7b - Oral presentation** — An investigation on assessment strategy for student learning and engagement. Dr Jeannette Chin, University of East Anglia
					D2.4.6c - Oral presentation — Building belonging beyond the classroom: The value of learning assemblages and relational pedagogies for building belonging in non-traditional learning spaces. Professor Hannah Cobb, University of Manchester and Professor Karina Croucher, University of Bradford	**D2.4.7c - Oral presentation** — Using early feedback to start a conversation with students. Associate Professor Giulia Getti, Associate Professor Crystal Tsay and Dr Lianfeng Quan University of Greenwich

16:20 - 16:25 — **Transition period**

Panel discussion

Room: Lecture Theatre 2

16:25 - 17:10

18:30 - 23:00 — **Conference Dinner**