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<th>Time</th>
<th>Session</th>
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<td>09:00 - 09:30</td>
<td>Welcome and Introduction</td>
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<td>09:30 - 09:35</td>
<td>Charles Knight, Assistant Director, Knowledge and Innovation, Advance HE</td>
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<td>09:35 - 10:20</td>
<td>Parallel Session 1 - Oral Presentations / Cutting Edge</td>
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<td>10:20 - 11:20</td>
<td>Break</td>
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<td>11:20 - 11:35</td>
<td>Parallel Session 2 - Workshops</td>
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<td>11:35 - 12:35</td>
<td>Lunch</td>
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<td>12:35 - 13:25</td>
<td>Parallel Session 3 - Oral Presentations / Cutting Edge</td>
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<td>13:25 - 14:05</td>
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<td>14:05 - 14:10</td>
<td>Parallel Session 4 - Oral Presentations / Cutting Edge</td>
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<td>14:10 - 15:10</td>
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<td>15:10 - 15:25</td>
<td>Parallel Session 5 - Oral Presentations / Cutting Edge</td>
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<td>15:25 - 16:05</td>
<td>Lunch</td>
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<td>16:05 - 16:15</td>
<td>Closing Comments and Reflections</td>
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**Session 1 - Oral Presentations / Cutting Edge**

1.1a Co-creation of AI guidance with Dyslexic, Neurodivergent and Disabled students

Richard Fletcher, George Vinton, Nottingham Trent University

1.1b Towards an EDIA-based and AI-enabled pedagogy across the curriculum

Mirjam Hauck, Rachel de Felice, Deirdre Dunlevy, Clare Horackova, The Open University

1.1c Empowering Dyslexic HE Students using AI

Colin McClure, Dr Matthew Collins, Dzikri Rahadian Fuadhii, Arif Nurulidayanto, Queen’s University Belfast

1.2a GenAI and the PhD Publication. The future of the doctoral thesis in a generative AI world.

Mahvish Zahara, Dr Alexander Kofinas, University of Bedfordshire

1.2b The Limits of AI’s reason: A Postcritical Approach for Higher Education

Dr Liz Potter, DN Colleges Group

1.2c Good Friend or Bad Influence? Exploring the Impact of GenAI on Student Experience and Outcomes in Postgraduate Assessment

Laura Steele, Dr Bahareh Ansari, Queen’s University Belfast

**Session 2 - Workshops**

2.1 GenAI in Academic: Crafting the future of research and education

Tadhg Bimmerd, Northumbria University

2.2 Navigating without a map: using reflective questioning to find your way around GenAI and learning

Jennie Blake, University of Manchester

**Session 3 - Oral Presentations / Cutting Edge**

3.1a Making Human Learning Visible in a World of Invisible AI

Abby Osborne, Dr Robert Eaton, Liz Haynes, University of Bath

3.1b Enhancing Curriculum Inclusivity with Generative AI: Opportunities and Challenges in Decolonising an Environmental Science Module

Hong Yang, University of Reading

3.2a Voice Cloning and Digital Avatars in Online Learning using HeyGen & Eleven Labs

Robert FasHey, University of Law

3.2b AI-Driven Immersive Learning: Transforming Education Across Disciplines

Sian Shaw, Anglia Ruskin University

**Session 4 - Oral Presentations / Cutting Edge**

4.1a Ensuring Equity in student usage of AI within nursing Education

Victor Abu, London South Bank University

4.1b Accessibility of Generative AI: Evaluating Usage and Perspectives Amongst students with disabilities

Xin Zhao, Dr Xuanming Chen, Dr Andrew Cox, The University of Sheffield

4.1c Shifting paradigms: ChatGPT’s role in surrendering pedagogical control for enhanced, student-driven language mastery

Cornelia Wadenhofer, Oxford University

4.2a The robustness of Assessment in the light of generative AI

Jonquil Lowe, The Open University UK

4.2b Enhancing Initial Teacher Education with Generative AI

Leon Robinson, Tracy Skelton, University of Glasgow School of Education

4.2c Emotional Dimensions of AI in Education: Understanding and Leveraging Human-AI Interactions

James Duah, Leeds Trinity University

**Session 5 - Oral Presentations / Cutting Edge**

5.1a Student-led investigation of the adoption and use of Generative AI by professionals in the North East of England

Sarah Camargi, Dr Yulia Dzenkovska, Evan Gibb, Meera Dayalan, Newcastle University

5.1b This is a terrible situation. Student demand, student representation, and the development of a clear and effective AI policy

Danielle McFawes, University of Dundee

5.2a AI as a diagnostic tool to support international students

Kirstin McLennan, Wolf Wright, University of Law

5.2b Are workflows working? Bardeen and the case of automated research

Bonnie McGil, Prashaa Bharadwaaj Gangakalve Manoj, University of Manchester

5.2c What is the role of AI in disability screening and support for students with disabilities?

Maria De Souza, Dr Andrew Cox, The Open University