DAY 1 - 2 July 2024

Registration: Refreshments available

Opening plenary

Room: Lecture Theatre 2

Welcome: Charles Knight, Assistant Director, Knowledge and Innovation, Advance HE
Welcome address: Jane McMill, Pro Vice-Chancellor, Nottingham Trent University

Keynote: Professor Sarah Jones, Pro Vice-Chancellor Academic Enhancement and Research, University of Gloucestershire

10:30 - 10:45

Parallel session 1

Room: Lecture Theatre 4 (Level 0/1)
D1.1.6a - Oral presentation

Transforming student engagement analysis with AI: Experiences from Queen's University Belfast
Dr Duncan Barron and Dr Emma Gallagher, Queen's University Belfast

Room: Lecture Theatre 6 (Level 1)
D1.1.6a - Oral presentation

A new approach to assessing student engagement: A theory of exemplifying the ethical and unethical use of AI in academic work for undergraduate students
Dr Natasha Katuta Mwila, Warwick Business School

Room: Lecture Theatre 5 (Level 0/1)
D1.1.6a - Oral presentation

Guiding principles for the application of generation AI in the context of employability, teaching, and learning in UK universities
Dr Emmanuel Naritie, The Open University

Room: Lecture Theatre 6 (Level 1)
D1.1.6a - Oral presentation

A pilot study with Bioscience students as co-creators of AI-generated lesson content
Dr Neilson Chong, Aston University

Room: Bowden (Level 2)
D1.1.6a - Oral presentation

Evolution of assessment methods in the international double degree program in Civil Engineering: Navigating cultural differences and overcoming academic misconceptions
Dr Oleksandr Menshykov, University of Aberdeen

Room: Bowden (Level 2)
D1.1.6a - Oral presentation

In conversation: Future-focused ‘what’s next?’
Dr Angel Tan and Dr Wenge Xu, Birmingham City University

Room: Lecture Theatre 5 (Level 0/1)
D1.1.6a - Oral presentation

Transition period

Room: Lecture Theatre 6 (Level 1)
D1.1.6a - Oral presentation

Break

Room: Lecture Theatre 6 (Level 1)
D1.1.6a - Oral presentation

Parallel session 2

Room: Lecture Theatre 4 (Level 0/1)
D1.1.7a - Oral presentation

Generating student feedback using a multimodal AI model
Dr Elissa Monger and Sarah Trevor, University of Southampton

Room: Lecture Theatre 6 (Level 1)
D1.1.7a - Oral presentation

Small and specialist, but still in AI: Exploring institutional approaches
Dr Kate Wilkinson and Dr Darcy Bomannen, Harper Adams University

Room: Lecture Theatre 5 (Level 0/1)
D1.1.7a - Oral presentation

Understanding and improving student engagement with online and blended learning: A post-COVID case study
Nick Prior, Nottingham Trent University

Room: Lecture Theatre 6 (Level 1)
D1.1.7a - Oral presentation

Half-speed does exist! Reversing the AI hype curve of education
Dr Rose Hong Ha Bui, Kingston University

Room: Lecture Theatre 5 (Level 0/1)
D1.1.7a - Oral presentation

AI-informed teaching: The era of AI-generated analytics
Charles Knight, Assistant Director, Knowledge and Innovation, Advance HE

Room: Lecture Theatre 6 (Level 1)
D1.1.7a - Oral presentation

AI-assisted teaching: Are we there yet?
Professor Peter Kahn, University of Manchester

Room: Lecture Theatre 5 (Level 0/1)
D1.1.7a - Oral presentation

Reframing AI for the purpose of educational outcomes
Dr Shivani Wilson-Rochford and Alice May, Teesside University

Room: Lecture Theatre 6 (Level 1)
D1.1.7a - Oral presentation

Leveraging AI in the classroom
Edward Ward, Arts University Bournemouth

Room: Lecture Theatre 5 (Level 0/1)
D1.1.7a - Oral presentation

Building knowledge: Enhancing educational delivery through AI-driven storytelling
Dr Anna Kime and Dr Liam Bagley, Manchester Metropolitan University and IN Group

Room: Lecture Theatre 6 (Level 1)
D1.1.7a - Oral presentation

Leveraging AI in the design studio
Dr Jennifer McNiven, University of Manchester

Room: Lecture Theatre 5 (Level 0/1)
D1.1.7a - Oral presentation

Social and authentic learning in an online postgraduate programme
Dr Jn Eltis, Thomas Hinks, Joseph Prete and Dr Michael Page, Queen Mary University of London

Room: Lecture Theatre 6 (Level 1)
D1.1.7a - Oral presentation

University 4.0: Re-converting higher education to meet the challenges of the fourth industrial revolution
Dr Anthony Rose, University of Birmingham

Room: Lecture Theatre 5 (Level 0/1)
D1.1.7a - Oral presentation

Parallel session 3

Room: Lecture Theatre 4 (Level 0/1)
D1.3.8a - Oral presentation

Are flipped learners flipping learners? A data-driven approach to interventions
Dr Adam Withnall, Keele University

Room: Lecture Theatre 6 (Level 1)
D1.3.8a - Oral presentation

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D1.3.8a - Oral presentation

Playing to the strengths: Develop your teaching experience and knowledge of STEM topics to make the teaching and learning experience more active, creative, and beneficial for staff and students in HE
Dr Mayci Almen, King’s College London

Room: Lecture Theatre 6 (Level 1)
D1.3.8a - Oral presentation

The Gen-AI virtual learning assistant for higher education
Sam Parker, QES

Room: Lecture Theatre 5 (Level 0/1)
D1.3.8a - Oral presentation

Block and level in higher education: Why? What to consider? Where to next?
Paula Vieira Braga and Dr Ellen Buck, University of Suffolk

Room: Lecture Theatre 6 (Level 1)
D1.3.8a - Oral presentation

Social and authentic learning in an online postgraduate programme
Professor Peter Rees, University of Manchester

Room: Lecture Theatre 5 (Level 0/1)
D1.3.8a - Oral presentation

Scoring the Higher Future: Navigating peaks and valleys in educational innovation
Jacqueline Doss and Michael Deyton, King’s College London

Room: Lecture Theatre 6 (Level 1)
D1.3.8a - Oral presentation

Standardising the effectiveness of a bite-sized online statistics intervention
Dr Angel Tan and Dr Wenge Xu, Birmingham City University

Room: Lecture Theatre 5 (Level 0/1)
D1.3.8a - Oral presentation

Parallel session 4

Room: Lecture Theatre 4 (Level 0/1)
D1.4.6a - Oral presentation

A theory of change model for assessing AI assisted programmes in HE
Dr Rose Hong Ha Bui, Kingston University

Room: Lecture Theatre 6 (Level 1)
D1.4.6a - Oral presentation

Evidence-driven approaches to supporting students through external examinations: A case study
Professor Helen Crampton and Marleen Lingens, University of Nottingham

Room: Lecture Theatre 5 (Level 0/1)
D1.4.6a - Oral presentation

Pub quizzes for learning: Gamification of assessment and consolidation sessions for hybrid delivery
Dr Jonathan Scott, St George’s University of London

Room: Lecture Theatre 6 (Level 1)
D1.4.6a - Oral presentation

Empowering students through gamifying university regulations
Dr Gaspard Tran, Aston University

Room: Lecture Theatre 5 (Level 0/1)
D1.4.6a - Oral presentation

Transformative pedagogies: Leveraging generative artificial intelligence for innovative, impactful, and inclusive case-based teaching and learning
Dr Nafie Ejaz and Dr Mariam Al-Abdi, Loughborough University

Room: Lecture Theatre 6 (Level 1)
D1.4.6a - Oral presentation

Making it intuitive: A game-based approach to developing 2nd-level skills
Dr Sam Dawson and Dr Cem Keven, Keele University

Room: Lecture Theatre 5 (Level 0/1)
D1.4.6a - Oral presentation

Games on: Revolutionizing learning through gamification in future education
Dr Anta Ahmed, Manchester Metropolitan University and IN Group

Room: Lecture Theatre 6 (Level 1)
D1.4.6a - Oral presentation

Understanding and improving student feedback on exams, in a business school context
Dr Maaya Modha, King’s College London

Room: Lecture Theatre 5 (Level 0/1)
D1.4.6a - Oral presentation

In conversation: Future-focused ‘what’s next?’
Dr Charles Knight, Assistant Director, Knowledge and Innovation, Advance HE

Room: Lecture Theatre 6 (Level 1)
D1.4.6a - Oral presentation

Networking dinner

Room: Lecture Theatre 2

16:25 - 17:10

18:30 - 23:00