

## 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<br/>                 Welcome address: Jane McNeil, Pro Vice-Chancellor, Nottingham Trent University<br/>                 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<br>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<br>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<br>Dr Nelson Chong, Nottingham Trent University | Industrial-led learning in software development"<br>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<br>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<br>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!<br>Dr Marjory Da Costa Abreu, Sheffield Hallam University   | A journey through blended learning and gamification strategies for Gen Z learners: A case study<br>Dr Alrence Halibas, RMIT University Vietnam  | Enhanced pedagogy through immersive technology<br>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<br>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<br>Dr Eloise Monger and Sarah Trevenna, University of Southampton   | Small and specialist, but not in AI: Exploring institutional approaches<br>Dr Kate Wilkinson and Dr Darcy Bornemann, Hartpury University  | Understanding and improving student engagement with online and blended learning: A post-COVID case study<br>Nick Prior, Nottingham Trent University   | INDAF: Using technology to provide individual student feedback on exams, in a business school context<br>Dr Katherine Martin, Loughborough University  | Assessment literacy: A key skill for diverse learners transitioning into higher education<br>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<br>Jacqueline Davis and Maaya Modha, King's College London             | 'It was useful when I was ill': Going dual in learning and teaching<br>Dr Tina Byrom and Dr Hilary McDermott, Loughborough University   | A reflective paper on enhancing student authenticity and engagement through gamification and problem-based learning<br>Dr Nitin Vihari and Dr Vijay Pujari, Middlesex University Dubai       | Hybrid delivery of physiotherapy practice-based learning: Innovation and impact<br>Dr Caroline Belchamber, AECC University College   | AI-enhanced lesson design: A new frontier in educational practices<br>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<br>Najia Nazir, Yanbu Industrial College  | Come watch with me: Blending the synchronous with the asynchronous to enhance students' learning and sense of belonging<br>Dr Jennifer McBride, University of Manchester  | Leveraging AI in the design studio<br>Edward Ward, Arts University Bournemouth  | Building knowledge: Enhancing doctoral education through LEGO® Serious Play®<br>Dr Amira Ahmed, Manchester Metropolitan University and IN4 Group   | Use of technology tools and learning experience: Insight from business school students<br>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<br>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<br>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<br>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<br>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<br>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  | D1.3.10a - Oral presentation   |               |
|  | Are flipped learners flipping learning? A data-driven approach to interventions<br>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<br>Maaya Modha, King's College London  | The Gen-AI virtual learning assistant for higher education<br>Sam Parker, OES  | Block and blend in higher education: Why? What to consider? Where to next?<br>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<br>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<br>Dr Mohamed Kara-Mohamed and Dr Olatunde Durowoju, Liverpool John Moores University   | The YouTuber educator: Why every academic should teach online!<br>Dr Michael Okereke, University of Greenwich   | The perspectives of academic staff on student use of generative AI<br>Professor Peter Kahn, University of Manchester  | Scaling the HyFlex summit: Navigating peaks and valleys in educational innovation<br>Jacqueline Davis and Michael Detylna, King's College London   | StatsBoost: Evaluating the effectiveness of a bite-sized online statistics intervention<br>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<br>Dr Richard Wagner Figueroa Alfaro, The University of Manchester   | A theory of change model for assessing AI assisted programmes in HE<br>Dr Rose Hong Ha Bui, Kingston University   | Evidence-driven approaches to supporting students through extenuating circumstances<br>Professor Helen Williams and Martha Longdon, University of Nottingham                                 | Pub quizzes for learning: Gamification of consolidation sessions for hybrid delivery<br>Dr Jennifer Stott, St George's University of London  | Empowering students through gamifying university regulations<br>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<br>Dr Natasha Katuta Mwila, Warwick Business School   | Education development in the age of Artificial Intelligence<br>Shivani Wilson-Rochford and Alice May, Birmingham City University  | Paving the path to success: Exploring the student experience across further and higher education<br>Stefanie Campbell, Queen's University Belfast   | Making it miniature: A game-based approach to developing field-based skills<br>Dr Sam Davenward and Ben Davenward, Keele University  | Game on: Revolutionising learning through gamification in future education<br>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<br>Dr Olatunde Durowoju, Liverpool John Moores University  | The textbook revisited: Blending old and new methodologies for an enhanced student experience<br>Dr Adam Wootton, Keele University  | "Tell me what I need to know": Advocating for the necessity of uncertainty in higher education<br>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<br>Alexander Wood, Teesside University   | Gather around! Virtual worlds and interprofessional education<br>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<br/>                 Professor Edward Peck CBE, Vice-Chancellor and President, Nottingham Trent University</p>   |   |   |  |  |  |               |
| 18:30 - 23:00  | Networking dinner   |   |  |  |  | 18:30 - 23:00 |