DAY 1 - 2 JULY 2024

Exhibition area

14:40 - 15:05		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.P3 - Establishing institution-wide communication access training at the University of East Anglia, Lauren Flannery, University of East Anglia

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.P15 - Reflections of peer learning and support: mapping the sector, Dave Lochtie, The Open University

D1.P16 - Targeted coaching and mentoring support for specific student populations at the Open University, Dave Lochtie, The Open University

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

DAY 2 - 3 JULY 2024

Exhibition area

14:40 - 15:05		14:40 - 15:05

D2.P1 - Optimizing GTA roles in higher education: Evidence-based strategies from an interdisciplinary study, Bayaz Mammadova and Dan Zhao, University of Bath

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.P15 - Learning hubs for wellbeing, Dr Ellen Buck, University of Suffolk

D2.P21 - From culture shock to digital shock: Preparing international students for an unfamiliar digital environment, Elizabeth Newall, Jisc and Dr Tabetha 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

DAY 3 - 4 JULY 2024

Ehibition area

14:40 - 15:05		14:40 - 15:05

D3.P2 - Revive and reinvent your wardrobe, Associate Professor Meryem Akin and Kirsty Bennetta, Bath Spa University

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 aware 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 and Television School