

DAY 2 - 3 July 2024											
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							10:00 - 10:45			
Keynote:											
Transition period											
Parallel session 1											
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					
<b>Designing with, not just for: Inclusive and design-led student engagement</b>  Associate Professor Tom Ritchie, University of Warwick and Tom Baines, Social Origin	<b>It all adds up: Creating and modelling a sense of belonging for academic colleagues</b>  Dr Jo Cordy and Angela Buckingham, University of Reading	<b>You belong here too: Creating a sense of belonging for students and staff</b>  Hannah Cobb, University of Manchester and Dr Kathryn Jones, Cardiff University	<b>Don't turn your back on D/deaf students: Awareness for inclusive and universal design of programmes</b>  Dr Louise Robinson and Dr Alex Barker, University of Derby	<b>Supporting and evaluating being, belonging, becoming</b>  Professor Harriet Dunbar-Morris, University of Buckingham and Kathryn Lyndon, University of Portsmouth	<b>Co-creating value inside &amp; outside the classroom: Innovation or just old wine in new bottle?</b> Austin Brown, Anglia Ruskin University	<b>Re-thinking student feedback</b> Chris Emsley, University of South Wales					
					<b>D2.1.6b - Oral presentation</b> <b>Creating champions: Inclusive student partnership in programme design and revalidation</b> Dr Emma Schofield and Alex Harmer, Cardiff University	<b>D2.1.7b - Roundtable</b> <b>Re-thinking group assessment</b> Dr Jitka MacAdam, Dr Gill Drew, Dr Theresa Mercer and Dr Adriana Encinas-Oropesa, Cranfield University					
					<b>D2.1.6c - Oral presentation</b> <b>Fostering shared values through co-creation</b> Professor Fiona Shelton, Dr Alison Torn and Dr Mohammad Jamil, Leeds Trinity University	<b>D2.1.7c - Roundtable</b> <b>Can students crack the grading matrix code? Lessons learned in making the matrix more transparent and meaningful</b> Diana De Butts and Ken Liston, Nottingham Trent University					
					Refreshments						
11:50 - 12:05	Refreshments							11:50 - 12:05			
Parallel session 2											
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					
<b>Do students dream of digital assessments? Students as decision makers in the adoption of digital tools</b>  Alison Gibson and Helen Greetham, University of Birmingham	<b>Belonging for future focused education: An integrated approach to belonging</b>  Professor Hannah Cobb, Dr Jennifer McBride, Dr James Brooks and Dr Nicholas Weise, University of Manchester	<b>"Speaking Texts": The Power of stories to enhance our students' sense of belonging in HE and beyond</b>  Dr Karen Lipsedge, Kingston University and Adam James Smith, York St John University	<b>Supporting transitions with student-created resources: The hidden curriculum glossary</b>  Professor Amanda Millmore, University of Reading	<b>Creating a community that values, and is confident in discussing, diversity and inclusion: Practical tips from the DICE project</b>  Dr Candice Majewski, Professor Rachel Horn and Liz Taylor, University of Sheffield	<b>Building future-focused education at De Montfort University: Block by block</b> Zoe Allman, Dr Nicola Brooks, Dr Chris Goldsmith and Dr Claire Orwin, De Montfort University	<b>A full student life cycle approach for enhancing student sense of belonging: Strategies for building a supportive academic environment</b> Dr Jo Elliott, Queen Mary University London					
					<b>D2.2.6b - Oral presentation</b> <b>Measuring the impact of curriculum reform: An Australian case study of immersive block teaching</b> Dr Elizabeth Goode, Southern Cross University	<b>D2.2.7b - Oral presentation</b> <b>A Creative exploration of feelings of belonging: Just how connected are we?</b> Dr Carolyn Paul, Amanda Wilkinson and Dr Tessa Podpadek, University of the West of England					
					<b>D2.2.6c - Oral presentation</b> <b>Getting up and running with 'block': Considerations for how to operationalise a move to block teaching and learning</b> Jo Divers, University of Suffolk	<b>D2.2.7c - Oral presentation</b> <b>Taking students to the next level: Collaboration and a sense of belonging</b> Jenny Spinks and Jules Mundair, University of Greenwich					
					Lunch						
13:05 - 13:55	Lunch							13:05 - 13:55			
Parallel session 3											
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					
<b>The implementation of a student advocate role to support students with complex needs</b> Dr Andrea Cockett, Kingston University	<b>Taking positive action for underrepresented groups of masters students: Leeds Institute for Data Analytics (LIDA) scholarships programme</b> Professor Paul Baxter, University of Leeds	<b>Shouting loudly together: Using student ambassadors to amplify black voices at Northumbria University Library</b> Dr Biddy Casselden, Northumbria University	<b>Applying learning and memory theory to support learners with neural divergence</b> Dr Jonathan O'Brien, University of Liverpool	<b>Let's talk about decolonising the curriculum</b> Reece Sohdi, University of Sunderland	<b>Effects of a psychologically-informed teaching intervention on student identities: A multi-site naturalistic controlled trial</b> Dr Louise Taylor, Oxford Brookes University	<b>Why are students not attending in-person classes post COVID-19?: An explorative discussion of best practice in supporting student engagement</b> Conor Naughton, Nottingham Trent University					
					<b>D2.3.1b - Oral presentation</b> <b>Tackling student engagement through a university-wide policy to tackle period poverty</b> Dr Helen Tidy, Teesside University	<b>D2.3.2b - Oral presentation</b> <b>Neurodivergent belonging: Creating effective workspaces and support for neurodivergent postgraduate researchers</b> Dr Amanda Brunton, University of Cambridge	<b>D2.3.3b - Oral presentation</b> <b>Addressing the elephant in the room: Race in EAP</b> Dr Olive Nabukeera, University of Leeds	<b>D2.3.4b - Oral presentation</b> <b>Empowering inclusive learning: Integrating gamification and interactive videos in higher education</b> Dr Heshmatt Borhani, Nottingham Trent University	<b>D2.3.5b - Roundtable</b> <b>Inclusivity in action: Empowering educators with an effective checklist for inclusive educational practices</b> Dr Atm Alam and Professor Yue Chen, Queen Mary University of London	<b>D2.3.6b - Oral presentation</b> <b>Transforming graduate outcomes by helping Psychology students' construct personally meaningful career identities</b> Dr Kim Bradley-Cole, University of Winchester	<b>D2.3.7b - Oral presentation</b> <b>Addressing student engagement and progression: Scaffolding learning and belonging through an assessed class engagement initiative</b> Dr Samantha Read and Melanie Currie, Nottingham Business School
					Transition period						
					Poster session						
14:35 - 14:40	Transition period							14:35 - 14:40			
Exhibition area											
14:40 - 15:05	Please find posters listed on a separate board							14:40 - 15:05			
Refreshments											
15:05 - 15:20	Refreshments							15:05 - 15:20			
Parallel session 4											
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					
<b>How can we foster students' sense of belonging in higher education?</b>  Dr Elina Stylianou, University of Leeds	<b>Destablisng stereotypes to foster a sense of belonging for students in STEM</b>  Rehana Awan, The Open University	<b>Take a walk in my shoes: Reverse mentoring pilot</b>  Olivia Hamill, Queen's University Belfast	<b>Belonging, inclusion and collective effort: The Manchester library student team</b>  Jennie Blake, Iqra Malik and Tabita-Gabriela Jurvale, University of Manchester	<b>Team-based learning: An inclusive and impactful pedagogy</b>  Professor Simon Tweddell and Dr Gemma Quinn, University of Bradford	<b>Learning to learn: Empowering learners to excel beyond the classroom</b> Kevinia PS Cheung, The Hong Kong Polytechnic University	<b>Developing self-assessment as an inclusive practice tool in the School of Design</b> Dr Helen Clarke, University of Leeds					
					<b>D2.4.6b - Oral presentation</b> <b>Escape the classroom: An innovative approach to promote inclusivity and student engagement</b> Dr Maria Psyllou, University of Birmingham	<b>D2.4.7b - Oral presentation</b> <b>An investigation on assessment strategy for student learning and engagement</b> Dr Jeannette Chin, University of East Anglia					
					<b>D2.4.6c - Oral presentation</b> <b>Building belonging beyond the classroom: The value of learning assemblages and relational pedagogies for building belonging in non-traditional learning spaces</b> Professor Hannah Cobb, University of Manchester and Professor Karina Croucher, University of Bradford	<b>D2.4.7c - Oral presentation</b> <b>Using early feedback to start a conversation with students</b> Associate Professor Giulia Getti, Associate Professor Crystal Tsay and Dr Lianfeng Quan University of Greenwich					
					Transition period						
16:20 - 16:25	Transition period							16:20 - 16:25			
Panel discussion											
Room: Lecture Theatre 2											
Belonging											
16:25 - 17:10	Chair: Vic Stephenson, Senior Consultant, Education, Delivery, Knowledge and Quality, Advance HE Inca Hide-Wright, MASC Community, Engagement and Belonging Student, University of Warwick Cindy Darbandi, Design and innovation graduate, The Open University Safiya Kheratkar, Master's student in Creative Writing, Lancaster University							16:25 - 17:10			
18:30 - 23:00	Conference Dinner							18:30 - 23:00			