Registration: Refreshments available
Opening plenary
Welcome: Charlie Knight, Assistant Director, Knowledge and Innovation, Advance HE
Welcome address: Jane Michell, Pro Vice-Chancellor, Nottingham Trent University
Keynote: Professor Sarah Jones, Pro Vice-Chancellor Academic Enhancement and Research, University of Gloucestershire

Day 1 - 2 July 2024

08:30 - 10:00
Opening Plenary
Room: Lecture Theatre 2

10:00 - 10:45
Parallel session 1

Room: Lecture Theatre 4 (Level 0/1)
D1.1.6a - Oral presentation
Transforming student concern analysis with AI: Experiences from Queen’s University Belfast
Dr Duncan Barron and Emeram Gallagher, Queen’s University Belfast
Guiding principles for the application of generative AI in the context of employability, teaching, and learning in UK universities
Dr Emmanuel Nartey, The Open University
A pilot study with OpenLearn students on career decision-making using generative AI
Dr Neeloze Cheng, Nottingham Trent University
Evolution of assessment methods in the international double degree programme in Civil Engineering: Navigating cultural differences and overcoming academic misconceptions
Dr Oleksandr Menshykov, University of Aberdeen

Room: Lecture Theatre 5 (Level 0/1)
D1.1.7a - Oral presentation
Building AI literacy: Assessment as a process to navigate the future
Dr Lynn Grifiths and Dr Jeani Worthr, University of South Wales
Empathy check? And academic integrity regulation: Can you have it all? Yes, you can!
Dr Marjory Da Costa Ame, Sheffield Hallam University
A journey through blended learning and gamification strategies for Gen Z learners in a case study
Dr Aramia Hidjas, NIMT University Vietnam
Enhanced pedagogy through immersive technology
Anna Keen and Dr Liam Bagley, Manchester Metropolitan University

Room: Lecture Theatre 3 (Level 1)
D1.1.8a - Oral presentation
Understanding and embedding student engagement with online and blended learning: A post-COVID case study
Nick Prior, Nottingham Trent University
Indoor led learning in software development?
Dr Daniela Tarresio, Cardiff University
Close the design of peer evaluation schemes matter?: An investigation into the implications of using fixed versus variable point approaches
Dr Robert Moger, Aston University

Room: Bowden (Level 2)
D1.1.9a - Oral presentation
Room: Bowden (Level 2)
D1.1.10a - Oral presentation

10:45 - 10:55
Transition period

10:50 - 11:30
Parallel session 2

Room: Lecture Theatre 4 (Level 0/1)
D1.2.1a - Oral presentation
Peer assessment in the context of exemplifying the ethical and unethical use of AI in academic work for undergraduate students
Jacqueline Dodd, Falmouth University; King's College London
‘I was useful when I was III’: Going dual in learning and teaching
Dr Tina Byron and Dr Hilary McDermott, Loughborough University
A reflective paper on enhancing student authenticity and engagement through generative AI
Dr Briege Corr, University of Ulster
Dr Ken Vithal and Dr Ujiji Puji, Malaya University

Room: Lecture Theatre 5 (Level 0/1)
D1.2.2a - Oral presentation
Room: Lecture Theatre 5 (Level 0/1)
D1.2.2b - Oral presentation
D1.2.2c - Oral presentation
Establishing best practice for the ethical use of generative AI (Artificial Intelligence) in ESL classrooms
Jashan Nazr, York Industrial College
Come with me to wonder: Blending the synchronous with asynchronous to enhance student learning and sense of belonging
Dr Jennifer McKinnon, University of Manchester
Leveraging AI in the design studio
Edward Ward, Arts University Bournemouth
Creating a learning adventure: Elevating student engagement and learning through a student-centred experience with AI and gamification
Yayan Sun, Charlie Rees, Yosef Wolf and Yisi Yang, Klar jadding, Liverpool University
Empowering students through gamifying university regulations
Dr Gayatri Patel, Aston University

Room: Lecture Theatre 3 (Level 1)
D1.2.3a - Oral presentation
D1.2.3b - Oral presentation
Teaching without PowerPoint slides in engineering: A pilot study
Dr Oulasvian Dumijz and Mohdumari Kana- Mohamed, Liverpool John Moores University
Deciding student expectations: An exploration of interest and motivations in virtual learning environments
Dr Crystal Yap, University of Greenwich and Dr Alexander Xiaobo, University of Birmingham
Creating a learning adventure: Elevating student engagement and learning through a student-centred experience with AI and gamification
Yayan Sun, Charlie Rees, Yosef Wolf and Yisi Yang, Klar jadding, Liverpool University
Scoring the HyFlex summit: Navigating peaks and valleys in educational innovation
Jacqueline Dodd and Michael Deylin, King's College London

Room: Bowden (Level 2)
D1.2.9a - Oral presentation
D1.2.9b - Oral presentation
D1.2.9c - Oral presentation

11:30 - 11:50
Lunch

11:50 - 12:55
Parallel session 3

Room: Lecture Theatre 4 (Level 0/1)
D1.3.1a - Oral presentation
Are flipped learners flipping learners? A data-driven approach to interventions
Dr Adam Wootton, Keele University
When件 is the best time to study?
Dr Andrew Woodhead, Rouse Hill Institute
Deciding student expectations: An exploration of interest and motivations in virtual learning environments
Dr Crystal Yap, University of Greenwich and Dr Alexander Xiaobo, University of Birmingham
"Ah deadly! I get it now!": Using mixed-method laboratory sessions to demystify PKB and problem-based learning
Dr Leah Rigbyman, Dublin City University
Social and authentic learning in an online postgraduate Medical Education programme
Dr Jo Elliott, Thomas Hinks, John Freire and Dr Michael Page, Queen Mary University of London

Room: Lecture Theatre 5 (Level 0/1)
D1.3.2a - Oral presentation
D1.3.3a - Oral presentation
D1.3.3b - Oral presentation
Teaching without PowerPoint slides in engineering: A pilot study
Dr Oulasvian Dumijz and Mohdumari Kana- Mohamed, Liverpool John Moores University
The YouTube educator: Why every academic should teach online
Dr Michael Deylin, University of Greenwich
The perspectives of academic staff on student use of generative AI
Professor Peter Kwan, University of Manchester

Room: Lecture Theatre 3 (Level 1)
D1.3.4a - Roundtable
D1.3.4b - Roundtable
D1.3.4c - Oral presentation
Teaching without PowerPoint slides in engineering: A pilot study
Dr Oulasvian Dumijz and Mohdumari Kana- Mohamed, Liverpool John Moores University
The textbook revisited: Blending old and new methodologies in the enhanced student experience
Dr Adam Wootton, Keele University
The need for change model for assessing AI assisted programmes in HE
Dr Jesus Vihari and Dr Vijay Pujari, Middlesex University London
Evidence-driven approaches to supporting students through extinguishing circumstances
Professor Helen Waddell and Matthew Longstaff, University of Nottingham
Making it miniature: A game-based approach to developing STEM skills
Dr Sam Dawson and Dr Gemma Cleave, Keele University

Room: Bowden (Level 2)
D1.4.1a - Oral presentation

13:35 - 14:35
Lunch

14:35 - 14:48
Poster session

14:40 - 15:05
Chancellor's Open Space
Please feel panels based on a separate board

15:05 - 15:20
Room: Lecture Theatre 4 (Level 0/1)
D1.4.5a - Oral presentation
Developing Assessment inclusive practices towards AI
Dr Oulasvian Dumijz and Dr Richard Waker, Keele University
Developing Assessment inclusive practices towards AI
Dr Oulasvian Dumijz and Dr Richard Waker, Keele University
The textbook revisited: Blending old and new methodologies in the enhanced student experience
Dr Adam Wootton, Keele University
The need for change model for assessing AI assisted programmes in HE
Dr Jesus Vihari and Dr Vijay Pujari, Middlesex University London

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

15:20 - 15:40
Transition period

15:40 - 17:10
Parallel session 4

Room: Lecture Theatre 4 (Level 0/1)
D1.5.1a - Oral presentation
Developing Assessment inclusive practices towards AI
Dr Oulasvian Dumijz and Dr Richard Waker, Keele University
Developing Assessment inclusive practices towards AI
Dr Oulasvian Dumijz and Dr Richard Waker, Keele University
Developing Assessment inclusive practices towards AI
Dr Oulasvian Dumijz and Dr Richard Waker, Keele University

Room: Lecture Theatre 5 (Level 0/1)
D1.5.2a - Oral presentation
D1.5.2b - Oral presentation
D1.5.2c - Oral presentation

Room: Lecture Theatre 3 (Level 1)
D1.4.10a - Oral presentation
D1.4.10b - Oral presentation
D1.4.10c - Oral presentation

Room: Bowden (Level 2)
D1.4.11a - Oral presentation
D1.4.11b - Oral presentation
D1.4.11c - Oral presentation

15:20 - 16:20
Parallel session 5

Room: Lecture Theatre 4 (Level 0/1)
D1.6.1a - Oral presentation
Transformative pedagogies: Leveraging generative Artificial Intelligence for innovation and impactful case-based teaching and learning
Dr Natasha Kandia Miti, Warwick Business School
Education development in the age of Artificial Intelligence
Shuai Shi, Robert Woodhead and Akeke Mo, Birmingham City University
Paving the path to success: Exploring the student experience across further and higher education
Professor Helen Waddell and Matthew Longstaff, University of Nottingham

Room: Lecture Theatre 5 (Level 0/1)
D1.6.2a - Oral presentation
D1.6.2b - Oral presentation
D1.6.2c - Oral presentation

Room: Lecture Theatre 3 (Level 1)
D1.4.12a - Oral presentation
D1.4.12b - Oral presentation
D1.4.12c - Oral presentation

Room: Bowden (Level 2)
D1.4.13a - Oral presentation
D1.4.13b - Oral presentation
D1.4.13c - Oral presentation

16:25 - 17:10
In conversation: Future-focused ‘what’s next?’
Room: Lecture Theatre 2

16:25 - 17:10
Charles Knight, Assistant Director, Knowledge and Innovation, Advance HE
Professor Edward Purr, GLED, Vice-Chancellor and President, Nottingham Trent University

18:30 - 23:00
Networking dinner