1.1a Co-creation of AI guidance with Dyslexic, Neurodivergent and Disabled students
Richard Fletcher, George Vinton, Nottingham Trent University

1.1b Towards an EDA-based and AI-enabled pedagogy across the curriculum
Mirjam Hauck, Rachiele de Felice, Deirdre Dunlevy, Clare Horackova, The Open University

1.2a GenAI and the PhD Publication. The future of the doctoral thesis in a generative AI world.
Mahvish Zahara, Dr Alexander Kofinas, University of Bedfordshire

1.2b The Limits of AI's reason: A Postcritical Approach for Higher Education
Dr Liu Potter, DN Colleges Group

1.1c Empowering Dyslexic HE Students using AI
Colin McClure, Dr Matthew Collins, Dzikri Rahadian Fudholi, Arif Nurwidyantoro, Queen's University Belfast

1.2c Good Friend or Bad Influence? Exploring the Impact of GenAI on Student Experience and Outcomes in Postgraduate Assessment
Laura Steele, Dr Bahareh Ansari Queen's University Belfast

2.1 GenAI in Academic: Crafting the future of research and education
Tadhg Bismmerde, William Bright, Northumbria University

2.2 Navigating without a map: using reflective questioning to find your way around GenAI and learning
Jennie Blake, University of Manchester

3.1a Making Human Learning Visible in a World of Invisible AI
Abby Osborne, Dr Robert Eaton, Liz Haynes, University of Bath

3.1b Enhancing Curriculum Inclusivity with Generative AI: Opportunities and Challenges in Decolonising an Environmental Science Module
Hong Yang, University of Reading

3.2a Voice Cloning and Digital Avatars in Online Learning using HeyGen & Eleven Labs
Robert Passley, University of Law

3.2b AI-Driven Immersive Learning: Transforming Education Across Disciplines
Siân Shew, Anglia Ruskin University

4.1a Rethinking Creativity: New Taxonomies for the AI Writing Classroom
Sam Mookings, Northwestern University Qatar

4.1b Accessibility of Generative AI: Evaluating Usage and Perspectives Amongst students with disabilities
Xin Zhao, Dr Xuanming Chen, Dr Andrew Cox, The University of Sheffield

4.2a The robustness of Assessment in the light of generative AI
Jonquil Lowe, Francine Ryan, Mirjam Hauck, The Open University UK

4.2b Enhancing Initial Teacher Education with Generative AI
Leon Robinson, Tracy Skelton, University of Glasgow School of Education

4.1c Shifting paradigms: ChatGPT’s role in surrendering pedagogical control for enhanced, student-driven language mastery
Cornelia Wiedenhofer, Oxford University

4.2c Emotional Dimensions of AI in Education: Understanding and Leveraging Human-AI Interactions
James Duah, Leeds Trinity University

5.1a Student-led investigation of the adoption and use of Generative AI by professionals in the North East of England
Sarah Carnegie, Dr Yulia Dzenkovska, Evan Gibb, Meera Dyalan, Newcastle University

5.1b This is a terrible situation.” Student demand, student representation, and the development of a clear and effective AI policy
Danielle McFawens, University of Dundee

5.2a AI as a diagnostic tool to support international students
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5.2b Are workflows working? Bardeen and the case of automated research
Bonnie McGill, Pranav Bharadwaj Gangrekalve Manoj, University of Manchester