

DAY 1-3: 1 - 3 July 2025 POSTER SESSIONS

DAY 1 - 1 JULY 2025

Exhibition area

14:40 - 15:05

- D1.P3 - Developing employability skills via delivery of a wellbeing programme in primary schools, Dr Jen McGraham, Manchester Metropolitan University
- D1.P4 - 600 hours of practice learning through simulation, Nicole Pollock, Canterbury Christ Church University
- D1.P5 - Re-imagining the future of online distance learning: An appreciative enquiry into what works for online distance learning students, James Roy and Nicola McDowell, The Open University
- D1.P6 - Impact evaluation of an online course: The heart of teaching, Lauren Flannery and Dr Elizabeth Schofield, University of East Anglia
- D1.P10 - The generative AI educator: A demonstration of the University of Birmingham's online course to develop staff literacy in generative AI, Alison Gibson, University of Birmingham
- D1.P12 - Case study: Exploring the possibility of implementing COIL for a similar module at two locations, Dr Li Wang and Dr Yousef Zawahreh, Queen Mary University of London
- D1.P13 - Inclusive assessments and diverse skill development, Dr Geethanjali Selvaretnam and Dr Lovleen Kushwah, University of Glasgow
- D1.P14 - Global research priorities in health professions education: A scoping review, Associate Professor Ahsan Sethi, Qatar University
- D1.P16 - Forward is the new back: Moving towards more authentic assessment and feedback, Dr Talitha Kerrigan, Dr Jenny Harris and Zoe Mia, University of Exeter
- D1.P17 - Results from implementing an automated assessment tool with novice programmers: Capturing student attempt, attainment and feedback data, Matthew Moloughney, Cardiff University
- D1.P18 - Integrating generative AI into assessment and teaching, Dr Tomás McDowell, University of Sheffield
- D1.P19 - Symbiosis of effective assessments in programmatic assessment and the holistic impact on medical students, Dr Collette, University of Warwick
- D1.P21 - Advancing collaboration in transnational education: The joint teaching and learning centre, Dr Ling Ma and Dr Yixuan Zou, Queen Mary University of London

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DAY 2 - 2 JULY 2025

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- D2.P5 - Analysing student engagement and academic performance in a Moodle virtual learning environment, Dr Eleonora Pinto de Moura, King's College London
- D2.P7 - Student experiences of completing a final-year project on the climate-crisis, Dr Rebecca Champion and Dr Rachel Ashworth, The University of Manchester
- D2.P8 - Early clinical experiences in Speech and Language Therapy: Co-developing an evidence-based programme of early clinical skills teaching, Sarah Wagstaff, Joe Spackman, Dr Milly Heelan and Afshan O'Sullivan, University of Reading
- D2.P13 - Group work: Encouraging student engagement via colleague evaluations, Charles Brescia, Buckinghamshire New University
- D2.P16 - Mind the gap: Examination of the different motivations, barriers and sources of support for WP students accessing higher education, Dr Matthew Checketts, The University of Glasgow, Dr Elizabeth McManus, Katie Moran and Emese Lambing, The University of Manchester
- D2.P17 - Empowering the teacher: How to integrate sustainability and climate education into curriculum and teaching practices in higher education, Dr Thomas Wanner, University of Adelaide
- D2.P18 - The Goldilocks Paradigm: Optimal size and space for communities of learning, Katie Jukes, The Open University
- D2.P20 - The Warwick Award: Developing and articulating core skills for the future, Marion Patel, University of Warwick
- D2.P22 - Leading change: Development and improvement of student's pedagogical for GA IMC course, Ahmad Ayub, University of Strathclyde
- D2.P23 - Digital education in practice, Max Davies and Gail Archibald, Arden University

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DAY 3 - 3 JULY 2025

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- D3.P1 - The 'perfect' university teacher, Tao Jiang, University of Leeds
- D3.P2 - Inclusive Learning through AI: Pathways to student learning and engagement, Dr Zabin Visram, Glion Institute of Higher Education and Dr Ingrid Kanuga, Anglia Ruskin University
- D3.P3 - Attention please!: Eye tracking workshop, Lee Francis, University Lancaster
- D3.P5 - Bridging the Gap: Understanding the Parallel Worlds Experienced by Undergraduate Students from Widening Participation Backgrounds, Dr Liz McManus, Jack Hamer, Dr Debbie Smith and Emese Lambing, The University of Manchester
- D3.P6 - Enhancing digital competencies and inclusivity in higher education: A student-staff co-creation approach to thesis documentation, Dr Yixuan Zou and Dr Ling Ma, Queen Mary University of London
- D3.P7 - Leveraging AI to gamify learning for accessible and inclusive education, Dr Mhairi Morris, Loughborough University
- D3.P8 - Fit for the future: enabling team-based approaches to learning design, Associate Professor Andy Clegg and Dr Ale Armellini, University of Portsmouth
- D3.P9 - Transition from an international diploma nurse to a UK graduate nurse, Dr Manju C Pallam, Manchester Metropolitan University
- D3.P10 - Exploring the impact of occupational english test (OET) examination preparation courses on the communicative competence and confidence of international trainee nurses, Dr Manju C Pallam and Caroline Collier, Manchester Metropolitan University
- D3.P11 - Unleashing augmented reality to support a skills based lab curriculum, Professor Lesley Howell, Queen Mary University London
- D3.P12 - Spotlight on Keele's institutional workshop programme developed with staff for staff, Sarah Rhodes, Keele University
- D3.P13 - Exploring factors affecting the professional identity of occupational therapists in Qatar, Associate Professor Ahsan Sethi, QU Health, Qatar University
- D3.P14 - Enhancing student belonging in a block teaching model: Evidence from mixed-methods research, Jo Divers, University of Suffolk
- D3.P15 - Learning to teach in higher education: Developing pedagogical skills in the transition from professional practice to academia, Associate Professor Helen Waters, University College Birmingham
- D3.P17 - "The dialogue was positive, affirming and felt very relaxed": The rise and rise of SFHEA recognition by Professional Dialogue, Dr Christopher Little, Manchester Metropolitan University
- D3.P18 - Behind the veil: Engaging undergraduate students in academic practice through innovative assessment approaches, Dr Hollie White, Professor David Davies and Dr Nicholas Hopcroft, Warwick Medical School
- D3.P19 - Investigating effective methods of teaching theoretical computer science, Dr Joseph Akinyemi, University Of York
- D3.P21 - Pedagogical approaches for cyber physical system education, Jenny Highfield, Cardiff University
- D3.P22 - Impact of generative AI on student engagement in diverse groups, Dr Wenya Cheng and Dr Geethanjali Selvaretnam, University of Glasgow
- D3.P23 - Using generative AI in teaching and assessment in software engineering : ChatGPT example, Dr Daniela Tsaneva, Cardiff University

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