

1 February - Day 2

08:45 - 09:30

Registration and refreshments

09:30 - 09:45

Welcome
Scotswood Suite

09:45 - 10:30

Keynote: Floriane Fidegnon-Edoh
Scotswood Suite

Refreshments and poster presentations

10:30 - 11:15

Group A
A1: Can new digital technologies support student retention and engagement? Antonio Pena Fernandez, Michael Randles, Chris Young, Natruedee Potiwat and Avninder Bhambra, De Montfort University
A2: Testing the field: Trans-disciplinary learning in an unfamiliar environment, Rachel Kelly, Annie Carpenter and Sam Illingworth, Manchester Metropolitan University
A3: The efficacy of a new style of laboratory-based learning, Catriona McAllister, Eric Yao and Pedro Parreira, University of Glasgow
A4: Quizzes as a pedagogical tool to facilitate teaching and enhance learning: An example from Psychology, Elisa Carrus, London South Bank University
A5: Standardise not sterilise: The use of introductions to dissection classes as a means of standardising teaching and clarifying expectation, Luke Welsh, Keele University
A6: Student experience of patchwork assessment in a postgraduate public health policy module, Gayle Davis and Alastair Tomlinson, Cardiff Metropolitan University
A7: Improving essay writing skills: Comparing the effects of written and verbal feedback in Animal Biology undergraduates, Ashley Le Vin, University of Glasgow
A8: The dissertation writing retreat, Emily Harrison and Panagiotis Rentzelas, Birmingham City University
A9: Supporting successful transitions into and out of taught postgraduate study, Nicolas Labrosse, Jessica Bownes, Gayle Pringle Barnes and Maria Jackson University of Glasgow
A10: Using Problem-based Learning for a medicinal chemistry practical course – “the power of the virtual client”, Katja Strohfeldt, University of Reading

Group B
B1: Openly licensed, peer reviewed textbooks, Rebecca Pitt, Rob Farrow and Beatriz De Los Arcos, The Open University
B2: Does video feedback and peer observation offer a valid method of reinforcing oral presentation training for undergraduate biochemists? Timothy Simpson, University of Nottingham
B3: Benefits of a press releases assignment: More than developing scientific writing skills, Gwen Hughes, Ben White and Daniel Wilkinson, University of Nottingham
B4: Core self-evaluations are positively associated with student satisfaction but not academic performance, Martin Jones, University of Exeter
B5: Enhancing the accessibility of active learning in Engineering using virtual laboratory technology, Mike Knowles and Abdul-Lateef Gafar, University of Sunderland
B6: Ensuring an effective Engineering HE provision for contemporary STEM engaged applicants, Dave Knapton, University of Sunderland
B7: Integration of blended learning into face-to-face teaching, Katarzyna Spyek, University of Strathclyde
B8: STEM For All, promoting post-primary inclusivity using Robotics, Thomas Lavery, Royal Academy of Engineering and Catherine O'Donnell and Anne Mooney, Ulster University
B9: Use of a hand-held gaming platform to teach object-oriented programming to embedded systems students, Craig Evans and Alexander Valavanis, University of Leeds
B10: How to make the most of individual and teamwork Peer-Assessment, Cristina Mio and Vitor Magueijo, University of Strathclyde

Group C
C1: Using coaching to enhance Nursing students' work based learning, Diane Daune, University of Central Lancashire
C2: Investigation into the use of a decision tree in histology practical sessions, Rachael Quinn, Keele University
C3: Context and problem-based learning in analytical Chemistry: Refining precious metals, Daniel Belton, University of Huddersfield
C4: Development of differentiated teaching resources and active learning environments to create a rich and immersive learning journey, Daniel Belton, University of Huddersfield
C5: Fostering student engagement: A case study involving guest speakers, a student-led poster conference and E-portfolios, Marie-Luce Bourguet, Queen Mary University of London
C6: Careers in the curriculum: Extending a successful model of primary and secondary school engagement to undergraduate teaching, Carol Davenport, Northumbria University
C7: Enhanced student engagement through cross-disciplinary Engineering undergraduate projects and peer-reviewed journal publications, Nadimul Faisal, Robert Gordon University
C8: How to enhance student engagement through transforming assessment? A creative pedagogic approach, Bana Abdulmohsen, Newcastle University
C9: Can I see that again? The use of video-led workshops for effective teaching of technical topics in data analysis, David Martin, University of Dundee

Group D
D1: The use of video capture to support active learning, Michael Elsdon, Northumbria University
D2: STEMing the growth of Primary Science: Implications for Initial Teacher Education, Kelly Dockerty, University of Hull
D3: Engaging students using digital tools in the Science practical laboratory, Emma Jones, University of Sheffield
D4: Just Imagine....? Imaginary Numbers in the real world, Angela Lupton and Helen Southall, University of Chester
D5: Industry-ready graduates through curriculum design, Dave Allan and Greg Rowsell, Harper Adams University
D6: What constitutes teaching excellence? An investigation into the perceptions of students and staff within the faculty of Science and Technology at the University of Westminster, Maria Ashioti, University of Westminster
D7: Creativity: The challenge for Business Education and other disciplines, Michael Schmidt, Andrew Hollyhead and Jon Curwin, Birmingham City University
D8: Reflective practices amongst excellence teachers through Dewey's Reflection Criteria, Anoud Abusalim, American University of Sharjah
D9: The Understanding Knowledge, Curriculum and Student Agency (UK-SA) Project: insights from a participating department, Daniel Belton, University of Huddersfield
D10: Engage or not to engage - That is the question: Can the use of a peer feedback strategy improve engagement?, Tina Harvey, University of Cumbria

Parallel Session 4

11:15 - 11:45

Psychology	General/Interdisciplinary	General/Interdisciplinary	Engineering, Materials and Built Environment	Computing	Engineering, Materials and Built Environment	Sciences	General/Interdisciplinary
Marlborough	Grainger	Blaydon	Darwin	McClintock	Ridley	Jenner	Gibbs
Theatre (140)	Cabaret (96)	Theatre (20)	Cabaret (48)	Cabaret (24)	Theatre (20)	Theatre (20)	Theatre (20)
Session 8.1	Session 8.2	Session 8.3	Session 8.4	Session 8.5	Session 8.6	Session 8.7	Session 8.8
Creative practical programming assignments on a Master of Science degree in Professional Software Development	Modelling learning, unlearning and relearning in large classes	Developing storytelling skills for public and community engagement in Veterinary Medicine	Virtual reality as a teaching aid for Anatomy	Students' perception of using student response system	Fostering curiosity and risk in the study of materials and technology for Architecture	Learning to wire the brain: From dancing cells to spiking neurons. Using embodiment to teach developmental neurobiology	Using the internet of things to deliver teaching materials in student workshops
Paper presentation		Paper presentation	Paper presentation	Paper presentation	Paper presentation	Paper presentation	Paper presentation
Cathryn Peoples, Ulster University		Sharon Boyd, The Royal (Dick) School of Veterinary Studies, University of Edinburgh	Laura Mason and Marc Holmes, Swansea University	Sardar Jaf, University of Durham	Toby Blackman, University of Nottingham	Darren Williams, Richard Wingate and Clemens Kiecker, King's College London	Nicola Whitehead and Colin Telford, University of Wales Trinity St David
Transition		Transition					
Session 9.1	Interactive workshop	Session 9.3	Session 9.4	Session 9.5	Session 9.6	Session 9.7	Session 9.8
Statistics anxiety and student engagement with research methods learning: What can we do?	Claire Blackman, University of Cape Town	Using coaching to enhance Nursing students' work based learning	Developing student competence with process simulation software using video-enhanced and discovery/inquiry-based learning	Embedding enterprise and employability in a final year taught unit	Session cancelled	Developing a digital environment for teaching and learning parasitology	Object-based learning in the classroom, to engage and enthuse
Paper presentation		How to? session	Paper presentation	Paper presentation		Paper presentation	How to? session
Alexander Marchant and Eleni Vangeli, London South Bank University		Diane Daune, University of Central Lancashire	Daniel Belton, University of Huddersfield	Penny Hart and Ronel Beukman, University of Portsmouth		Antonio Pena-Fernandez and Mark Evans, De Montfort University, Angela Magnet and Soledad Fenoy, Universidad San Pablo CEU and Lucrecia Acosta, Universidad Miguel Hernandez de Elche	David Smith, Sheffield Hallam University

12:25 - 13:15

Lunch & exhibitor demonstrations

Parallel Session 5

Psychology	General/Interdisciplinary	General/Interdisciplinary	Engineering, Materials and Built Environment	Computing	Engineering, Materials and Built Environment	Sciences	General/Interdisciplinary
Marlborough	Grainger	Blaydon	Darwin	McClintock	Ridley	Jenner	Gibbs
Session 10.1	Session 10.2	Session 10.3	Session 10.4	Session 10.5	Session 10.6	Session 10.7	Session 10.8

13:15 - 13:45	Running towards success: Using psychological theories to teach non-runners to run a marathon (and develop life skills)!	Creative techniques to support your laboratory practicals: Student engagement via interactive simulations, smart worksheets and more	How do we inspire the next generation?	"Battery EV ScaleX" - Scalextric slot-cars for student led exploration of battery electric vehicle phenomena	The Manhattan Project: Creativity and computing synthesised	Using evidence-based active learning approaches in Engineering: How does it impact engagement and performance?	Taking an active approach to lectures using flipped learning, play and digital technologies	Developing STEM teaching: Understanding the importance of the observation
	Paper presentation		Paper presentation			Paper presentation	How to? session	Paper presentation
	Frances Garrad-Cole, Bangor University		Anne-Marie Carey, Birmingham City University			Alan Brown, Ulster University	Lorraine Smith, Sussex University	Christopher Douce, The Open University
13:45-13:55	Transition	Interactive workshop	Transition	Interactive workshop	Interactive workshop	Transition		
	Session 11.1		Session 11.3			Session 11.6	Session 11.7	Session 11.8
13:55 - 14:25	Promoting agentic learning: Embedding the use of feedback in future learning	Emily Coyte, Bill Heslop and Stan Mitchell, Learning Science	The Robot Orchestra collaborative: An outreach project with a difference!	Antony Allen, Andrew Moore, Asim Mumtaz and Valentia Donzella, University of Warwick	Chris Nash, University of the West of England	Problem based learning with a twist: "Reverse-engineering" method vs. "open-ended problems" in teaching Aerospace design to undergraduate and postgraduate students	Synchronous online tuition: Differences between student and teacher expectations and experiences	Teacher Education: A journey of experiential professional development
	Paper presentation		Paper presentation			Paper presentation	Paper presentation	Paper presentation
	Mark Jellicoe and Alexandra Forsythe, University of Liverpool		Alison McMurray, University of Manchester and Erinna Ochu, University of Salford			Zoran Jelic, Swansea University	Lynda Cook, Diane Butler, Vikki Haley-Mirnar, Catherine Halliwell and Louise MacBrayne, The Open University	Shereen Shaw, Edge Hill University
14:25-14:45	Refreshments							
Parallel Session 6								
	Psychology	General/Interdisciplinary	General/Interdisciplinary	Engineering, Materials and Built Environment	General/Interdisciplinary	Engineering, Materials and Built Environment	Sciences	General/Interdisciplinary
	Marlborough	Grainger	Blaydon	Darwin	McClintock	Ridley	Jenner	Gibbs
	12.1	Session 12.2	Session 12.3	Session 12.4	Session 12.5	Session 12.6	Session 12.7	Session 12.8
14:45-15:15	Canvas + Möbius = Student success in STEM subjects at the University of Birmingham	Health Impact Assessment: A cross-disciplinary tool for engaging students in dialogue about how their discipline relates to sustainable development, health and wellbeing	How to build a living curriculum for STEAM: Technology meets cultural heritage	Implementation of research-led learning and teaching of Material Science across Bachelor and Master Degrees	ALL SySTEMS Go, Engaging Young Scientists	Setting up a Community of Practice for a university CubeSat programme	Experimental Design Laboratory within Introductory Physics	Progression and promotion as a tool to drive teaching excellence
	Paper presentation		How to? session	How to? session	Paper presentation	Paper presentation	How to? session	Paper presentation
	Jonathan Watkins, University of Birmingham		Anne Preston and Danilo Giglito, Kingston University, Shaimaa Lazem, City for Scientific Research and Technological Applications (SRTA-City), Linda Price, University of Bedfordshire, Sam Elkington, Higher Education Academy	Elena Konysheva, Xi'an Jiaotong-Liverpool University	Catherine O'Donnell and Lorraine Lavery-Bowen, Ulster University	Katy Pugh, University of Bristol	Pedro Parreira, University of Glasgow	Nicholas Freestone and Sophanit Pepple, Kingston University
15:15 - 15:25	Transition	Interactive workshop	Transition					
	Session 13.1		Session 13.3	Session 13.4	Session 13.5	Session 13.6	Session 13.7	Session 13.8
15:25 - 15:55	Session cancelled	Alastair Tomlinson and Gayle Davis, Cardiff Metropolitan University	Making comics: Creativity, student self-reflection and the power of the personal	Building transnational and cross-discipline bridges in Materials Science and Engineering Education as a methodological approach: Far away journeys of self-discovery	Investigating new areas of Art/Science practice-based research with the MA Art in Science postgraduate programme at Liverpool School of Art and Design	Interventions to improve student engagement and learning in practical laboratory activities	Enhancing student engagement and experience in Forensic Science and policing by collaborative practice and experiential learning	Collaborating with Impact: Increasing student attainment through higher order engagement
			How to? session	Paper presentation	Paper presentation	Paper presentation	Paper presentation	Paper presentation
			Michael Jeffries, Northumbria University	Gabriel Cavalli and Andy Bushby, Queen Mary University of London	Mark Roughley and Kathryn Smith, Liverpool John Moores University	Rebecca Selwyn and Irene Renaud-Assemat, University of Bristol	John Wheeler and Claire Gwinnent, Staffordshire University	Matthew Watkins, Nottingham Trent University
16:00 - 16:30 16:30	Plenary, Marlborough							
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