

31 January - Day 1								
9:15 - 10:00	Registration and refreshments							
10:00 - 10:15	Welcome Scotswood Suite							
10:15 - 11:00	Keynote Gareth Loudon, Cardiff Metropolitan University, Scotswood Suite							
11:00 - 11:30	Refreshments, Mezzanine							
	Parallel Session 1							
	Psychology	General/Interdisciplinary	General/Interdisciplinary	Engineering, Materials and Built Environment	MSOR	Computing	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 1.1	Session 1.2	Session 1.3	Session 1.4	Session 1.5	Session 1.6	Session 1.7	Session 1.8
11:30 - 12:00	How to implement collaborative digital writing as an assessment	Embedding employability: Stepping outside the comfort zone	Kelvin News: An outreach project by and for PGT Students	Engaging Engineering and Design students through project-based learning	Embracing a digital pedagogy in Mathematics	Supporting creativity and motivation in learning programming: A musical treatment	Virtual field courses: Widening access to ecosystems	From small steps to big changes: An institutional journey towards blended learning
	How to? session	Paper presentation	Paper presentation	Paper presentation		Paper presentation	Paper presentation	Paper presentation
	Jane Guiller, Glasgow Caledonian University	Chris Brignell, School of Mathematical Sciences, University of Nottingham	Nicolas Labrosse, University of Glasgow	Daniel Craddock and Oliver Broadbent, Engineers Without Borders		Chris Nash, University of the West of England	Wendy Harris and Marc Holmes, Swansea University	Paul Holland and Rhian Kerton, Swansea University
12:00-12:10	Transition				Interactive workshop	Transition		
	Session 2.1	Session 2.2	Session 2.3	Session 2.4		Session 2.6	Session 2.7	Session 2.8
12:10 - 12:40	Enhancing learning by quizzing: The forward testing effect	How confident are you?	Improving PhD student completion rates: Supporting doctoral student wellbeing with 'PhD MOTs'	Teaching in context: Creating an Engineering curriculum which promotes student engagement in a distance-learning environment	Barrie Cooper, University of Exeter	Creativity – the challenges for Business Education and possible lessons for other disciplines	Evaluating the benefits of virtual training for Bioscience students	Utilising Backchannel software to promote student engagement inside and outside the lecture space
	Paper presentation	Paper presentation	Paper presentation	Paper presentation		How to? session	Paper presentation	Paper presentation
	David Shanks, University College London	Larissa Nelson, Cardiff University	Megan Webb, Centre for Ecology and Hydrology - Natural Environment Research Council	Carol Morris, Sally Organ and Alec Goodyear, The Open University		Andrew Hollyhead, Jon Curwin and Michael Schmidt, Birmingham City University	Caroline Louise Smith and Sarah K. Coleman, University of Westminster	Andrew McDowell, Angela Allen, Aidan McGowan, Matthew Collins and David Cutting, Queen's University Belfast
12:40 - 13:30	Lunch and exhibitor demonstrations, Mezzanine							
	Parallel Session 2							
	Psychology	General/Interdisciplinary	General/Interdisciplinary	Engineering, Materials and Built Environment	MSOR	Computing	Sciences	General/Interdisciplinary
	Marlborough	Grainger	Blaydon	Darwin	McClintock	Ridley	Jenner	Gibbs
	Session 3.1	Session 3.2	Session 3.3	Session 3.4	Session 3.5	Session 3.6	Session 3.7	Session 3.8
13:30 - 14:00	Using Google apps to facilitate research-based and research-tutored teaching in Psychology seminars	Engaging students in Environmental Science: Re-legitimising experts, embedding skills development for sound science and policy relevance	How to engage students and provide valuable learning experiences with flipped classroom resources	Driving excellence through inclusive teaching and learning	A pragmatic approach towards creative pedagogy: Using flip model and fractals to enhance students' engagement through creative practice with calculus concepts	Gaming innovations in HE	Blended marking for Mathematics: Combining human marker and Maple T.A. to optimise marking quality and speed	How to proactively teach large class sizes in STEM subjects: A very practical guide
	How to? session		How to? session					How to? session
	Martin Jones, University of Exeter		Beverley Hale, University of Chichester					Robert Costello and Murray Lambert, Newcastle College
14:00 - 14:10	Transition		Transition		Transition			
	Session 4.1	Interactive workshop	Session 4.3	Interactive workshop	Interactive workshop	Session 4.6	Session 4.7	Session 4.8
14:10 - 14:40	The effects of different text presentation media and font types on adults' reading comprehension	Alastair Smith, University of Warwick	Self-flipped teaching and learning for STEM in Higher Education	Sarah Wilson-Medhurt, University of Northampton, and Jan Peters, University College London	Mojtaba Ammari, Coventry University	An evaluation of Accelerated Learning Degrees	Tackling the pre-existing 'Mathematics Problem' in first year undergraduates using Hogan's Numeracy Framework and Simulated Peer-Assessment	How to give individual examination feedback to large cohorts of students at no extra cost in terms of marking time
	Paper presentation		Paper presentation			Paper presentation		
	Elizabeth Newton, James Smith-Spark and Duncan Hamilton, London South Bank University		Anna Vasilchenko, Newcastle University and Anne Preston, Kingston University			Ismini Vasileiou, University of Plymouth	Fraser Scott, University of Huddersfield	Andy Grayson, Nottingham Trent University
14:40 - 15:00	Refreshments, Mezzanine							
	Parallel Session 3							
	Psychology	General/Interdisciplinary	General/Interdisciplinary	Engineering, Materials and Built Environment	MSOR	Computing	Sciences	General/Interdisciplinary
	Marlborough	Grainger	Blaydon	Darwin	McClintock	Ridley	Jenner	Gibbs
	Session 5.1	Session 5.2	Session 5.3	Session 5.4	Session 5.5	Session 5.6	Session 5.7	Session 5.8
15:00-15:30	Students' perceptions of what makes teaching interesting and intellectually stimulating	Never mind the story: Who's the protagonist?	Improving student engagement through the use of learning technology: A case study of the University of Liverpool's experience with MasteringEngineering	Engineering an Engineering way of thinking	Bridging the study gap: Provision of support for Mathematics students during breaks in study	Embedding professional skills for computing (cyber security) students through a creative immersive learning approach	You said, we did! Aligning graduate skills with employer requirements	Developing and delivering an online framework for lab teaching in a cross-disciplinary Collaborative Teaching Laboratory
	Paper presentation	How to? session	How to? session	Paper presentation	Paper presentation	Paper presentation	How to? session	Paper presentation
	Jamie Taylor, University of Central Lancashire	Max Adams, Royal Literary Fund	Graham Schleyer, University of Liverpool / Pearson Education	Steve Greedy, Daniel Fallows, Mark Sumner and James Bonnyman, University of Nottingham	Susan Pawley, The Open University	Clare Johnson, University of South Wales	Laura Jayne Roberts, Wendy Harris, Penelope Neyland, Daniel Eastwood and James Bull, Swansea University	Joseph Berry, University of Birmingham
15:30-15:40	Transition							
	Session 6.1	Session 6.2	Session 6.3	Session 6.4	Session 6.5	Session 6.6	Session 6.7	Session 6.8

15:40-16:10	Mindfulness as an intervention for recalling information from a lecture as a measure of academic performance in Higher Education: A randomised experiment	Creative approaches to science writing	Creativity within the sciences: What can we learn from the arts?	Enhanced appreciation of mathematical concepts by Engineering students through simulation and visualisation of differential equations. A model-based design approach	Pingo: An interactive, LaTeX compatible system for interaction in large groups	To flip or not to flip?	Spreading the impact: Using REF impact case studies to introduce first year undergraduates to faculty research	Student perception of online group work: Benefits, obstacles and interactions
	How to? session		Paper presentation	Paper presentation	How to? session	How to? session	Paper presentation	Paper presentation
	Michael Mantzios, Birmingham City University		Mark Clements, University of Lincoln	Mike Knowles, Walter Ditch and David Baglee, University of Sunderland	Kristian Evans, Swansea University	Collette Mazzola, Blackpool and the Fylde College	Sue Whittle, University of Leeds	Victoria Nicholas and Mark Hirst, The Open University
16:10-16:20	<b>Transition</b>	<b>Transition</b>						
	Session 7.1	Interactive workshop	Session 7.3	Session 7.4	Session 7.5	Session 7.6	Session 7.7	Session 7.8
16:20-16:50	A discursive psychological exploration of what motivates students to study	Mhairi Morris, Loughborough University, Julia Reeve, De Montfort University and Alke Groppel-Wegener, Staffordshire University	The development of students' emotional self-awareness through creative images	Enhanced contextual problem solving by engagement in design and build competition: A case study-based review	How to bring the fun back to Statistics teaching: Inclusive practices to combat statistical anxiety	Development of a 'Lab-in-a-box' approach for large classes	Innovative teaching approaches: Including the use of social media as a teaching tool	Evaluation of a VLE site to prepare students for a Level 1, online, distance-learning science module
	Paper presentation		How to? session	Paper presentation	How to? session	How to? session	Paper presentation	Paper presentation
	Bryn Alexander Coles and Sophie Meakin, Newman University		Sarah Done and Beryl Mansel, Swansea University	Ian Tuersley and Kate Mawson, University of Warwick	Zahra Abdulla, King's College London	Michael Cregan, Queen's University Belfast	Philip Crilly and Reem Kayyali, Kingston University	Christopher Hutton, The Open University
Break								
18:00 - 22:00	<b>Drinks reception and conference dinner, Mezzanine</b>							