Group A
A1: Can new digital technologies support student retention and engagement? Antonio Perez-Fernandez, Michael Randell, Chris Young, Nathalie Poulain and Avninder Bhambra, De Montfort University
A2: Testing the field: Trans-disciplinary learning in an unfamiliar environment. Rachel Kelly, Anna Carpenter and Sam Mangnough, Manchester Metropolitan University
A3: The efficiency of a new real-time laboratory-based learning. Caterina Molinaro, Oriana Fos and Pedro Fernandes, University of Glasgow
A4: Quizzes as a pedagogical tool to facilitate teaching and enhance learning: An example from Psychology. Elisa Comino, London South Bank University
A5: Standards not sterile. The use of introductions to discussion classes as a means of standardising teaching and certifying expertise. Luke Welsh, Keele University
A6: Student experience of patchwork assessment in a postgraduate public health policy module. Glyn Davies and Hazel Gordon, Cardiff Metropolitan University
A7: Improving essay writing skills: A research review. Jennifer Kent, University of Glasgow
A8: The dissertation writing retreat. Emily Harris and Paraphage Randell, Birmingham City University
A9: Supporting successful transitions into and out of taught postgraduate study. Nicholas Underwood, Julian Crease, Graeme Pringle-Searle and Angela Jackson, University of Glasgow
A10: Using Problem-Based Learning for a medicine practical course: “the power of the virtual client”. Katja Strohm, University of Reading

Group B
B1: Openly licensed, peer reviewed materials: Rebecca Fordham and Beatriz De Los Arcos, The Open University
B2: Does video feedback and peer observation offer a valid method of reinforcing and presentation training for undergraduate biochemistry? Timothy Simpson, University of Huddersfield
B3: Benefits of a press release assignment: More than developing scientific writing skills. Sven Hughes, Brian White and Diane Williamson, University of Nottingham
B4: Core self-evaluations are positively associated with student satisfaction but not academic performance. Martin Atias, University of Leeds
B5: Enhancing the accessibility of active learning in Engineering using virtual laboratory technology. Mike Kinane and Abdul-Latif Qafer, University of Sunderland
B6: Exploring an effective Engineering GE approach for contemporary STEM engaged applicants. Chris Kipling, University of Sunderland
B7: STEM For All: promoting post-primary inclusivity using Robotics. Thomas Leary, Royal Academy of Engineering and Catherine O’Donnell and Anne Moroney, Ulster University
B8: Use of a handheld gaming platform to teach object-oriented programming to unsytemed system students. Craig Evans and Alexander Vangeli, University of Leeds
B9: Student Engagement and Academic Performance: the importance of fostering learning support. Luke Custerson, University of Huddersfield

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. Rachel 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 Dewport, Northumbria University
C7: Enhanced student engagement through cross-disciplinary Engineering undergraduate projects and peer-reviewed journal publications. Marilou Fekiel, Robert Gordon University
C8: Enhanced student engagement through cross-disciplinary engineering undergraduate projects and peer-reviewed journal publications. Bria Abdulla, Newcastle University

Group D
D1: The use of video capture to support active learning. Michael Elston, Northumbria University
D2: STEMing the growth of Primary Science: Implications for Initial Teacher Education. Kelly Docherty, University of Huddersfield
D3: Engaging students using digital tools in the Science practical laboratory. Emma Jones, University of Sheffield
D4: Just imagine... a imagination-burner in the real world. Angela Lupton and Helen Soothill, University of Chester
D5: Industry-ready graduates through curriculum design. Dave Allen and Greg Rowell, 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 Westmeister. Malta Abbott, University of Westminster
D7: Creativity: The challenge for Business Education and other disciplines. Michael Schmidt, Andrew Chaffey and Jan Cuney, Birmingham City University
D8: Reflective practices amongst excellent teachers through Dewey’s Reflective Criteria. Anoush Abasian, 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

Parallel Session 4

Psychology

Workshop

Granger

Granger (1A)

Brydon

Brydon (1B)

Dorset

Dorset (1C)

Binnington

Binnington (1D)

McClintock

McClintock (1E)

Gibbons

Gibbons (1F)

Overseas (1G)

Overseas (1H)

Psychology

Granger

Granger (1A)

Brydon

Brydon (1B)

Dorset

Dorset (1C)

Binnington

Binnington (1D)

McClintock

McClintock (1E)

Gibbons

Gibbons (1F)

Overseas (1G)

Overseas (1H)

Session 8.1

Session 8.2

Session 8.3

Session 8.4

Session 8.5

Session 8.6

Session 8.7

Session 8.8

11:15 - 11:45

Creative practical programming assignments for 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 systems

Fostering curiosity and risk in the study of materials and technology for Architecture

Learning to write the basic: From dancing cells to spiking neurons. Using embodiment to teach developmental neurobiology

Using the internet of things to deliver teaching materials in students workshops

Cathryn Peilou, University of Durham

Sharon Boyd, The Royal (Dick) School of Veterinary Studies, University of Edinburgh

Laura Mason and Marc Holmes, Swansea University

Sarah Jaff, University of Durham

Toby Blackman, University of Nottingham

Denise Williams, Richard Winyel and Derrin Rautenberg, King's College London

Nicola Whithed and Calde Telford, University of Wales Trinity St David

Parallel Session 5

Psychology

Workshop

Granger

Granger (1A)

Brydon

Brydon (1B)

Dorset

Dorset (1C)

Binnington

Binnington (1D)

McClintock

McClintock (1E)

Gibbons

Gibbons (1F)

Overseas (1G)

Overseas (1H)

Session 10.1

Session 10.2

Session 10.3

Session 10.4

Session 10.5

Session 10.6

Session 10.7

Session 10.8

12:25 - 12:55

Statistics anxiety and student engagement with research methods learning: What can we do?

Using coaching to enhance Nursing students’ work based learning

Developing student competence with process simulation software using video-enhanced and discovery/provenance-based learning

Embedding enterprise and employability in a final year taught unit

Learning through successful feedback: Changing feedback processes in Architectural Education through the creation of digital tools

Developing a digital environment for teaching and learning paraontology

Object-based learning in the classroom, to engage and enthuse

Claire Bloomfield, University of Cape Town

Diane Ouse, University of Central Lancaster

Daniel Belton, University of Huddersfield

Penny Hart and Ross Beaumont, University of Portsmouth

Jonathan Bousfield, University of the West of England

Armando Perona-Fernandez and Mark Evans, De Montfort University. Angela Magno and Soledad Fenoy, Universidad San Pablo CEU and Luciano Anzai, Universidad Miguel Hernandez de Elche

David Smith, Sheffield Hallam University
13:15 - 13:45  Running towards success: Using psychological theories to teach non-

Permission to run a marathon (and develop

life skills)

Paper presentation

Muriel McClintock, Bangor University

13:45 - 13:55  Transition

Session 11.1  Interactive workshop

Session 11.2  Interactive workshop

Session 11.3  Interactive workshop

13:55 - 14:25  Promoting agentic learning: Embedding

the use of feedback in future learning

Paper presentation

Emily Cocks, Ian Thedweithwaite and Nicolle

Alger, Learning Science

4:25 - 14:45  Parallel Session 6

Psychology

General/Interdisciplinary

Engineering, Materials and Built Environment

General/Interdisciplinary

Science

General/Interdisciplinary

Psychology

General/Interdisciplinary

Engineering, Materials and Built Environment

General/Interdisciplinary

Science

General/Interdisciplinary

Mark Jaikiss and Alexandra Tyrone, University of Liverpool

14:45 - 15:15  Enhancing student engagement with

Statistics through dance: A workshop

exploring creative ways of teaching

Statistics and other STEM subjects using

dance and music

Interactive workshop

Anne Preston and Daniel Giguere, Kingston

University; Sharmeen Laiwan, City for Scientific

Education (SITA-City), Linda Price, University of

Bedfordshire; Sam Eltringham, Higher Education

Academy

15:15 - 15:25  Transition

Session 12.1  Interactive workshop

Session 12.2  Interactive workshop

Session 12.3  Interactive workshop

15:25 - 15:55  Lucy Irving, British Psychological Society

Making comic: Creativity, student self-

reflexion and the power of the personal

Paper presentation

Akiast Tarmischian and Gaye Davis, Cardiff

Metropolitan University

16:00 - 16:30  Close