

DAY 1 - 4 July 2023

08:30 - 10:00	Registration: Refreshments available					08:30 - 10:00
Opening plenary						
Room: Westminster Theatre						
10:00 - 10:45	Welcome address: Professor Kristyan Spelman Miller, Pro Vice-Chancellor, Keele University					10:00 - 10:45
Keynote: Professor Danielle George, Associate Vice President (Teach, Learn & Students), University of Manchester						
10:45 - 10:50	Transition period					10:45 - 10:50
Parallel session 1						
Room: CBA0.060		Room: CBA1.076		Room: CBA1.077	Room: CBA1.080	Room: CBA1.081
D1.1.6a - Oral presentation		D1.1.7a - Oral presentation		D1.1.8a - Oral presentation	D1.1.9a - Oral presentation	D1.1.10a - Oral presentation
The essay is dead: What next in a world of AI? Dr Charles Knight, Advance HE		Working Interdisciplinary Together': Facilitating interdisciplinary teams to address sustainable development challenges Louisa Hill, Tony Morgan and Dr Lena Jaspersen, University of Leeds		Gamification: F2F, online, synchronous? A case study comparison Dr Matthew Olczak, Aston University and Dr Chris Wilson, Loughborough University	A framework for understanding student engagement in online higher education activities Dr Cathy Schofield and Dr Alison Gisby, The Open University	Promoting higher learning with small group, interactive whiteboard sessions Brogan Guest and Amy Donaldson-Perrott, St George's University London
D1.1.6b - Oral presentation		D1.1.7b - Oral presentation		D1.1.8b - Oral presentation	D1.1.9b - Oral presentation	D1.1.10b - Oral presentation
Assessment and the challenge from artificial intelligence and contract cheating in higher education Dr Simon Sweeney, University of York		Vertically integrated projects for sustainable development: Pilot to mainstreaming of an experiential ESD programme Dr Scott Strachan, Dr Louise Logan and Professor Steve Marshall, University of Strathclyde		Supporting students' transition into higher education through collaborative game-based induction activities Dr Sam Davenward and Dr Adam Wootton, Keele University	Changing cultures: Adoption of predictive analytics to enhance student retention Dr Cathy Schofield and Dr Tracey Elder, The Open University	Creating a connected teaching space to foster learning for diverse students Clare Singh and Tarnie Nelson, Charles Sturt University
D1.1.6c - Oral presentation		D1.1.7c - Oral presentation		D1.1.8c - Oral presentation	D1.1.9c - Oral presentation	D1.1.10c - Oral presentation
Plagiarism detection 2.0 Dr Allison Cavanagh, University of Leeds		Project-based pedagogy for EfSD in urban planning Dr Ally Lu, The University of Sheffield		Community of practice in computer games education with discord application Dr Lee Cheng and Dr Baris Isikguner, Anglia Ruskin University	Creating a learning community of student engagement practitioners through cross-provider collaboration: An evaluation of a postgraduate professional development course Alan Donnelly and Dr Liz Austen, Sheffield Hallam University, Maria Moxey, The University of Winchester and Tom Lowe, University of Portsmouth	A silver lining to the COVID cloud: Moving to a more flexible based face-to-face teaching practice Professor Brian Birch, University Hospital Southampton NHS Foundation Trust
11:50 - 12:05	Break					11:50 - 12:05
Parallel session 2						
Room: CBA0.060		Room: CBA1.076		Room: CBA1.077	Room: CBA1.080	Room: CBA1.081
D1.2.6a - Oral presentation		D1.2.7a - Oral presentation		D1.2.8a - Oral presentation	D1.2.9a - Oral presentation	D1.2.10a - Oral presentation
The study of the UKPSF international teaching standards framework, focusing on formative assessment for general education subjects learning achievements of first year students, Walailak University Dr Suthanya Doung-In, Walailak University		Integrating sustainable development into an online MBA curriculum Dr Lisa Day and Dr Elspeth McFadzean, University of Liverpool		'Space, pace, face to face': Teaching sensitive topics online during a global pandemic, implications for contemporary Nurse Education Professor Jayne Price, Liz Crighton and Professor Ann Ooms, Kingston University London	Education for sustainable development: A case study of curriculum development in line with QAA guidance Janine Dixon, The University of Manchester	Transfer the Responsibility: Peer teaching in Graphic Design History – a teaching experience case study Dr Guy Eldar, Holon Institute of Technology
D1.2.6b - Oral presentation		D1.2.7b - Oral presentation		D1.2.8b - Oral presentation	D1.2.9b - Oral presentation	D1.2.10b - Oral presentation
Teaching competency and organisational changes for quality culture promotion among teaching and learning support staff: The case of Suranaree University of Technology, Thailand Dr Somjin Phiakoksong, Asst. Prof, Dr Jantakan Kanjanawetang and Assoc. Prof, Dr Issra Pramoolsook, Suranaree University of Technology		Incorporating research into teaching and the potential benefits for MSc International Business students Dr Vasilis Gkotsis, University of Liverpool		Breaking free from the restrictions of timetabling: Prioritising flexibility in Community Partnership Placements Dr Rebecca MacKenzie, Keele University	Delivering a sustainable curriculum: The Leeds experience Dr Manoj Ravi and Dr Mohsen Besharat, University of Leeds	Scrolling or scrolls?: An old new idea Sonja Dale, Keele University
D1.2.6c - Oral presentation		D1.2.7c - Oral presentation		D1.2.8c - Oral presentation	D1.2.9c - Oral presentation	D1.2.10c - Oral presentation
Supporting staff achieving Senior Fellowship through a personalised and sustainable approach Associate Professor Scarlett Xiao and Associate Professor Amanda Yip, University of Hertfordshire		The benefit of working with charities in a Business degree Patricia Perlman-Dee, University of Manchester		A concept-based curriculum for Midwifery education Sheila Brown and Julie Roberts, Bangor University	The role of the UN Sustainable Development Goals in contemporary pedagogy Dr Madina Tash, University of Sussex	Curriculum review in response to module evaluation questionnaire to improve student satisfaction and the passing rate for an Engineering MSc module Dr Siva Muppala, Kingston University
13:05 - 13:55	Lunch					13:05 - 13:55
Parallel session 3						
Room: CBA0.060		Room: CBA1.076		Room: CBA1.077	Room: CBA1.080	Room: CBA1.081
D1.3.6a - Oral presentation		D1.3.7a - Oral presentation		D1.3.8a - Roundtable	D1.3.9a - Oral presentation	D1.3.10 - Oral presentation
TBC		Students' perception of future learning in Accounting education Usha Mistry, London South Bank University		Lifelong learning in times of crisis: Creating memorable and positive teaching Richard Machin, Nottingham Trent University	Flexible teaching and learning via hybrid engagement and choice in assessment format Dr Tanya Lubicz-Nawrocka and Susan Greig, University of Stirling	Developing a personalised, evidence-based and inclusive learning (PEBIL) model of blended learning Dr Athanasios Hassoulas, Professor Marcus Coffey and Dr Andreia de Almeida, Cardiff University
D1.3.6b - Oral presentation		D1.3.7b - Oral presentation		D1.3.8b - Oral presentation	D1.3.9b - Oral presentation	D1.3.10b - Oral presentation
TBC		Hyflex: The ups and downs in pursuit of offering students ultimate choice Gemma Stafford and Peter Williams, Nottingham Trent University		Embedding education for sustainable development in the Engineering curriculum through challenge-based education Elizabeth Robertson, University of Strathclyde	Online inclusive agile design spaces: Convene, connect and co-create Cavell Ord-Shrimpton, Arden University	Meme making for reflection and retention of knowledge Dr Helen Tidy, Teesside University
14:35 - 14:40	Transition period					14:35 - 14:40
Poster session						
Exhibition area						
14:40 - 15:05	Please find posters listed in a separate document on the webpage					14:40 - 15:05
15:05 - 15:20	Refreshments					15:05 - 15:20
Parallel session 4						
Room: CBA0.060		Room: CBA1.076		Room: CBA1.077	Room: CBA1.080	Room: CBA1.081
D1.4.6a - Oral presentation		D1.4.7a - Oral presentation		D1.4.8a - Roundtable	D1.4.9a - Oral presentation	D1.4.10a - Oral presentation
TBC		Student negotiated assessment deadlines: Useful flexibility or additional admin? Linda Robson and Andrew Webster, The Open University		Repetitive learning and self-reflection: Supporting and enhancing learning for Engineering foundation year students Dr Izzati Ibrahim, University of Southampton	Decarbonising the design project: Transformation of the major UG Engineering group project Dr Mark Heslop, University of Strathclyde	A peer match-up service to build learning communities within modules: A pilot analysis Dr Chris Wilson and Dr Allyson King, Loughborough University
D1.4.6b - Oral presentation		D1.4.7b - Oral presentation		D1.4.8b - Roundtable	D1.4.9b - Oral presentation	D1.4.10b - Oral presentation
TBC		Embedding the active learning framework to effectively support learning and teaching at Wrexham Glyndwr University Dr Neil Pickles, Dr Sue Horder, Dr Caroline Hughes, Alicia Owen and Elen Mai Nefydd, Wrexham Glyndwr University		Choose your own curriculum: Creating meaningful online learning experiences for PhD students Dr Dani Milos, Flinders University	Sustainability at all levels: Embedding the study of sustainability in a science foundation year Dr Adam Wootton, Dr Sam Davenward and Kate Jury, Keele University	The emotional bridge in higher education: An engagement-oriented hybrid solution for self-efficacy and learner achievement Noble Lo, The Hong Kong Polytechnic University
D1.4.6c - Oral presentation		D1.4.7c - Oral presentation		D1.4.8c - Roundtable	D1.4.9c - Oral presentation	D1.4.10c - Oral presentation
The Suffolk Learning Hub: Supporting students' learning journey through blended, interactive skill building Dr Wendy Lecluyse and Dr Ivana Lessner Listiakova, University of Suffolk		It is not all about the grade: Providing the freedom to take risks and be creative Dr Phillipa Martin, Nottingham Trent University		The creative impact and shift in attitude towards Research Methodologies as a positive learning experience when using a Design Thinking framework, with large international student cohorts Ruth Lawrenson and Dr Xinya You, University of the Creative Arts	Student assessment as a force for change for sustainable development Dr Jennifer O'Brien, University of Manchester	Infusing academic mentoring with engagement: Clarity, confidence, and coffee Dr Aikaterini Koskina, Keele University
16:20 - 16:25	Transition period					16:20 - 16:25
Panel discussion						
Room: Westminster Theatre						
Education for Sustainable Development						
Chair: Dr Kay Hack, Lead Consultant Teaching and Learning, Advance HE						
Quinn Runkle, Director of Education, Students Organising for Sustainability UK						
Dr Antonia Law, Deputy Director (Education) for the Institute for Sustainable Futures, Keele University						
Roy Kareem, Director, Bright Green Future						
16:25 - 17:10						16:25 - 17:10
19:00 - 21:00	Networking BBQ, exhibitions and drinks reception					19:00 - 21:00