

DAY 1-3: 4 - 6 July 2023 POSTER SESSIONS

DAY 1 - 4 JULY 2023

Exhibition Area

14:40 - 15:05

14:40 - 15:05

- D1.P1 - The tech and tactile approach to learning and teaching, Francesca Brown-Cornwall, Staffordshire University
- D1.P2 - Educating Biomedical Science students today to nurture the biomedical scientists and allied professionals of tomorrow, Dr Ana P. Costa-Pereira, Imperial College London
- D1.P3 - Connections matter, Clare Singh and Tarnie Nelson, Charles Sturt University
- D1.P4 - An evaluation of Biomedical Science student perceptions on their engagement with online resources for laboratory practicals at Newcastle University Medicine Malaysia (NUMed) and Newcastle University UK, Dr Pamela Knight, Newcastle University Medicine Malaysia
- D1.P5 - An evaluation of student engagement with Study skills (funded by the DSA) services pre and post COVID19, Beth Leo and Lucy Ratcliffe, Hartpury University
- D1.P6 - Is flexible, contextualised online learning key for student engagement? A preliminary study exploring perceptions and experiences of online learning methods within sports therapy, Clare Farquharson, Hartpury University
- D1.P7 - "It feels real" Exploring student co-creation through transparency, communication and live clients, Katherine Goldie, Robert Gordon University
- D1.P8 - Pair marking: Working together to improve our teaching, Nigel Gibson and Kate Sim, The Open University
- D1.P9 - An evaluation of the mental health and wellbeing trends of the student population, at a small specialist university, pre and post Covid, Lucy Radcliffe, Sally Homden and Beth Leo, Hartpury University
- D1.P12 - The Strathclyde climate education kick-off: A systems thinking approach to scalable climate education, Dr Scott Strachan, Dr Robert Collins and Dr Sebastian Sprick, University of Strathclyde
- D1.P13 - A case study which examines the experiences and perceptions of a postgraduate taught student involvement in an ongoing research project, Dr Jacqueline Wier, Canterbury Christ Church University and Kay Lake, Cumbria University
- D1.P14 - Embedding sustainability into biomedical science education, Sheri Scott, Nottingham Trent University
- D1.P16 - Empowering teachers' academic advising competencies for sustainable development and life-long literacy, Dr Awad AL Hassan, Dhofar University and Dr Holi Ali, University of Technology & Applied Sciences
- D1.P17 - Specialisation of total excellence: Why 40% equals 50%?, Dr Piotr Jaworski, Edinburgh Napier University
- D1.P18 - Whose assessment is it anyway?: Re-thinking assessment design to embed authentic work-life experience, Dr Samantha Read, Dr Angela Vickerstaff and Virender Slaich, Nottingham Trent University
- D1.P19 - 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
- D1.P20 - What are the experiences of student nurses' with online learning: Digital and technology skills ready or not?, Christina Ebanks, Buckinghamshire New University
- D1.P21 - Hybrid teaching rooms, our research, your experience, and future recommendations, Dr Matt Turner, University of Birmingham and Dr Cecilia Gorla, University of Nottingham
- D1.P23 - Embedding education for sustainable development in the engineering curriculum through challenge-based education, Elizabeth Robertson, University of Strathclyde
- D1.P24 - Redefining curriculum congruence: An approach for aligning cross-curricular learning trajectories in a modern engineering portfolio, Dr Wesley Doorsamy, University of Leeds
- D1.P25 - LSE Congress: Students researching sustainable development through a institution-wide, interdisciplinary simulation, Dr Jenni Carr and Eoin Meade, London School of Economics and Political Sciences
- D1.P26 - Discovering contemplative possibilities in your teaching, Dr Elizabeth Munro, University of Winchester

DAY 2 - 5 JULY 2023

Exhibition Area

14:40 - 15:05

14:40 - 15:05

- D2.P1 - Introducing P-SYC: A toolkit supporting students transitioning in to HE, Dr Ashleigh Johnstone, Arden University
- D2.P2 - Placement Survival Guides - Incorporating the student perspective, Becky Matson, University of Liverpool
- D2.P3 - Integrating cultural explorations into higher education Business School curriculum, Dr Nellie El Enany, The American University in Cairo
- D2.P4 - Critical pedagogies in sport, Professor Philippa Velijs, Roehampton University and Dr Hanya Pielichaty, University of Lincoln
- D2.P5 - Co-creation and delivery of an interprofessional laboratory workshop between bioscience and medical school students, Dr Ross Pallett, Aston University
- D2.P6 - Cultivating student led tutorials: The effects of a flipped online classroom, Melanie Gregg and Vivien Cleary, The Open University
- D2.P7 - Authentic Assessment for Law: Is using real problems really a problem?, William Seagrim, Swansea University
- D2.P8 - Why we tell research students to REST and reflect, Dr Dani Milos, Flinders University
- D2.P9 - Co-creation of laboratory learning activities and assessment of technical competency, through Bioscience student self-reflection, Kayleigh Wilkins and Dr Amelia Lawler, Aston University
- D2.P11 - Inclusive teaching practice in the internationalised university: Strategies to improve group cohesion, participation and outcomes, Heather McClean, University of the Creative Arts
- D2.P12 - Exploring attitudes towards diversity; the good, the bad, and the ugly; student perspectives and experiences of 'diversity' on campus, Maria Hussain, University of Leeds
- D2.P13 - Co-creation of academic support for undergraduate students, Dr Stephanie Baines, Brunel University London
- D2.P14 - Choose your own adventure: Working in genuine partnership with students to co-create an employability-focused module, Andrea Todd, University of Chester
- D2.P15 - Exploring issues of Equality, Diversity, and Inclusion from a postgraduate perspective: "Widening participation in research", "Decolonising the PhD", and "Addressing international issues", Hannah Helm and David Junior Gilbert, University of Salford
- D2.P16 - Perceived beliefs about assessment literacy practices in HE: A comparative analysis of students and staff views, Dr Amanda Costello, Dr Iain Stalker and Nurun Nahur, University of Bolton
- D2.P17 - Shaping the future of inclusive teaching by improving the way we provide feedback, Dr Stephanie Baines, Brunel University London
- D2.P18 - Initiating the co-creation of Assessment Authenticity toolkits: Developing reflective student conversations to enhance learning, Dr Mark F Smith and Dr Kate Strudwick, University of Lincoln
- D2.P19 - Leveraging higher education and industrial training: Learning from a case study, Dr Li Wang, Queen Mary University of London
- D2.P20 - Shaping the future of student partnerships: Designing a SCOT programme, Dr Ursula Sorensen and Dr Alcha Rochdi, Utah Valley University
- D2.P22 - Overcoming challenges in distance learning: The engagement paradox, Tracey O'Neill, Bangor University
- D2.P23 - Trigger warnings: An inclusive practice or a mollycoddling approach, what does the research say?, Dr Aicha Rochdi and Dr Ursula Sorensen, Utah Valley University
- D2.P24 - From reading to writing: Shaping the future through flexible teaching and learning, Dr Adele Jones and Dr Alexia Louise Bowler, Swansea University
- D2.P25 - Co-creation and recognition of student voice: Outcomes, challenges and opportunities in terms of inclusivity, belonging and flourishing, Dr Steph Fuller, Queen Mary University London

DAY 3 - 6 JULY 2023

Exhibition Area

14:40 - 15:05

14:40 - 15:05

- D3.P1 - Using digital showcase portfolio to demonstrate achievements, Dr Xianhui Che, Queen Mary University of London
- D3.P2 - Joint teaching and learning centre: Evolving the UK-China transnational education, Dr Ling Ma, Queen Mary University of London
- D3.P3 - Online, synchronous consolidation teaching sessions: Optimal teaching strategy embedded in undergraduate ophthalmology clinical placements, Dr Marta Ugarte and Dr Ali Ibrahim, Manchester University NHS Foundation Trust
- D3.P4 - A model to innovate teaching in project cost management using digital tools and industry engagement, Dr Paul Baguley, University of Manchester
- D3.P5 - Engaging students through authentic learning: Coming together as a community to support children with SEND via Physical Education sessions, Gemma Sharples and Dr Luciana De Martin Silva, Hartpury University
- D3.P6 - Employability programmes and work placements for mature students during and after the pandemic: What works in collaborative partnerships?, Rajib Mustofa and Valentin Vlasova, Waltham International College
- D3.P7 - Preparing active economic citizens: Developing financial proficiency through "Life Events" education model, Dr Ekaterina Ipatova, University of Roehampton
- D3.P8 - Shifting the culture of feedback, Mark Andrews, Adobe and Rachel Dodd, Teesside University
- D3.P9 - Hybrid simultaneous classroom engagement online and in-person using Padlet, Paolo Monchello, Robert Gordon University and Dr Elizabeth Monk, University of Dundee
- D3.P10 - Engaging in negotiate internationalisation: Lived experiences and staff and students in an international joint university, Bowen Zhang, University of Manchester
- D3.P11 - Mossy entanglements for a post-human world, Melanie Davies and Chris Koning, University of Arts London
- D3.P12 - Investigating the impact of public engagement training on communication skills and PE perspectives, Dr Laura Richmond, University of Glasgow
- D3.P13 - Alternative and simulated placement: A route to HCPC registration for Biomedical Science students, Aimee Pinnington and Ian Davies, Staffordshire University
- D3.P14 - 'Feel your content': Skills for tuning in to the emotional dimension of your students' learning to improve the experience for all, Dr Lindsey Compton and Dr Archana Sharma-Oates, University of Birmingham
- D3.P15 - Students and employers shaping the future through engagement, Dr Wilfrid Flanda, The University of Winchester
- D3.P16 - Experiencing the journey to reflexivity together: How reconstructing the role of the tutor can facilitate reflection, Dr Jane Neal-Smith, Dr Bob Townley and Dr Gillian Bishop, University of York
- D3.P17 - Overcoming barriers to implementation of blended learning in Nigerian public universities, Dr Chukwunonye Ezeah, Dr Chinyere, O. Elom and Dr Chukwudum Collins Umoke, Alex Ekwueme Federal University, Ndufu-Alike, Nigeria
- D3.P18 - The reflective rainbow: An holistic approach to reflective practice, Lis Morris, University Centre Reaseheath
- D3.P19 - Fourth mission of higher education: Engaging the community in the times of crisis, Abbas Abbasov, Columbia University
- D3.P20 - Beyond the survey part A: Using creative methods to listen to student voice and enhance student experience, Ellie Hill, Joanne Smith, Dr Alexandra Sewell and Sharon Smith, University of Worcester
- D3.P21 - Flipping the learning with technology to engage students and enhance their learning experience, Dr Xiangping Du, University of Hertfordshire and Maarten Pontier, Hertfordshire Business School
- D3.P22 - Cross-pollinated learning through the instrument of value, Palesa Rasekoala, University of Birmingham
- D3.P23 - Challenging sedentary behaviours through (mindful) movement: Taking meaningful steps towards health, wellbeing and learning in higher education, Lisa Clughen, Nottingham Trent University
- D3.P24 - Alternative Authentic Assessment: Developing future healthcare professionals, Zahra Gill and Saira Hussain, Aston University
- D3.P25 - Engineering education in a changing climate, Dr Carola Koenig, Brunel University London
- D3.P26 - Engaging students in their future, Mair Bull and Rosie Bryce, Manchester Metropolitan University
- D3.P27 - Beyond the survey part B: Listening to student stories about their values, Ellie Hill, Joanne Smith, Dr Alexandra Sewell and Sharon Smith, University of Worcester
- D3.P28 - Predictors of student satisfaction: A mixed-methods investigation in UK higher education, Dr Jamie Taylor and Dr Alison Ritchie, University of Central Lancashire