DAY 1 - 4 July 2023

Time						Time
08:30 - 10:00	Registration: Refreshments available					08:30 - 10:00
	Opening plenary					
10:00 - 10:45	**Room: Westminster Theatre**					10:00 - 10:45
	Welcome: Charles Knight, Assistant Director, Knowledge and Innovation, Advance HE Welcome address: Professor Kristyan Spelman Miller, Pro Vice-Chancellor, Keele University 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

Time	Room: CBA0.060	Room: CBA1.076	Room: CBA1.077	Room: CBA1.080	Room: CBA1.081	Time
	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 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 Amy Donaldson-Perrott, St George's University London	
10:50 - 11:50	**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**	10:50 - 11:50
	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

Time	Room: CBA0.060	Room: CBA1.076	Room: CBA1.077	Room: CBA1.080	Room: CBA1.081	Time
	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	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	
12:05 - 13:05	**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**	12:05 - 13:05
	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 and Jairo Romero Calderon, 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

Time	Room: CBA0.060	Room: CBA1.076	Room: CBA1.077	Room: CBA1.080	Room: CBA1.081	Time
	D1.3.6a - Oral presentation	**D1.3.7a - Oral presentation**	**D1.3.8a - Roundtable**	**D1.3.9a - Oral presentation**	**D1.3.10 - Oral presentation**	
	The Keele Law student: Reflection for the academic journey and beyond Dr Stella Coyle, Keele University	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	
13:55 - 14:35	**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**	13:55 - 14:35
	Developing student competencies through research-based education for sustainable development Dr Louise Logan, Dr Scott Strachan and Professor Stephen Marshall, University of Strathclyde	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					
14:40 - 15:05	**Chancellor's Open Space**					14:40 - 15:05
	Please find posters listed on a separate board					
15:05 - 15:20	**Refreshments**					15:05 - 15:20

Parallel session 4

Time	Room: CBA0.060	Room: CBA1.076	Room: CBA1.077	Room: CBA1.080	Room: CBA1.081	Time
	D1.4.6 - Panel discussion	**D1.4.7a - Oral presentation**	**D1.4.8a - Roundtable**	**D1.4.9a - Oral presentation**	**D1.4.10a - Oral presentation**	
	Student engagement analytics at Keele University Michelle Craig, Solutionpath, Adrian Molyneux and Simon Rimmington, Keele University	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	
15:20 - 16:20		**D1.4.7b - Oral presentation**	**D1.4.8b - Roundtable**	**D1.4.9b - Oral presentation**	**D1.4.10b - Oral presentation**	15:20 - 16:20
		Embedding the active learning framework to effectively support learning and teaching at Wrexham Glyndŵr University Dr Neil Pickles, Dr Sue Horder, Dr Caroline Hughes, Alicia Owen and Elen Mai Nefydd, Wrexham Glyndŵr 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

Time		Time
16:25 - 17:10	**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 Dr Mira Vogel, Senior Lecturer in Education, King's College London	16:25 - 17:10
18:30 - 23:00	**Networking dinner - Keele Hall**	18:30 - 23:00