

TIME	PARALLEL SESSIONS PRESENTATIONS - Session 1				
	QA110	QA120	QA138	QA165	QA175
11:00 -	<i>Building digital capability</i> - Lisa Gray (30)	<i>Managed Learning and Assessment Environments: A strategic approach for the provision of Transnational Education</i> - Ray Stoneham, Mayur Patel (30)	<i>Student engagement and attendance</i> - Ron Austin, Nicki Schiessel Harvey (30)	<i>Blended learning for academic development: a global challenge in a local context</i> - Jenny Fogarty, Josie Gallo (30)	<i>Improving medical students' access to teaching through Google: a 3-month pilot study</i> - Peggy Fooks (30)
12:00	<i>Developing an employer led assessment strategy to increase employability</i> - Debbie Bartlett, Deborah Sims, Elysia Salmon (30)	<i>Flexible learning communities: lessons from teaching refugee learners</i> - Polly Akhurst, Lise Groenvold (30)	<i>Co-designing, Developing and Integrating a Student Facing Learning Analytics Systems</i> - Ed de Quincey, Chris Briggs, James Mitchell (30)	<i>"If you aren't in the moment, you are either looking forward to uncertainty, or back to pain and regret." Experiences and reflections on academic practice in an evolving digital world from St George's, University of London</i> - Evan Dickerson, Kanosa Sathiyaseelan (30)	<i>Introducing innovative methods of delivering teaching on clinical topics to help develop 21st century skills in medical students</i> - Namita Panicker (30)
TIME	PARALLEL SESSIONS PRESENTATIONS - Session 2				
	QA110	QA120	QA138	QA165	QA175
12:10 -	<i>The Big Ed Tech Pub Quiz</i> - Katie Stripe, Katie Piatt (60 Workshop)	<i>Taking Care of Business: Beyond Learning Design – Integrative Design</i> - John Casey (60 Workshop)	<i>Exploring trust in online doctoral supervision</i> - Julie-Anne Regan (30)	<i>The Digital Classroom Project</i> - Silvia Colaiacomo, Jane Carne (30)	<i>Using Microsoft OneNote as a portfolio tool for a Higher Education dance curriculum</i> - Paul Golz (30)
13:10			<i>The Benefits, Challenges and Lessons Learnt from the Development of Masters Programmes for Face to Face and Online Delivery: A Case Study of the University of Law Business School and Interactive Pro</i> - Elaine Garcia, Karina Kizhner (30)	<i>"Bridging the gaps" between ideas and constraints. Some preliminary Team Based Learning (TBL) results and reflections from a final year economics course</i> - Maria Gabriella Cagliesi, Mahkameh Ghanei (30)	<i>Cultivating Community: Using Online Peer Feedback Groups to Foster Community and Collegiality</i> - Judith Lewandowski (30)
TIME	PARALLEL SESSIONS PRESENTATIONS - Session 3				
	QA110	QA120	QA138	QA165	QA175
14:20 -	<i>Exploring active learning challenges in a research-intensive university</i> - Xavier Laurent (20)	<i>How are students' expectations and experiences of their digital environment changing?</i> - Ruth Drysdale, Duncan MacIver, Vicky Brown, Natalie Read (20)	<i>Purpose-driven integration of technology: Learning to embrace audience response tools in teaching</i> - Ramona Tang (30)	<i>A 360 degree approach to research projects</i> - Wendy Garnham, Heather Taylor (30)	<i>Student technology ambassador schemes: exploring 'blended learning' and third spaces</i> - Fiona Handley (30)
15:20	<i>Measuring active learning in HE-a multimoment approach</i> - Jacek Witkowski, Victoria Hart, Daniel Phillips (30)	<i>A blended learning approach for enhancing written communication skills in accounting education: evidence from first-year students on the undergraduate Accounting and Finance programmes</i> - Antonella Russo, Agnieszka Herdan, Liz Warren (30)	<i>Motivation, engagement and interactivity: Use of the Student Response System in the classroom</i> - Hyunsun Catherine Yoon (20)	<i>IMPLEMnT: Teaching, technology and educational communities in a digitally saturated world</i> - Katie Stripe (30)	<i>From engagement to involvement: Developing a co-design approach with academic and professional staff at the University of Surrey</i> - Darren Gash, Julia Brennan (30)