	Horizons in STEM Higher Education, RHUL Day 1, Wednesday 24th June 2026			
9:00 – 9:50	Registration *Windsor Building - Foyer*			
10:00 - 10:15	Welcome and Introduction Professor Emma Mayhew – Pro Vice Chancellor Education and Student Experience *Windsor Building - Auditorium*			
10:15 - 10:30	Sponsors Quick Fire Talks *Windsor Building - Auditorium*			
10:30 - 11:00	Plenary 1- Learners as Dual Experts: Partnership, Reward and Recognition Dr Nicholas Weise *Windsor Building – Auditorium* Chair: Becky Thomas			
11:00 - 11:20	Coffee Break *Windsor Building - Foyer*			
	Use of AI in Teaching Windsor 1-02/3 Chair:	**Employability and Student Development Windsor 1-04 Chair:**	**Pedagogic Research Windsor 1-05 Chair:**	**Student Support Windsor 0-04 Chair:**
11:20 - 11:40	AIDED: Practical application of GenAI tools in Design Education | Catherine Scott and Annmarie McKenna	What Worked, What Didn't, and What We'd Do Differently: Embedding Employability and EDI at Scale | Jennifer Delaney and Laura Kennedy	Sustaining STEM Pedagogic Innovation: Decoding the Value Signals in Teaching and Scholarship Career Criteria | Laurel Chaproniere	Defining a successful transition to an undergraduate chemistry course: Asking students what's important to them | Frances Docherty et al.
11:40 - 12:00	Closing the Feedback Loop with Microsoft Automation and AI | James McEvoy	Students as Board Members – A different way of engaging the student voice | Katie Stripe	Student engagement in the mobile micro-learning environment | Samantha Penny et al.	Design and Development of a Scalable Web-Based Database Architecture for Secure and Adaptive Computer-Based Test (CBT) Systems | Ishola Tajudeen Yusuf and Hammed Olawale Ibrahim
12:00 - 12:20	Guiding students in the use of GenAI for study support in Mathematics and Statistics | Emma Steele et al.	An Investigation of Science students' preferences, expectations and preparedness for career roles within the Pharmaceutical and Life Science Sector | Neil Williams et al.	Rhythms of Abstraction: An autoethnographic Rhythmanalysis of internalising functional programming | Richard Lee	Identifying and supporting maths anxiety | Susan Pawley et al.
12:20 - 12:40	Requiring AI: How mandating critical reflection changed apprentice engagement with generative tools | Matthew Gibbons	Embedding Future Skills in Bioscience Education: A Scaffolded Framework for Graduate Attributes, Industry Alignment and Inclusive Student Development | Nigel Page	Embedding Sustainability in the Physics Curriculum: Insights from a Multi-Module Intervention | Martin Braun	Learning with Students: A Student Led Review of Immunology Teaching | Ana P. Costa-Pereira et al.
12:50 - 13:50	Lunch *Windsor Building – Foyer*			

	Assessment and AI **Windsor 1-02/3** **Chair:**	**Virtual Digital Tools** **Windsor 1-04** **Chair:**	**Active Learning** **Windsor 1-05** **Chair:**	**Student Support (Anxiety and Groupwork)** **Windsor 0-04** **Chair:**
14:00 - 14:20	From Prohibition to Professional Practice: Embedding Responsible Generative AI Use in STEM Assessment | Beenish Ayaz	MS Teams for group work provides evidence of collaboration | Shobana Dissanayeke	Construction Student Engagement Program | Paul Corcoran et al.	From labs to lectures: a scoping review of neuroscience teaching methods for psychology students | Isabella Vainieri et al.
14:20 - 14:40	Designing AI Resistant Practical Assessments: A Case Study in Computing Education | Michael Bowkis et al.	Virtual reality tutorials: online and distance learning in 3D | Lucy Anderson et al.	Active Learning at Large Scale | Renee Vancraenenbroeck and Amanda Cain	Mitigating Maths Anxiety in Forensic Science students | Anna Kirkham and Rachel Cunliffe
14:40 - 15:00	Collaboration or Cheating? Student and staff perspectives on the grey areas of academic outsourcing and how to retain integrity in an AI era | Emily Bell et al.	Using a virtual pathology lab to connect online learning to professional practice | Katie Harvey et al.	Designing for 'Flow': Promoting Sustained Student Engagement in Chemical Engineering Classrooms | Manoj Ravi	My partner made me do it. Or, how to run a successful assessment featuring groupwork and presentations | Daniela Dietrich et al.
15:00 - 15:20	Exploring STEMM Student Views on Academic Integrity using Generative AI | Thomas Lancaster	Building student confidence in physiology education: insights from Connect, an online learning platform | Lydia Hanna and Philip Chen	Investigating Student Perceptions and Engagement Through Peer Teaching in Web Development Education | Graham McCalmont and Meaghan Smith	Co Agency in Practice: Collaborative Leadership for Assessment Improvement in Online STEM Apprenticeships | Minal Shingadia and Jennifer Maynard
15:30 - 16:30	Poster/Networking Session with Coffee *Windsor Building Foyer. Posters in Room 002/3*			
	Gamification Workshop **Windsor 1-02/3**	**Multimodal Assessment Workshop** **Windsor 1-04**	**LearnSci 2025 Teaching Innovation Award Winners** **Windsor 1-05**	**Employability through Interdisciplinary Collaboration Workshop** **Windsor 0-04**
16:30 - 17:30	Gameception: A Gamified Workshop on How To Gamify Learning | Aysha Bellamy and Vanita Chamdal	Transform Your Assessment Briefs in 60 Minutes - Multimodal assessment briefs | Pedro Barra	2025 Teaching Innovation Awards Winn	From Discovery to Market: Enhancing Employability through Interdisciplinary Collaboration between Pharmaceutical Science and Marketing Students | Ruba Bnyan et al.
18:30 - 23:00	Conference dinner in the Founder's Building			

	Horizons in STEM Higher Education, RHUL Day 2, Thursday 25th June 2026			
9:00 - 9:25	Registration *Windsor Building - Foyer*			
9:30 - 10:00	Plenary 2 - Project Based Learning as a tool to create an integrated curriculum Professor John Mitchell, PFHEA *Windsor Building - Auditorium*			
	Assessment and Feedback Windsor 1-02/3 Chair:	**EDI Windsor 1-04 Chair:**	**Macmillan Learning Windsor 1-05 Chair:**	**Student Community and Co-creation Windsor 0-04 Chair:**
10:10 - 10:30	Improving feedback literacy | Becky Selwyn and Finn Malin	The impact of auxiliary digital learning resources on student experience, engagement, and attainment in Human Anatomy and Osteology | Alex Wilshaw	Join the conversation: How do digital tools support active learning? MacMillan Learning	Empowering Students Through Co-Creation: An Open Science Approach to Sustainability in Education | Jiayin Liu et al.
10:30 - 10:50	Boosting Student Success Through Early Diagnostics, Targeted Support and Threshold Assessment | Gareth Woods et al.	Bridging the Gap in Learning Computer Programming Through Creative Expression | Antony Lees		Scaffolding Student Talk: Gamified Norm-Setting and Student-Led Q&A Lectures | Joseph Reddington
10:50 - 11:10	From Feedback Fatigue to Feedback Fluency: Enhancing Student Learning Through Assessment Innovation | Rose Murray et al.	The Effectiveness of Diversity and Inclusivity Strategies in Higher Education | Adnan Levent and Vanita Chamdal		Innovating through partnership: The Vaccine Student Research Network at Imperial College London as a model for student-led research communities | Maggie Trela and Simon Daniel
11:10 – 12:10	Poster/Networking Session with Coffee *Windsor Building Foyer. Posters in Room 002/3*			
	Digital Tools Windsor 1-02/3 Chair:	**Employability and Future Proofing Windsor 1-04 Chair:**	**Authentic Assessment and Feedback Windsor 1-05 Chair:**	**Innovation in Active Learning Windsor 0-04 Chair:**
12:10 - 12:30	Generative AI as a Pedagogical Partner in STEM Education | Dylan Jones	Alumni videos highlighting the Bristol Skills Profile applied in the workplace | Alice Robson et al.	Developing cross-qualification mathematics support for biology, chemistry and health science students | Cath Brown et al.	Re:action health - an active workshop linking climate change and human health| Andy Wakefield et al.
12:30 - 12:50	Taxonomic Trumps: Drawing on playfulness to bring invertebrate zoology to life | Sofia Castello Y Tickell	'Beyond the Formula': Embedding sustainability and ethics within mathematics problems through student-staff co-creation | Rehan Shah	Designing authentic assessment through cross-university partnership: A transferable model for STEM higher education | Saira Hussain and Zahra Gill	Innovative Methods of Learning that Can Overcome Educational Barriers | Georgiana Burca et al.

12:50 – 13:10	Evolving Uses of Visual Aids in Reproductive and Developmental Biology Teaching: A Higher Education Perspective | Matilda Beckett	Towards Labour Market–Responsive Physical Education and Sports Science Education: An Interdisciplinary Framework | Majid Al Busafi	Embedding Employability Through Authentic Digital Assessment: Redesigning a Final-Year Biomedical Science Job Interview Assessment | Kayleigh Wilkins and Kathleen Pritchard	Active Learning in Statistics Teaching: Comparing Gamified and Structured Workshop Formats | Jenny Shepperson et al.
13:10 – 14:10	Lunch *Windsor Building - Foyer*			
	Assessment and AI Workshop Windsor 1-02/3	**External Partnerships Workshop Windsor 1-04**	**Remote Laboratory Workshop Windsor 1-05**	**Work Integration in IT Workshop Windsor 0-04**
14:10- 15:10	Assessment and AI: what have we done? | Cesare Giulio Ardito	Working in partnership with students and external stakeholder to design a new school wide curriculum | Hilary Wason and Baljitt Thatti	Remote laboratory activities for undergraduate students in electronic engineering | Dimitar Valchev	Using SFIA for work-integrated learning in IT; approaches and experiences | Martin Caminada et al.
15:10 - 15:30	Coffee Break and Vote for Prizes *Windsor Building - Foyer*			
15:30 - 16:00	Final plenary - Embedding Diversity and Inclusion in STEM Through Student Collaboration: From Curriculum Review to Expanding Opportunities Dr Nura Sidarus *Windsor Building - Auditorium*			
16:00 - 16:30	Prizes Awarded Invitation to publish in New Directions – TBC Horizons in STEM network update – TBC Horizons in STEM 2027 announcement - TBC *Windsor Building - Auditorium*			

Poster Presentations (Wednesday)

Bilingual and Culturally Responsive STEM Education: Language, Belonging, and Academic Rigour	Dylan Jones
The impact of auxiliary digital learning resources on student experience, engagement, and attainment in Human Anatomy and Osteology	Alex Wilshaw
Personal Tutoring as Pedagogy: Supporting Transferable Skills and Emotional Resilience in Biosciences Students	Daniel Wiseman and Kayleigh Wilkins
Do Co-Created Digital Assets Contribute to Students' Sense of Belonging?	Zoë Chapman and Janette Wallace
Escaping the Lecture: Designing, Delivering, and Evaluating a Playful Learning Educational Escape Room for Clinical Sciences	Simran Puri
Using Smart Worksheets to Prepare Students for Blood Pattern Analysis	Anna Kirkham and Paul Langton
Beyond Academic Integrity: What AI-Generated Submissions May Be Telling Us About Student Distress	Francesca Tagliaferri and Gemma McKay
Doctoral student partnerships: our experiences in STEM context	Janet De Wilde and Elena Forasacco
The Marvellous Medicine Badge: Public Engagement as a Catalyst for Student Skills Development.	Laura Randle
Reframing Professional Standards as Pedagogical Assets in STEM	Dylan Jones
Student Perspectives on Assessment Feedback	Samantha Strong, Howard Collins and Maana Aujla
Identifying and supporting skills development needs for undergraduate Environmental science students transitioning between years.	Fiona Aiken, Christopher Hutton and Iris Verhagen
Developing Self-Efficacy and Critial Thikning in Undergraduate Chemists	Shaun-Jones Eganda and Frances Docherty
Building Community Through Collaborative Maths Mentoring: A Student Partnership Approach to STEM Support	Kinga Boulton
Evaluating the impact of a resilience and mindfulness workshop for the Overseas Pharmacist Assessment Programme (OSPAP) students	Rabia Ahmed and Kay Bhatara
Student Perceptions of Artificial Intelligence in Higher Education: Insights from Life Sciences	Fatima Wesam-Abdullah, Hajira Sidiqi, Sumaya Yasin, Shahzad Rahmat, Marwa Enchioua Azgal, Jeanette Cadelina Salacup, Ana Maria Medeiros Assed Battistella, Nadine Wehida, Simon Gould and Ahmed Elbediwy
Underpinning Interest with Reality: A two-year curriculum led approach to embedding employability skills with an understanding of the work force	Jana Checkley
Practicals: fun and our best friends in a post-Covid world of challenging student engagement	Enrique Lopez-Juez

The room where it happens: how accurate attendance improves teaching.	Joseph Reddington
Designing an Inclusive, Research Informed Advising Model: Integrating Peer Support, Curriculum Alignment and Industry Engagement	Nigel Page

Poster Presentations (Thursday)

Collective Intelligence: All for One, and One for All!	Oumar Butt, Steve Alty and Clive Cheong Took
Collaborative, Discipline-Specific Welfare Support: An Academically Led Model in Biosciences	Joanne Gough, Emily Harper, Charlotte Law, Steve Russell, Karan Rana and Daniel Wiseman
Unequal Pathways: Exploring Social Mobility and Higher Education Outcomes Among White Working-Class Students	Karan Singh Rana and Olusoji Olusegun Adebisi
Unpacking Awarding Gaps in Bioscience Programmes: A Compositional Effects Perspective	Nigel Page
Using Pecha Kucha Presentations as a Tool to Teach Communication Skills in Biosciences	Charlotte Law
Integrating video to increase lab confidence and promote skill development	Anna Kirkham
Using Conversational GenAI Tools to Foster Reflective Practice in Degree Apprenticeship Coaching	Lettie Broom
Creating a visual learning journey for a second-year Earth Science module	Iris Verhagen and Arabelle Bentley
The Transformative Impacts of Data Skills Initiative for Non-data-focused Undergraduates	Fredrick Mbuya, Khristin Fabian and Sally Smith
Building Inclusive Global Partnerships in Statistics Education Through an International ASA DataFest Hackathon	Rukia Nuermaimaiti Nuermaimaiti
Reframing Professional Standards as Pedagogical Assets in STEM	Dylan Jones
AI-Driven Strategies for Enhancing STEM Teaching and Learning in Open and Distance Education	Hammed Olawale Ibrahim and Ishola Tajudeen Yusuf
Evaluating skills development in group work contexts: Experiences of students during external partner projects	Rebecca Collins and Ros Death
From STEM Undergraduate to Energy Technologies Masters: A Case Study in Increasing Diversity and Bridging the Gap to a Multidisciplinary Masters Course	Fiona Smail
Motivational Profiling in Science: The Role of Ethnicity and Socioeconomic Status (SES)	Aaisha Patel
When learners disengage: Understanding passive withdrawal behaviour on a stage 1 science module	Maria Velasco, Victoria Pearson and Linda Moore
Increasing the accessibility of our practical teaching	Rebecca Barnes, Polly Gravells, Emma Hughes, Katherine Inskip, Grace Marsden, Matt Mears,

	Melanie Stapleton and William Hentley
An Investigation of Science students' preferences, expectations and preparedness for career roles within the Pharmaceutical and Life Science Sector	Neil Williams, Bal Thatti, Jenifer Balgobind, Shaghayegh Seifikordehdeh, Basmala Soliman and Rachel Farrow
Do you feel lucky, punk?: Quote-first Referencing as an Assessment Design for Authentic Source Use	Joseph Reddington