

InForm Conference 2024, University of Leeds



8:30 -9:15
Parkinson Building, Level 2
Registration; Refreshments; Poster set-up

9.15 -9.30
Parkinson Building Level 1, Room 1.08
Welcome to the University of Leeds
Mick Parkin, Deputy Director (International Partnerships); Ac. Lead for Student Opportunities & Engagement, Language Centre

9.30 -10.10
Opening Plenary, Parkinson Building Level 1, Room 1.08
'Are the rules of engagement changing? The challenges to student engagement in 2024'
Tom Lowe, University of Portsmouth

10.15 -10.45: Presentations: Parallel Session 1, Parkinson Level 2

Room 2.14	Room 2.15	Room 2.16	Room 2.20
Promoting Linguistic Empowerment in International Foundation Year: Challenging Texts, Inclusive Pedagogies – Jody Bradford and Dr Charles Lam, University of Leeds (Pedagogies)	Messages of Success: Undergraduate Peer Mentoring on Foundation Business – Judith Gorham and Diana Adjei Nyarko, Heriot-Watt University (Student diversity & accessibility)	Advanced Response Systems in Mathematics Education: Innovating Classroom Assessment and Feedback – Dr Eleonora Pinto de Moura, King's College, London (Assessment & feedback)	Foundation students as co-creators? A reflection on co-creating lectures on the Global Politics and Liberal Arts modules at King's Foundations – Dr Giuseppe Zevolli and Dr Margherita de Candia, King's College London (Co-construction of curriculum & pers. of learning)

10.45 - 11.10: Coffee/Tea, Parkinson Level 2

11.10 -11.40: Presentations: Parallel Session 2, Parkinson Level 2

Room 2.14	Room 2.15	Room 2.16	Room 2.20
Reflections on the differences between STEM and Arts and Humanities IFY routes – Laurietta Essien and Barbara Himmelreich, University of Leeds (Reflective Practice)	Using multimedia to promote engagement in the teaching of academic skills – Ian Pemberton, University of Warwick (Edtech & digital devices)	Can the essay survive the test of (GenAI) time? A student-staff co-created project – Saul Jones and Dr Margherita de Candia, King's College London (Assessment & feedback)	"We don't read about dinosaurs" – Designing a new (I)FYP curriculum that fosters engagement through co-creation – Stephen Giles, Harper Adams University (Co-construction of curriculum & pers. of learning)

11.45 -12.15: Presentations: Parallel Session 3, Parkinson Level 2			
Room 2.14 Computational Thinking: Exploring the impact of a blended learning environment – Dr Costas Loizou, University of Leeds (Edtech & digital devices)	Room 2.15 Engaging international foundation students in primary research for the visual arts to enhance academic integrity – Elisabeth Mulders, University for the Creative Arts (Academic Integrity)	Room 2.16 A case study in the Transformative Journey of Assessment in Foundation Maths from 2019-2023 - Dr Rehana Bari and Dr James Firoze Appleby, University of Reading (Assessment & feedback)	Room 2.20 Objects of student engagement in Film Studies: partnership in the formation of curricula – Dr Barney Samson-Ledger, King’s College London (Co-construction of curriculum & pers. of learning)
12.15-13.10: Lunch & Poster Presentations: Parkinson Level 2			
	McGraw Hill publishers will be on site		
13.15-13.45 Keynote address, Parkinson Building Level 1, Room 1.08 <i>‘Troubled waters: The future of internationalisation and international pathways’</i> Professor Nina-Anne Lawrence, University of Warwick			
13.50 -14.20: Presentations: Parallel Session 4, Parkinson Level 2			
Room 2.14 APT (Academic Personal Tutorial): How is this helping me? – Dr Olive Nabukeera and Laurietta Essien, University of Leeds (Student Wellbeing)	Room 2.15 Teamwork Makes the Dream Work: A critical reflection on staff-student course co-construction – Jill Haldane and Dr Faith Dillon-Lee, University of Edinburgh (Co-construction of curriculum & pers. of learning)	Room 2.16 Exploring Student Engagement and Academic Performance in Moodle VLE from STEM and Social Science Modules – Dr Martina Klett-Davies and Dr Eleonora Pinto de Moura, King’s College London (Edtech & digital devices)	
14.25-14.55: Presentations: Parallel Session 5, Parkinson Level 2			
Room 2.14 Embedding choice in assessment: variations on a viva voce and reflection for neurodiverse learners – Chris Massell, Queen Mary University of London (Student diversity & accessibility)	Room 2.15 Student attitudes towards the use of Generative AI for writing academic essays and the impact of in-class interventions – James Ackroyd, King’s College London (Changes for teachers in the workplace)	Room 2.16 Towards a decolonial classroom: approaches to teaching international foundation students during geopolitical conflicts – Dr Laurie Benson and Dr Claudia Prieto Piastro, King’s College London (Pedagogies)	

14.55 -15.15: Coffee/Tea, Parkinson Level 2		
15.15-15.45: Presentations: Parallel Session 6, Parkinson Level 2		
Room 2.14	Room 2.15	Room 2.16
The Engagement Loop: AI-Powered Feedback for Deeper Learning through Peer & Self-Assessment – Aida Sahutoglu, ONCAMPUS, LSBU	Barriers to engagement of Widening Participation and international students during the transition to university study – Katie Shaw, University of Reading	Enhancing Participation: Navigating Cultural and Generational Dynamics in IFP – Dr Dina Strong and Sarah Shirley, King's College London
(Edtech & digital devices)	(Student well-being)	(Pedagogies)
15.50-16.30 Parkinson Building Level 1, Room 1.08 ROUND TABLE DISCUSSION with: Tom Lowe, University of Portsmouth: Tom is a Senior Lecturer in Higher Education at the University of Portsmouth, where his research includes student engagement in the development of education, embedding employability into the curriculum and belonging. Professor Nina-Anne Lawrence, University of Warwick: Nina-Anne is Head of Department and Director of Warwick Foundation Studies (WFS). Her specialism is international education with a range of expertise including international pathways. Nina-Anne is also the Chair of the university Pathway Alliance, a member of the University of Warwick Council and a member of the editorial board for the InForm Journal. Joanne Shiel, University of Leeds: Joanne is an Associate Professor of EAP, and Director of Year 1, Southwest Jiaotong University-Leeds Joint School, Faculty of Engineering and Physical Sciences. Her current area of interest and expertise is English Medium Instruction in Transnational Education Haya Alsaleh, University of Leeds IFY alumnus: - Haya has just completed her 4th Year of a Dentistry degree here at Leeds. Followed by Round up/Closing remarks		

Saturday, 8th June, University of Leeds, Level 2, Parkinson Bldg., Woodhouse Lane, Leeds LS2 9JT

Further details about the presentations are here: [InForm 2024 programme Sway](#)

Conference Registration will be open until 3rd June, - to register, click [Here](#)

Details for car parking at the University of Leeds can be found here: [Car Park](#)

A map showing car-parking and the Parkinson Building can be found here: [University Map](#)

Further links with instructions for accessing the University of Leeds on foot from the train station can be found here, along with an interactive map of the campus: [How to Find Us](#)

(The car park is an ANPR car park, and visitors must pay for parking at the payment machines before leaving - £7.00 for the day)

