

Day 2 Lightning Talks

12.10 - 12.40	Session 3: Lightning Talks	Presenter
LT3A	Visualisation and Learning in a Virtual Space	
	Use of Augmented Reality in Teaching the Central Dogma of Genetics	Shona McQuilken
	Second Life or Skype for Business? Engaging Engineering Students in Fun and New Ways	Phil Harrison
	Using Apps and Gamification to Enhance Student Learning, Feedback, and Engagement	Mark Wong
LT3B	Learning in a Virtual Space	
	Video interviews to improve sense of belonging of ODL students	Camille Huser
	Designing effective peer learning in an online Psychology course: how to maintain collaborative interaction	Joanna Wincenciak
	Designing and evaluating a blended course which includes a MOOC	Jeremy Singer
LT3C	Independent learning	
	Enhancing employability in a VUCCA world	Ian Bushnell
	The new ARIES: Updating Glasgow's academic writing app	Karoliina Ollikainen and Ewan Hannaford
	Enhancing learning on placement with e-portfolio	Karen Thompson
LT3D	Promoting learning in the classroom	
	'Mining the materials': a framework for student-led independent learning	Adam Donnelly
	Lab simulation without computers: Learning 'how to science'	Ingeborg van Knippenberg
	Using brainteasers to engage engineering students in learning support sessions.'	Richard Bond
13.40 - 14.10	Session 4: Lightning Talks	Presenter
LT4A	Learning in Practice	
	Work related learning; experiences from a student perspective	Blair Collins
	Bringing virtual and real-world learning together: active learning in and out of the classroom	Teresa Piacentini

LT4B	Independent learning	
	Research-based seminar tasks: independent learning outside and inside the classroom	Benjamin Thomas White
	Supporting international students' transition to independent learning through a peer mentoring programme	Jenny Deane
	Using Popular Media as a Learning Resource to Promote Independent Learning	Katherine Price
LT4C	Learning in a Virtual Space	
	Ethics in Sports Science: the use of Twitter as an assessment tool	Nairn Scobie
	Spanish Bridging Course in Moodle: blended learning to support the transition from first into second year	Mónica Legazpi-Iglesias
	Level 4 Life Sciences teaching and Moodle: making better use of available tools	Ingeborg van Knippenberg
LT4D	Accessible and Inclusive Spaces	
	Staged Introduction of Blended Learning – To Blend or Not to Blend?	Julie Langan-Martin
	Designing, Developing, and Assessing an Interactive Virtual Lab Environment for Undergraduate Organic Chemistry	Ciorsdaidh Watts
	Maths support for Science: helping students to achieve their full potential. A BOLD project	Beth Paschke