

## Tuesday 24th June

Time	Foyer or JMS 745 (150) or 110 Maths building	Room 253 (78)	Room 257 (60)	Room 248 (60)
08:30-09:00	Registration and coffee			
09:15-09:45	Welcome to UKCOTS (JMS 745) <ul style="list-style-type: none"> <li>Craig Alexander (chair)</li> </ul>			
09:45-10:30		<b>Innovative Active Learning (DH)</b> <ul style="list-style-type: none"> <li>Theresa Schmitz. A doubly robust approach to assess the effects of flipping a Statistics course</li> <li>Michael Fletcher. Using puzzles to teach statistics and probability</li> </ul>	<b>Teaching Tricky Topics (EMJ)</b> <ul style="list-style-type: none"> <li>Charlotte Jones-Todd. A virtual experiment to teach experimental design</li> <li>Laurie Baker. Bayes news: teaching the Beta-Binomial using real and fake headlines</li> </ul>	<b>Professional Training (EM)</b> <ul style="list-style-type: none"> <li>Mark Andrews. Trends and topics in Statistics training: a data-driven analysis</li> <li>Andrew Embleton. UCL's experience of training medical statistician apprentices (5m)</li> <li>Dean Langan. Transforming classroom education through self-paced content</li> </ul>
10:30-11:00	Coffee			
11:00-12:15		<b>Research Meets Teaching (VD)</b> <ul style="list-style-type: none"> <li>Simon Harden. For a</li> </ul>	<b>Curriculum design in Life Sciences (JS)</b> <ul style="list-style-type: none"> <li>Erin Stella Sullivan.</li> </ul>	<b>Collaborative teaching and learning (POC)</b> <ul style="list-style-type: none"> <li>Laurie Baker. Planning</li> </ul>

		<p>few dollars more</p> <ul style="list-style-type: none"> <li>• Bruce Dunham. Ethical considerations in statistical education research</li> <li>• Ioanna Papatsouma. Crossing borders: engaging with research papers in Statistics</li> </ul>	<p>Redesigning a Nutrition &amp; Dietetics Statistics curriculum: a stakeholder survey</p> <ul style="list-style-type: none"> <li>• William Kay. How should we train the next generation of statistical ecologists?</li> <li>• Crispin Jordan. Current perspectives in teaching statistics in the life sciences in the UK</li> </ul>	<p>and teaching a community-engaged Data Science course</p> <ul style="list-style-type: none"> <li>• Serveh Sharifi. Virtual exchange in teaching Statistics and Data Science</li> <li>• Jenny Sexton, Pete Edwards. Co-creating data science assessment rubrics</li> </ul>
12:15-13:15	Lunch		<p><b>StataNow Workshop</b></p> <ul style="list-style-type: none"> <li>• Timberlake Consultants</li> </ul>	
13:15-14:15		<p><b>Workshop: Using Generative AI to create R shiny applications</b></p> <ul style="list-style-type: none"> <li>• Tom Goodale</li> </ul>	<p><b>Workshop: Using large lectures to support learning of quantitative methods</b></p> <ul style="list-style-type: none"> <li>• Julie Scott Jones</li> </ul>	<p><b>Workshop: Active learning with code-alongs, peer reviews and Kaggle in a basic ML course</b></p> <ul style="list-style-type: none"> <li>• Linda Hartman, Dmytro Perepolkin</li> </ul>
14:15-15:15	<p><b>AI Plenary session (JMS 745)</b></p> <ul style="list-style-type: none"> <li>• Craig Alexander (chair)</li> <li>• James Bartlett (facilitator)</li> <li>• Emily Nordmann</li> <li>• Jenn Gaskell</li> <li>• Matthew Forshaw</li> </ul>			
15:15-15:45	Coffee			

15:45-17:00		<p><b>AI vs learning (JG)</b></p> <ul style="list-style-type: none"> <li>• Tjun Hoh. Students' perceptions and use of Gen AI statistics education: UK &amp; Australia</li> <li>• Amanda Shaker. Statistics assessment, generative AI and evaluative judgement</li> <li>• Ozan Evkaya. Reflections on the use of Gen-AI in teaching statistics and data science</li> </ul>	<p><b>Equality, diversity and inclusion (IP)</b></p> <ul style="list-style-type: none"> <li>• Ric Crossman. Applying the QuantCrit method: implications of critical race theory to Statistics teaching</li> <li>• Sean McCusker. There are no simple answers to complex questions</li> <li>• Megan Barnard. Barriers towards statistics education for students with learning difficulties</li> </ul>	<p><b>Student Engagement (CA)</b></p> <ul style="list-style-type: none"> <li>• Laura Johnston. Can we really measure engagement? What Moodle logs can (and can't) tell us</li> <li>• Nadarajah Ramesh. Technology enhanced interactive blended learning to improve student engagement</li> <li>• Paddy O'Connor. Exploring student profiles in statistical performance</li> </ul>
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## Wednesday 25th June

TIME	Foyer or JMS 745 (150) or 110 Maths building	Room 253 (78)	Room 257 (60)	Room 248 (60)
08:30-09:00	Coffee			
09:00-10:00		<b>Workshop: Teaching responsible model development with generative AI</b> <ul style="list-style-type: none"> <li>Jennifer Gaskell</li> </ul>	<b>Workshop: An R/Quarto tutorial for writing open educational materials</b> <ul style="list-style-type: none"> <li>James Bartlett</li> </ul>	<b>Workshop: using pair programming in statistics education</b> <ul style="list-style-type: none"> <li>Kasia Banas</li> </ul>
10:00-10:45	Posters and coffee from 10:15			
10:45-12:00		<b>Assessment (BD)</b> <ul style="list-style-type: none"> <li>David Sterratt. Assessing critical evaluation of data science studies in the age of LLMs</li> <li>Emma Howard. Assessment of online statistics modules</li> <li>Rachel Oughton. Interactive dashboards for design and analysis of experiments</li> </ul>	<b>Engaging non-specialist students (TH)</b> <ul style="list-style-type: none"> <li>Alice Batchelor, Liz Grant. Engaging veterinary students with Statistics: evolving with curriculum changes</li> <li>Daniel Franklin. Biology students and varied outcomes: the struggle to see the need for data analysis</li> </ul>	<b>New tricks for classic stats (DL)</b> <ul style="list-style-type: none"> <li>Silas Bergen. Students can design better data summary graphs and tables – and you can too!</li> <li>Peter Martin. Three exercises for the "world beyond <math>p &lt; 0.05</math>"</li> </ul>

12:00-13:00	Lunch Yoga (Maths 110) – from 12.15			
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13:00-14:15		<p><b>Enthusing about basic Statistics (EK)</b></p> <ul style="list-style-type: none"> <li>• Jamie Sergeant. A Trojan horse for teaching statistical thinking to Health Data Science students</li> <li>• Mark Van Lokeren. A Statistics course with a triple challenge</li> <li>• Todd Iverson. Reflections on a decade of Data Science 101: key insights and lessons learned</li> </ul>	be more	<p><b>Data for teaching (LJ)</b></p> <ul style="list-style-type: none"> <li>• Paul Fannon, Vicki Hodgson. How to settle statistical arguments</li> <li>• Jools Kasmire. Synthetic data fidelity: how less can</li> </ul>
14:15-14:30		<p><b>Wrap-up</b></p> <ul style="list-style-type: none"> <li>• Elinor Jones (chair)</li> </ul>		

## Posters

Author(s)	Title
Anna Riach	<a href="#">Another switch to R: old and new lessons</a>
Mitchum Bock, Craig Alexander, Eilidh Jack, Jethro Browell	<a href="#">Developing modern undergraduate programmes in Statistics at the University of Glasgow</a>
Emma Howard	<a href="#">Examining students' perceptions of online learning as compared to face-to-face lectures</a>
Christopher Aldous Oldnall	<a href="#">Interdisciplinary statistics in HE: deciding what is needed for the discipline</a>
Liz Grant, Alice Batchelor	<a href="#">Software week: an approach to developing students' statistical software skills</a>
Anarina Murillo	<a href="#">Taking measurement error models to develop statistical thinking</a>
Ullrika Sahlin	<a href="#">Testing student's ability to be (un)certain</a>