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)** • Craig Alexander (chair)			
09:45-10:30		**Innovative Active Learning (DH)** • Theresa Schmitz. A doubly robust approach to assess the effects of flipping a Statistics course • Michael Fletcher. Using puzzles to teach statistics and probability	**Teaching Tricky Topics (EMJ)** • Charlotte Jones-Todd. A virtual experiment to teach experimental design • Laurie Baker. Bayes news: teaching the Beta-Binomial using real and fake headlines	**Professional Training (EM)** • Mark Andrews. Trends and topics in Statistics training: a data-driven analysis • Andrew Embleton. UCL's experience of training medical statistician apprentices (5m) • Dean Langan. Transforming classroom education through self-paced content
10:30-11:00	Coffee			
11:00-12:15		**Research Meets Teaching (VD)** • Simon Harden. For a	**Curriculum design in Life Sciences (JS)** • Erin Stella Sullivan.	**Collaborative teaching and learning (POC)** • Laurie Baker. Planning

		few dollars more • Bruce Dunham. Ethical considerations in statistical education research • Ioanna Papatsouma. Crossing borders: engaging with research papers in Statistics	Redesigning a Nutrition & Dietetics Statistics curriculum: a stakeholder survey • William Kay. How should we train the next generation of statistical ecologists? • Crispin Jordan. Current perspectives in teaching statistics in the life sciences in the UK	and teaching a community-engaged Data Science course • Serveh Sharifi. Virtual exchange in teaching Statistics and Data Science • Jenny Sexton, Pete Edwards. Co-creating data science assessment rubrics
12:15-13:15	Lunch		**StataNow Workshop** • Timberlake Consultants	
13:15-14:15		**Workshop: Using Generative AI to create R shiny applications** • Tom Goodale	**Workshop: Using large lectures to support learning of quantitative methods** • Julie Scott Jones	**Workshop: Active learning with code-alongs, peer reviews and Kaggle in a basic ML course** • Linda Hartman, Dmytro Perepolkin
14:15-15:15	**AI Plenary session (JMS 745)** • Craig Alexander (chair) • James Bartlett (facilitator) • Emily Nordmann • Jenn Gaskell • Matthew Forshaw			
15:15-15:45	Coffee			

| 15:45-17:00 | | **AI vs learning (JG)**
• Tjun Hoh. Students' perceptions and use of Gen AI statistics education: UK & Australia
• Amanda Shaker. Statistics assessment, generative AI and evaluative judgement
• Ozan Evkaya. Reflections on the use of Gen-AI in teaching statistics and data science | **Equality, diversity and inclusion (IP)**
• Ric Crossman. Applying the QuantCrit method: implications of critical race theory to Statistics teaching
• Sean McCusker. There are no simple answers to complex questions
• Megan Barnard. Barriers towards statistics education for students with learning difficulties | **Student Engagement (CA)**
• Laura Johnston. Can we really measure engagement? What Moodle logs can (and can't) tell us
• Nadarajah Ramesh. Technology enhanced interactive blended learning to improve student engagement
• Paddy O'Connor. Exploring student profiles in statistical performance |

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		**Workshop: Teaching responsible model development with generative AI** • Jennifer Gaskell	**Workshop: An R/Quarto tutorial for writing open educational materials** • James Bartlett	**Workshop: using pair programming in statistics education** • Kasia Banas
10:00-10:45	Posters and coffee from 10:15			
10:45-12:00		**Assessment (BD)** • David Sterratt. Assessing critical evaluation of data science studies in the age of LLMs • Emma Howard. Assessment of online statistics modules • Rachel Oughton. Interactive dashboards for design and analysis of experiments	**Engaging non-specialist students (TH)** • Alice Batchelor, Liz Grant. Engaging veterinary students with Statistics: evolving with curriculum changes • Daniel Franklin. Biology students and varied outcomes: the struggle to see the need for data analysis	**New tricks for classic stats (DL)** • Silas Bergen. Students can design better data summary graphs and tables – and you can too! • Peter Martin. Three exercises for the "world beyond p < 0.05"

12:00-13:00	Lunch **Yoga (Maths 110) – from 12.15**			

13:00-14:15		**Enthusing about basic Statistics (EK)** • Jamie Sergeant. A Trojan horse for teaching statistical thinking to Health Data Science students • Mark Van Lokeren. A Statistics course with a triple challenge • Todd Iverson. Reflections on a decade of Data Science 101: key insights and lessons learned	be more	**Data for teaching (LJ)** • Paul Fannon, Vicki Hodgson. How to settle statistical arguments • Jools Kasmire. Synthetic data fidelity: how less can
14:15-14:30		**Wrap-up** • Elinor Jones (chair)		

Posters

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