



2015 Research and
Innovation Conference

Friday 15 May 2015

Research-informed teaching



Southampton
SOLENT
University

Conference programme

8.45-9am	Registration
9-9.30am	Coffee and networking
9.30-9.40am	Welcome by Professor Jane Longmore
9.40-10.40am	Keynote by Professor Stuart Hampton-Reeves
10.40-11am	Question and answer session
11-11.15am	Coffee break
11.15am-12.15pm	Morning sessions
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12.15-1pm	Lunch
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1-1.30pm	Keynote by Professor Jiang Yu
1.30-3pm	Workshop by Professor Jiang Yu
1.30-3pm	Afternoon sessions
3-3.15pm	Coffee break
3.15-3.45pm	Closing panel

Welcome to the 2015 Research and Innovation Conference

Southampton Solent University is at an exciting stage in its evolution – and research and innovation have been identified as key strategic priorities for the University over the next five years.

This conference will explore and celebrate the ways in which Solent links research and innovation to teaching and the student experience, and offers an opportunity to network with others across the institution, identifying challenges and sharing experiences to further enhance practice.

The conference will also feature opportunities for delegates to review case studies from Solent's own practice, and to be involved in workshops and networking sessions. It's a flexible and accessible forum in which to share experiences, to explore themes raised in the keynote address, and to test innovative ideas.

Keynote speakers

Professor Stuart Hampton-Reeves

Professor Hampton-Reeves is Director of the Centre for Research-Informed Teaching at the University of Central Lancashire (UCLAN).

He has extensive experience of higher education and curriculum development, and works to promote the role students can play in developing research, contributing to making new discoveries and testing orthodox theories.

He works with staff to integrate teaching, research and knowledge transfer into the curriculum, and to support them in enhancing their practice and becoming research-active.

The centre's successes include being used by the Higher Education Academy as a case study of best practice in student engagement, and being commended by the Quality Assurance Agency for raising students' aspirations.

Professor Jiang Yu

Professor Jiang Yu of the Institute of Policy and Management, Chinese Academy of Sciences (CAS), is also Vice Director of the Center for Interdisciplinary Studies of Social and Natural Sciences of CAS.

The founding editor of the Journal of Science and Technology Policy in China, Professor Yu has worked as the Royal Society International Fellow at Cambridge University. His main research interests are science and technology policy, strategic management, digitalisation and industry innovation.

Professor Yu has received funding support from the Natural Science Foundation of China (NSFC), National Soft-Science Projects, the Chinese Academy of Sciences and the Chinese Academy of Engineering. He has also achieved international funding programs from the EU Seventh Framework Programme and Sino-US innovation collaboration programmes, and is the core expert member of the 2015 EU-China Innovation Cooperation Dialogue.

Professor Yu has undertaken many strategic research projects for key central government agencies like MOST, NDRC and SAAC. In June 2010, he was invited by the EU to give a speech on science policy to senior European diplomats in Beijing.

Morning sessions

Experiential blended learning, bridging the gap between theory and practice: higher education on the brink of a learning revolution

Emma Pritchard,
11.15am, Avon Room

In 'A Manifesto for the Creative Economy', the 'Creative Industrial Society' was developing rapidly into a society of technological information, telecommunication and real-world learning. For the millennial student the constant deployment of competition in the market constitutes a very important factor in the embedding of blended learning to bridge the gap between academic theory and 'real-world' practice.

Higher education teeters on the brink of a learning revolution as universities move into a period of 'work-ready' government focus. The challenges arising from the government's requirement will push universities to rethink their pedagogical value and teaching methodologies to develop 'work-ready' graduates.

Exploring contemporary advertising practice through auto-ethnography

Thomas Richard Berry,
11.25am, Avon Room

Advertising practice is evolving in response to the changing wider environmental context, in particular the impact of social, digital media and the merging of 'church and state' in native advertising and content marketing, areas which blur the traditional boundaries between advertising, public relations and journalism. As a result, the range of digital and creative skills which underpin success in the industry are often referred to as 'fused' skills and organisations operating within 'creative clusters'.

The over-arching research methodology is ethnographic and the range of methods is mixed, reflecting the indirect approaches to operationalising Bourdieu's concepts. In order to generate data across an appropriate timeframe an auto-ethnographic approach is used, incorporating a month-long blog-diary. Life history narratives are developed through semi-structured interviews at the start and end of the process to investigate social capital aspects.

Balancing project management teaching

Paul Summers,
11.35am, Avon Room

Winter, Smith, Morris, and Cicmil (2006, p. 642) proposed five directions for research into project management, one of which was entitled 'Theory IN Practice' – a concept to help transform 'practitioners as trained technicians to practitioners as reflective practitioners'.

One element of my research is concerned with the development of practitioners and balancing teaching between both soft, personal skills and hard, technical competences.

This presentation will explain an approach to developing reflective practitioners (Schön, 1983, 1987) with the behavioural competences needed to deliver projects successfully, and how this should be applied in higher education institutions.

Data-mining techniques in health informatics

Jing Lu,
11.45am, Avon Room

Funded by Solent R&E for 2014-15, the Advanced Clinical Data Visualisation and Analysis System project is a research collaboration with University Hospital Southampton (UHS) in the context of their Southampton Breast Cancer Data System (SBCDS).

This one-year project has the following objectives: enhancement of the SBCDS user interface; expansion of its data mining capability; and exploitation of large-scale patient databases. Our work so far has considered anonymised electronic patient records from SBCDS and investigated various approaches to patterns-mining for disease event sequence profiles.

The presentation will focus on the process of undergraduate research pursued in this project, the interactions with UHS and the results being achieved.

Knowledge transfer partnerships

Tim Jackson,

11.45am, Test Room

This summary of the benefits of knowledge transfer partnerships (KTPs) shows how these projects can feed back into teaching to enhance the student learning experience, illustrated by personal experiences of using KTP outputs in the classroom.

The presentation will also lay out ideas for sharing these KTP outputs across a broader subject area so that a greater number of students might benefit.

Mapping media - developing transmedia storytelling

Julian Konczak,

11.45am, Test Room

Cross-platform media demands content that can be supported by text, image, audio, video and hyperlinks, along with the ability to publish across multiple devices and platforms. Storytelling forms such as the video documentary are morphing via the web into non-linear narratives that allow embedding of geo-location and social media.

Focusing on the project *A Polish Journey* (www.apolishjourney.zerok.tv), the session will demonstrate the functionality of 'off the shelf' software and APIs to enrich video. Developments will be discussed in relation to the Interactive Production unit of the TV scheme in the media school.

Wave propagation through rigid porous materials

Haydar Aygün,
11.55am, Test Room

Experimental work has been carried out on rigid porous materials with and without perforations. A low frequency sinusoidal vibration has been applied to excite the material structure by using a force transducer. This caused a structure-borne sound wave to propagate through the material. The resulting response of this structure-borne vibration is detected by using an accelerometer. The results with and without perforation of the sample have been compared. The results show that perforation has an effect on the amplitude, shape and arrival time of the transmitted wave.

Afternoon sessions

Hearing the leaks – development of acoustic technology for detecting, locating and classifying water leakage from plastic pipes.

Dr James Jiang,
1.40pm Test Room

Supply of sufficient water has a great impact on the future of UK economy. The UK's current water scarcity has been evaluated by the UN as 'stressed', yet 3.28 billion litres (about 19% of treated water) are lost each day due to leaks in the distribution system – a loss that would meet the daily need of approximately 21 million people. This project aims to improve the efficiency of current water leak detection systems by obtaining a better understanding of:

- Acoustic characteristics of noise generated from leaks in plastic pipe, and;
- Sound propagation along plastic water distribution pipes considering the surrounding medium and nearby structure.

Legacy-building from REF 2014 – 2020

Professor Stewart Bruce-Low,
1.50pm Test Room

The sport science, health and sport development research cluster was supported by the R&E bid panel. The funding has been used to contribute towards a research assistant (RA).

The RA has been involved in three projects:

- Evaluating physical activity of school-aged children in Southampton.
- Investigating the physiological and psychological qualities of walking football.
- Investigating the effects of capsaicin ingestion on human performance.

These projects are in the process of yielding outputs as well as informing staff teaching.

Admission for assessment under the Mental Health Act 1983

Dr Ben Andoh,
2pm, Test Room

Admission for mental health assessment is compulsory and concerns non-offender patients. It may be under s.2 of the Mental Health Act 1983, which requires detention for up to 28 days for assessment, or under s.4, requiring detention for up to 72 hours for emergency assessment.

Following assessment, admission to hospital under the act can be informal (voluntary) or compulsory (involuntary, requiring formal procedures, followed by compulsory detention).

This review, involving (among other things) perusal of primary and secondary sources, will inform my teaching immensely as it has enabled me to discover some limitations of the law and to think about suggestions for reform.

Making the most of an international research sabbatical

Nigel Brearley,
2.10pm, Test Room

In autumn and winter 2014 I was invited to undertake a semester sabbatical at the Saxo Institute at the University of Copenhagen, which I took up in order to progress a longstanding research agenda that has informed my learning and teaching activities for many years.

The presentation addresses issues of securing an invitation, working in an international context, 'learning from elsewhere' and, importantly, 'following up on opportunities'. Successes and disappointments will be recounted, and observations made on the value of such activity in expanding and applying the resulting academic experience.

Research from the fashion cluster

Dr Flavia Loscialpo,
2.20pm, Test Room

Representing the Southampton Solent fashion research group, Flavia Loscialpo will discuss the link between the areas of research explored by members of the group and teaching activities involving undergraduate and postgraduate fashion students.

In particular, by focusing on key examples of research-informed practice projects, the presentation will reflect on how the research conducted by members of the group can reinforce, within teaching, the relationship between theory and creative practice.

High-speed videography: research and enterprise project

Tony Steyger and Craig Lees,
2.30pm, Test Room

As part of their research and enterprise activity, Tony Steyger and Craig Lees received funding to purchase a high-end video camera, the Sony FS700, capable of shooting in super slow motion.

The objectives were to train students on this specialist camera, to develop creative applications on live student projects, to collaborate with Solent Sports, and ultimately to be able to offer this knowledge to business partners.

This presentation features video extracts from a number of projects including curriculum assessments, outside broadcasts, documentary and summer festivals using slow motion image capture. Drawing on two case studies, the development of student expertise in this methodology has also enhanced the employability of our media graduates.



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