SLTCC 2016: Abstracts

Parallel session 1 (10:40 – 11:30)

Workshops

1.1 Application of games-based learning in introductory computer programming

Prins Butt, School of Media Arts and Technology, Southampton Solent University

Advocates of the use of games in education have long realised the power of games to engage and motivate. They have argued that games have the potential to be powerful pedagogical devices and have encouraged their use in various spheres of education. Game-based learning is a trend that utilises games in the learning process. It is a rapidly growing trend that is being fuelled by an expanding portfolio of success stories. Much of this success has been at primary and secondary levels of education but the adoption of game-based learning in higher education remains limited. Educators determined to tackle issues related to student motivation and engagement in higher education are being attracted by the motivational potential of games and with fewer barriers and growing access to gaming technology it is increasingly possible for educators to explore their use in higher education.

This workshop discusses the potential and pitfalls of using games in education. Participants will be given an overview of key developments in the areas of gamification, serious games and games-based learning and will be introduced to a games-based approach to learning introductory computer programming. Participants will utilise a serious educational game to gain first-hand experience of game-based learning. The potential of this approach is discussed by drawing on existing literature and learning theories such as experiential learning and constructivism. The workshop will conclude by discussing future work and providing participants an opportunity to share their views.

1.2 Untangling complex issues: using scaling to support and measure the impact of helping conversations

David Whistance, Employability and Enterprise, Southampton Solent University

This workshop introduces a technique called scaling that you could use to support and measure the progress of students as they engage with complex issues. You will have a hopefully enjoyable opportunity to practise the technique, to share experiences and consider its potential application.

There may be times when teaching and learning professionals and others involved in student support find themselves engaged in quite complex, ambiguous conversations. In these situations, what can be done to check whether the conversation is helping the student to work through and untangle their issue? Judicious use of this technique, once it is meaningfully integrated with other communication and problem solving skills, has the potential to help students work through issues that are blocking their success and achievement.

The session will provide opportunities to test out and critique the technique, and will include case study material from a 2016 final year undergraduate which shows her completing the scaling activity and outlines her personal experiences of the process.

Presentations

1.3 Helping careers set sail – a trio of partnering at Southampton Solent University

Gillian Saieva, School of Business and Law, Southampton Solent University
Meredith Smith, Employability and Enterprise, Southampton Solent University

The School of Business and Law within Southampton Solent University incorporates three BA (Hons) courses (Business Management, International Business Management and International Tourism Management), within a Work Placement unit allowing students to take the second semester (13 weeks) in a work based environment. The Work Placement Unit Leader and the Professional Services department embarked on a partnership approach with the challenge to build on the existing 'Business Engagement' relationship with Carnival UK (Global Cruise Industry leader) in Southampton. A relationship was already in place with twenty professionals from across the Carnival UK business enrolled on the University wide 'Business Mentor' programme. Rather than have students applying directly to the organisation to secure a work placement, the University wanted to develop this from within the business to ensure a higher quality work placement would be achieved. The Wilson Review of University-Business Collaboration (2012:38) states, 'clearly the university has to invest to provide placement opportunities for students; and developing and maintaining relationships with employers is not cost free. However, although creating new placement destinations requires significant investment, good experiences lead to repeat placements, at a lower cost, and can lead to further collaboration in other areas of university services.'

Past research has identified the benefits of International based placements, however within this, some students experience barriers to travelling abroad to undertake a placement, therefore a demand to work for an International organisation within the students city of study has emerged. Engaging with regional businesses to develop strategic partnerships is a strategic priority for the institution, however with present demand high for the outputs of collaboration, the institution is aware these cannot be achieved in the short term.

This paper explores the overall experience of Carnival UK hosting two BA (Hons) Business Management students for a 13 week placement from January – April 2015, the impact this had on their onward progression as students and the present collaborative status with Carnival UK.

1.3 Learning through exchanges: new academic partnerships for the yacht engineering department

Jean-Baptiste R. G. Souppez, School of Maritime Science and Engineering, Southampton Solent University

With a long established international reputation and state of the art facilities, the yacht engineering courses delivered at Southampton Solent University have always attracted both industry and academic partnerships. In 2016, two new significant academic exchange programs will be set up. The first one, taking place in the last week of March, will see first and second year students undertaking a week course in traditional wooden boatbuilding at the International Boatbuilding Training College (IBTC) Portsmouth, while the IBTC students will be welcomed at Southampton Solent University for a course on advanced composite manufacturing.

This exchange is set to become part of the Solent enrichment weeks and the IBTC course, and is intended to be run on a yearly basis. Based on this first experience and feedback from the students involved, conclusions on the benefits of academic exchanges will be drawn, and improvements will be suggested for next year's exchange. The second academic partnership will see Southampton Solent University become a partner University of the EMShip master program, an international master course funded by the European Union and ran over 3 semesters in 3 different countries. As part of this program, Southampton Solent University will supervise the master thesis of international students, and build stronger links with the University of Liege in Belgium where staff

will be invited for guest lectures. In return, Solent students will gain access to some of the University of Liege's facilities, industry placements, and guest lectures. Both opportunities will be detailed and reviewed, highlighting the benefits of academic exchange programs and partnerships for both students and academic institutions in today's internationalised learning community.

1.3 Evaluating the impact of live briefs: A client perspective

Sian Campbell, School of Business and Law, Southampton Solent University
David Moxon, School of Business and Law, Southampton Solent University
Professor Steven Henderson, School of Business and Law, Southampton Solent University

A live client brief is a project or challenge, set by a real organisation, which gives students the chance to put their skills and training to work on a real world consultancy problem and build genuine, practical experience. The live brief is popular with students and tutors alike. Here at Southampton Solent University it gives students the opportunity to work with a real client, and to engage in a meaningful way with research that has the potential to have a real impact on the client's business. The benefits for students and staff that can be attributed to delivering a live brief are well defined and documented, (e.g. Camarero, Rodriguez and Jose, 2010), (Thomas & Busby, 2003).

However, there has been little research carried out on the clients' perceptions of their engagement with students and staff, the process, and most importantly, the impact of the live brief on the businesses. We know that, anecdotally, many find it a positive experience, though there appears to be wide variation in their enthusiasm, engagement and satisfaction with the process and the final report. This study seeks to develop our understanding of both outcome and process for a number of reasons.

1. To provide evidence that demonstrates the impact student's work can have on an organisation.
2. To understand how employers perceive the process. This will enable us to tailor how we engage with them in order to ensure they have a positive experience and will be more inclined to engage again in the future.
3. To encourage employers to recognise the benefits of working with the university, continuing to build on our success in developing a reputation based on quality and professionalism.
4. To understand how the construction and management of a live brief can improve the beneficial impacts to clients.

Technology and space

1.4 Twitter and Storify in large mathematics lectures

Professor James W Anderson, Faculty of Social, Human and Mathematical Sciences, University of Southampton

A common lament among colleagues in many disciplines is the (real or perceived) difficulty in getting students to engage actively during large lectures, where by large we mean 200+ students. This is an environment very different from that experienced by most, if not all, students before they come to university. Over the past 4 years, I've been using Twitter to provide an additional route for student engagement in large (and small) mathematics lectures, and also using Storify to capture both the resulting Twitter-ation and also to provide a forum for answering emailed questions, bringing in relevant material from the Web, et cetera.

I would like the opportunity to share my experiences over these past few years, the things I feel have worked well and the things that have not worked well, as well as possible areas for future development. One reason that I would like to present at the Solent Learning and Teaching Community Conference 2016 is to make contacts and create links with colleagues who have done

similar work, and who have interesting ideas and directions for exploration on this and related topics, as well as sharing what I have learned. Please feel free to talk on the day, or contact me at J.w.anderson@soton.ac.uk

1.4 In pursuit of excellence: developing library environments for 21st century students.

Ronan O'Beirne, Library and Learning Service, Southampton Solent University

Learning and teaching environments are changing. As factors such as social media, networked technologies, open access resources and the knowledge society combine to shift the locus of control from the teacher to the learner the use of traditional, didactic pedagogies is brought into question. Drawing on current debates in heutagogy and 'self-determined' learning, this paper considers the transforming role the library can naturally play in providing a distinct learning and teaching environment.

In terms of the virtual library a key challenge is to extend the traditional understanding of the library from a storehouse of physical collections to a new appreciation of the digital vista of networked services going beyond the boundaries of its collections. So, rather than seeing the library as a place for retrieving a series of quotes for an assignment, instead the library provides a sandpit for learners to browse and manipulate knowledge; to juxtapose topics within disciplines in order to discover and generate new knowledge. Through serendipity and 'bricolage' the networked library will encourage students to synthesize concepts and consider new vistas for exploration. 'We are used to thinking about the user in the library environment... a major part of our challenge moving forward is thinking about the library in the user environment'. (Dempsey 2015)

With digital engagement increasing another key challenge is to ensure no library user gets left behind. Digital literacy, empowering students to navigate digital terrains and to filter and distil knowledge continues to be a critical task. That safe, secure, sanctuary where social learning and private study co-exist in a neutral environment, the library's physical presence at the heart of the university of course remains in focus. How will this 'commons' space develop in the future?

1.4 Phil vs Tansy – who won?

Dr Stephen Webb, Technology Enhanced Learning, University of Portsmouth

On 20 June 2016, the Portsmouth Business School is holding a day event sponsored by a Special Interest Group of the British Academy of Management. During the day, Dr Phil Richards, Chief Innovation Officer at JISC, will speak in favour of the motion that "Technology is a vital ingredient in enhancing learning". Professor Tansy Jessop, newly appointed Professor of Research Informed Teaching at Southampton Solent University, will speak against the motion. Who won, Phil or Tansy? As someone who, despite his job title, sees the strength of both sides of the argument, I present a neutral observer's view of the debate.

Virtual learning and teaching

1.5 Developing a framework for cost-effective distance learning

Dr Carina Buckley, Solent Learning and Teaching Institute, Southampton Solent University

This presentation will outline the steps taken to deliver an online Master's degree that is economically viable for the University. The MSc in Shipping Operations, the university's first and currently only wholly online distance learning degree, was widely accepted as a flagship example of SSU's capability for distance learning delivery. It is targeted at industry professionals and using the Southampton Solent University Moodle platform it allows the student to learn anywhere in the world, without ever having to come to Southampton.

However, there have been some issues with the delivery framework, and in its original format it was too expensive to deliver and lost money in its first few years of running. Whilst the student feedback was very positive the University could not support it as a loss leader.

Since then, the course team has restructured the course to reduce the number of assignments, reformulate the number of contact hours per tutor, and manage student expectations so that tutor time can in turn be better managed and therefore make the course scalable. This presentation will identify how the course was altered to become cost effective and will provide guidance for others who may be considering delivering an online course. We hope this may become a model framework suitable to apply to any course in the university.

1.5 Using Solent Open to enhance and support Warsash Superyacht Academy short courses.

Chris Lowe, School of Maritime Science and Engineering, Southampton Solent University

My presentation will explain how Solent Open is being used to enhance and support Warsash Superyacht Academy short courses, whilst also reducing administrative staff workload and acting as a tool to maintain contact with previous students. Solent Open is a Virtual Learning Environment (VLE) which stands outside of SSU's usual MyCourse and Solent Online Learning systems. It uses the same software (Moodle) as the core VLE systems but is externally hosted and supported.

There are several advantages for short course students of Solent Open but the major advantage is that students and potential students can self enrol onto course pages without needing SSU logins or email address. Students are given access instructions and the course enrolment key in the booking confirmation email so that they can access the online material as soon as they have booked onto the course. For courses that require prior preparation this password protected access to electronic pre course materials is invaluable and is a unique selling point for WSA.

Once enrolled onto a Solent Open Course, students can access materials and forums, joining teaching staff, current and past students online. Students have indefinite access to the course page allowing them to become useful reference tools for past students. The News Forum feature is used to disseminate important industry and regulatory information to current and past students. From a customer engagement perspective Solent Open offers a link to past students and can be used to inform past, present and future students of offers and WSA attendance at shows etc. Student feedback so far is overwhelmingly positive, with students on courses which do not yet have a Solent Open page beginning to request it.

1.5 Practical lessons from a virtual environment. The use of Adobe Connect for international and professional learning

Rebecca Page-Tickell, School of Business and Law, Southampton Solent University

This presentation provides insight into the learning experience for students using adobe connect as a medium for teaching within a blended learning environment. "Distance education requires a qualitatively new pedagogy built on a unique relationship between the instructor and the learners" Huang, 202, pg. 27). Making use of social constructivist (Vygotsky, 1978) theories of learning the capacity for andragogy (Knowles, Holton III and Swanson, 1998) in an on-line live environment will be discussed.

The Adobe classroom will be demonstrated, and specific lessons on managing an on-line live session will be discussed. Recommendations on the use of on-line live sessions as part of an approach to blended learning both for national and international students will be made.

References

- Huang,H-M (2002) Toward constructivism for adult learners in online learning environments. *British Journal of Educational Technology* Vol33 (1): 27-37
- Knowles M S, Holton III E F and Swanson R A (1998) The adult learner (5th ed) Gulf, Texas.
- Vygotsky L S (1978) Mind in society Harvard University Press, Cambridge.

Research informed teaching in action

1.6 Communication matters: improving the student experience through a collaborative staff-student approach

Dr Ann L Bingham, Senior Academic Developer, Solent Learning and Teaching Institute.
Caroline Barfoot, Academic Leader School of Communication and Marketing

This 15 minute presentation provides a synopsis of the joint project between SLTI and the School of Communication and Marketing. The aim of the project is to identify best practice in establishing channels of staff and student communication.   The project explores the range of communication tools and activities including face-to-face and virtual with an emphasis on student involvement in order to develop innovative practice to enhance the quality and timeliness of communication within the programme.

1.6 Examining the suitability, use and impact of photo-ethnography and documentary film as learning and teaching strategies in sport.

Joel Rookwood, School of Sport, Health and Social Science, Southampton Solent University

The unprecedented development of sporting cultures and industries during the last half century has helped generate an increase in focused educational provision in institutions of the Global North. This both reflects and informs sporting application, understanding, production and consumption.

Academics in Higher Education contexts responsible for devising related social science curricula should include within their courses exploratory and critical analysis of relevant contemporary issues that matter to significant portions of populations. 'Problem-solving' educational approaches to sport and related social science curricula increasingly focus on some of the significant challenges facing communities, including perceived and indisputable threats to peace, health, poverty and development. However, sport can also be manipulated in socially deconstructive contexts, often with damaging consequences. Exploitative practices have emerged in sporting forms in relation to spectator disorder, drug abuse, organised crime, and violations of human rights, for instance. It is important that those studying related degree programmes are exposed to critical examinations of such problems, whilst exploring potential forms of response. However, given the diverse range of geographical locations of such applications, this presents the educator with specific challenges.

This paper explores the suitability, use and impact of film and photography employed as visual teaching methods within the specified sport-based social science provision in a British Higher Education context. These serve as connected attempts to 'bring the world to the classroom'. Four focused educational contexts are included here all of which are not only international but trans-continental in focus, namely: continental Europe, South America, sub-Saharan Africa and Western Asia. Connecting with Southampton Solent University's seven strategic priorities, this innovative, internationally-focused and research-informed learning and teaching paper considers the challenges associated with attempting to improve student achievement and experience in ways that could drive recruitment, protect retention and build the reputation of the University.

1.6 Trailblazers in construction: how do businesses perceive it?

Michael Hill, School of Art, Design and Fashion, Southampton Solent University
Dr Ramesh Marasini, School of Art, Design and Fashion, Southampton Solent University

The construction industry is a major contributor to the UK, contributing 6.5% of GDP in 2014 and accounted for 2.1 million or 6.2% of jobs in the UK (Office of National Statistics, 2015). As a result of the recession 2008/9, the Federation of Master Builders (FMB) citing Construction Industry training Board (CITB) research, claims that 400,000 workers left the construction industry. During the recession, there has been limited recruitment of new workforce on a permanent basis thereby leaving a large skills gap. CITB 2015 suggest that approximately 45,000 additional workers will be required per year by the industry for the next five years.

Apprenticeships are seen as a way forward to address the skills shortage. The government aims to create three million new apprenticeships over the next five years with approximately 210,000 in construction. The 'Degree Apprenticeships' or "Trailblazers" is a new model being developed to fit within the higher apprenticeship framework, which will combine higher and vocational education and assess both wider occupational competence coupled with academic learning. This will be achieved by either a fully integrated degree design by Higher Education Institutions partnering with businesses, or completing a degree course with separate professional competency tests (Skills Funding Agency 2015). There are, however, concerns from businesses operating within the construction industry. As Southampton Solent University is one of the universities planning to deliver the degree apprentices from 2016/17 academic year in construction, a study was conducted to see whether companies are aware of the scheme, their level of understanding of the scheme, perceived challenges and its impact to their business including the funding model. The presentation will cover the extent of skills shortages, demand for new apprenticeship places and findings from the questionnaire survey of the construction businesses in the South of the UK. The study has been conducted as part of the project at level 6 of the BSc (Hons) Construction Management degree.

Pecha Kuchas

1.7 Higher and Degree Apprenticeships – the why, what and how?

Dr Helen Thomas, Academic Services, Southampton Solent University
John Barfoot, School of Art, Design and Fashion, Southampton Solent University
David Moxon, School of Law and Business, Southampton Solent University

The previous UK Government undertook to reform apprenticeships in response to the Richard Review (1992). The key outcomes of these reforms were the development of funded and staged Trailblazers - groups of employers working with professional bodies to develop nationally recognised apprenticeship standards. This expansion of apprenticeships continues to be a focus of the current government with its target to grow three million new apprenticeships during this term of office. The fastest growing part of the apprenticeship programme is higher and degree apprenticeships with 47 of the 129 standards published so far at this level. There are currently over 100 companies working with over 20 Universities and Colleges on Degree apprenticeships and around 1,500 starts expected on 13 Degree apprenticeships in 2015/16. The majority of the growth in apprenticeships is in the 25+ age groups and in a focussed number of occupations, offering scope for new developments to meet the needs of new occupational standards.

The introduction of the Apprenticeship Levy in April 2017 will herald a key shift in the contribution of employers to all apprenticeships and their potential enhanced use in workforce development. Employers with a payroll of £3 million or above will pay an annual levy of 0.5% of their pay roll bill. This levy can only be reclaimed through specific spend on employee post-16 apprenticeships. Employers paying the levy will include the University and other large public sector and private bodies. The University has successfully bid to the Skills Funding Agency (SFA) to deliver a range of higher and degree level apprenticeships from 2016. This Pecha Kucha will explore why the University is engaging with this new model of higher education, provide an overview of what these employer–led developments are and showcase two examples illustrating how colleagues are working collaboratively in this growing market.

1.7 Secrets of the Masters: advancing and enhancing an online MA

Andrew Davey, Modern Languages, University of Southampton
Charlotte Everitt, Modern Languages, University of Southampton

The University of Southampton *MA in English Language Teaching: Online* welcomed its first cohort in 2007. The format and delivery of the course have continued to evolve since then, and the course has expanded both in terms of student numbers and geographical reach. At the heart of operations of the Online MA our daily involvement with diverse aspects of the programme - from platform management and content creation, to academic, pastoral and technical issues - requires continual engagement with our learners and their tutors as we try to understand their needs and concerns,

and navigate our way towards finding solutions. This ongoing dialogue is a key driving force in how we develop the Online MA, helping us to prioritise our work and meet the needs of our students.

A piece of research into the student experience on the Online MA that we undertook in late 2015 highlighted four key areas to develop: students' connection with the University community; the variety of content delivery styles; availability and accessibility of course reading materials; and the clarity of information and signposting around course procedures.

This presentation will guide our audience through each of these identified areas, highlighting some of the steps we are taking to try to address these issues. It will highlight the rollercoaster experience involved in running an Online MA programme from our perspective as 'third space professionals' (Whitchurch, 2008; 2013), the complexities involved in developing and maintaining an online course of this size, and the challenges of creating a sense of community amongst our global cohort of learners.

References:

Whitchurch, C. (2008). A changing workforce map: The emergence of Third Space. In Whitchurch, C. *Professional Managers in UK Higher Education: Preparing for Complex Futures.* London: Leadership Foundation for Higher Education. pp.27-31. Available from: http://www.lfhe.ac.uk/filemanager/root/site_assets/research_resources/research/series_1/S1-12%20Whitchurch%20-%20Professional%20Managers%20-%20Final.pdf

Whitchurch, C. (2013). *Reconstructing Identities in Higher Education: The Rise of Third Space Professionals.* Abingdon: Routledge. p.iv.

1.7 Lessons learned from visiting other Student Hubs.

Prof Jenny Anderson, Executive Dean (Student Experience), Southampton Solent University
Chris Vidler, Student Hub, Southampton Solent University
Louisa Masters, Student Hub, Southampton Solent University

Join us in a fast paced presentation about visits to student hubs in 20 UK universities. Using photographs we highlight best practice and pitfalls in the design of student hubs. We share lessons learned for student support for our hub as a first point of contact and discuss the implications for the student and staff experience.

1.7 Giving online feedback to 21st Century Students: ten turnitin QuickMarks my students want to see in feedback

Dr Paul Joseph-Richard, School of Business and Law, Southampton Solent University

The aim of this presentation is to share the ten QuickMarks my students want me to incorporate when I give personalised feedback using Turnitin.

 The QuickMarks are "standard editing marks that instructors can utilise when editing and reviewing their peers' papers" (TurnItIn). As most users of Turnitin aware, these comments are static buttons that can be dragged onto a student's paper in the document viewer. When the student views his or her paper, rolling over the QuickMark with the mouse pointer reveals a pop-up window with a more detailed comment. Generally, QuickMarks address common issues in student writing such as document formatting and errors in capitalization, spelling, punctuation, grammar, and mechanics. Instructors can customise personalised sets of QuickMarks in TurnItIn. Recent Turnitin research shows that students want to see 'suggestions for improvement' in their feedback. Therefore, I asked my students to give me three QuickMarks that they would like to see me incorporate in my feedback. To my surprise, I received lot of texting style, social media influenced, funny QuickMarks. This presentation shares some of them. Examples include: IDKWYATA (I do not know what you are talking about; be clear), Selfie (You must avoid using 'I' in business report. Use third person)

When I started using students generated QuickMarks, this practice has given them a sense of ownership, and improved their engagement. My feedback was considered memorable and helpful. As most QuickMarks contain a funnier side to an improvement suggestion, students have taken them well and understood the point I am trying to make in my feedback. There is evidence to suggest that my feedback has been incorporated in later submissions.

1.7 A pilot study into the use of online presentations as a form of summative assessment in research methods

Scott Burnet, School of Sport, Health and Social Sciences, Southampton Solent University

Research is increasingly becoming a global enterprise with undergraduate students entering a competitive global knowledge economy (British Academy, 2013). One of the core competencies of a professional is the ability to orally communicate with others, yet many undergraduate students lack the ability to do this coherently (Chan, 2011). Online presentations offer a 'safe' method for students to effectively refine their ability to communicate orally. The purpose of this investigation was to evaluate the use of online presentations as a form of summative assessment in undergraduate students.

Students from the Health, Exercise and Sports Science programme (n = 148) completed a 15 min online presentation using open source software as part of their level 5 Research Methods unit. Support and guidance was provided in taught sessions, but also through myCourse resources. Students were invited to complete a questionnaire to evaluate the method of assessment. Data logs were retrieved from myCourse to determine the volume of students who accessed the online resources.

In total 143 students successfully submitted their presentation to the myCourse assignment link, with a further five students (3%) submitting but not completing the full upload process. Student achievement was positive [59(12)%], as was the pass rate [97%]. Students were generally supportive of the assessment and commented that the ability to re-start the presentation if they made a mistake was a real benefit. Student anxiety regarding the software was highlighted as an initial concern and the uploading time to myCourse was slow throughout the 6 h prior to the submission deadline. From a staff perspective, the assessment provided an insight into each student's knowledge and understanding of the subject area but without the need to arrange individual presentation times. In future, details of the upload process need to be communicated more effectively to the students.

1.7 Social media in teaching mathematics

Vesna Perišić, Mathematical Sciences, University of Southampton

We teach mathematics to an extremely diverse audience, from mature foundation year students to a fourteen year local student with extremely high ambitions. We are aiming to build on students' extremely diverse backgrounds and experiences they bring when they join our university, and to enable them to fulfil their aspirations. This is possible only by including and engaging all students as partners into a collaborative learning- teaching process ([1.]). At heart of any successful collaboration is a good communication.

We are looking into how social media could be utilized as a communication channel to establish and support ongoing communication with and among students. At the same time we want to support development of students' digital literacies, including managing and developing their online identities and appropriate security settings, essential skills for every student in the twenty first century.

To collaboratively engage students in the whole learning-teaching process we decided alongside our more traditional already established practice, to use Facebook as a communication channel and a media to facilitate discussions. We set up Facebook open group as well as nominated moderators to administrate the group and to encourage students' participation. The students responded

positively on this initiative. The Facebook page reviles a lively and intensive communication between students who were sharing links, and answering each other's questions, in particular discussing homework.

Some literature might suggest ([3.]) that students like clear boundaries between work and socializing keeping Facebook more to communicate with friends; this is not confirmed by our experience. Though it is not easy to evaluate benefits to the students' learning from a single tool used, our most recent experience has shifted our perception of Facebook and positioned it as a valuable educational tool ([2.]). Now we use Facebook groups in learning and teaching across math subjects. Our findings will be shared.

References:
[1.] Gokhale, Anuradha A. *Collaborative Learning Enhances Critical Thinking,* Journal of Technology Education, 1995, Volume 7 Number 1
 [2.] Perisic, V et al *Exploring Use of Social Media in Teaching Analysis, 3rd* HEA STEM Annual Learning and Teaching Conference 2014: Enhancing the STEM Student Journey , 30 April-1.May, 2014, Edinburgh
[3.] Rambe, P *Converged social media: Identity management and engagement on Facebook Mobile and blogs*, Australasian Journal of Educational Technology, 2013, 29(3)

Parallel session 2 (11:45 – 12:25)

Workshops

2.1 RISE – rich information set for educators

Alexandra Banks, Academic Services, Southampton Solent University
Steve Hogg, Solent Learning and Teaching Institute, Southampton Solent University
Helen Sharma, Solent Learning and Teaching Institute, Southampton Solent University

Current thinking in the HE sector suggests that providing students and teaching staff with targeted information about student behaviour and academic performance:

- Improves the student learning experience.
- Enables students to manage their academic progress and learning experience.
- Improves student retention and achievement.
- Enhances student/staff partnerships.
- Improves communications between support and academic teams.
- Helps target the development of more effective pedagogies.
- Enables targeted, personalised academic support for students.
- Informs improvements in course design and management.

This workshop will help to develop the vision for an easy to access learner information set that will give students an overview of their level of involvement with key learning facilitates and systems, and their academic performance. The information set will also provide teaching staff with a summarized information set showing information about individuals and their cohort

This workshop will ask the participants to explore two questions and to develop a vision for:

- What information would be useful to teaching staff in order to monitor and improve student progress and to identify any students at risk so that interventions can be planned and implemented?
- What information set would be useful to students and what information do students require in order to monitor and improve their own progress.

2.2 Developing augmented reality for learning eEnhancement

Dr Debbie Holley, Centre of Excellence in Learning, Bournemouth University
David Hunt and Susan Deane, Learning Technologists, Bournemouth University
Dr Gelareh Roushan, Chair, TEL Strategy Forum, Bournemouth University

Augmented Reality (AR) is identified as a key emergent technology in the NMC New Horizons Report (2016) and the pedagogic context of its use as an education tool is the focus of research by assessment expert Bloxham (Bloxham, 2013). Students at University are expecting academic staff to lead in the use of technology for their learning (Bradley & Holley 2011, JISC 'What students want' 2015). AR and its affordances offer staff, and their students, the opportunities to co-create and share artefacts for learning into the curriculum. Previously not accessible for educational purposes, due to the sophisticated technology required, the evolution of SMART mobile devices means that the tools and development environment for AR is now accessible to non-experts (Vuforia 2014, Aurasma 2016). Two thirds of people now own a smartphone, using it for nearly two hours every day to browse the internet, access social media, bank and shop online (OFCOM 2015); students increasing expect to use their device of choice within the classroom (JISC BYOD Report 2014).

Continues…

This workshop will:

a) Provide a short overview/ demonstration of how AR is being located within the Bournemouth University context
b) Give participants an opportunity to be guided through the creation of their own AR 'mini' clip and discuss ideas for future developments in their own contexts
c) Conclude with a brief demonstration of Virtual Reality (VR) to showcase the possibilities of immersive environments.

This is an inclusive workshop, and there is no need to have any technology to take part! We will work in small groups, however, participants with SMART devices could have the AURASMA app downloaded (free for both apple/android); there is a detailed instruction sheet available from http://augmented@ARU

Presentations

Awesome lecture capture

2.3 Lecture capture and impact on student learning outcomes

Jonathan Ridley, Chris Patterson and Dee Greig-Dunn,
School of Maritime Science and Engineering, Southampton Solent University.

Members of WMA staff have been involved in the lecture capture trial project since the start. Last year we immediately started to notice a significant drop in our examination failure rates and have been keeping careful records of exam performance. At WMA we are in the unusual position of running units 3-4 times in an academic year and this gives us the opportunity to quickly build a quality dataset. The data suggests that lecture capture has had a significant impact on student results. The presentation will outline the initial findings and begins to address strategies to pursue the implications that may surface.

2.3 Lecture capture: summative and formative assessment with business and social work students

Gavin Tucker and Marietjie Joubert, School of Sport, Health and Social Science,
Southampton Solent University
Gillian Saieva, School of Business and Law, Southampton Solent University

Lecture Capture represents a new digital way to support student learning, consistent with the growing impetus to take a blended approach to teaching, learning and assessment. It is a tool very much suited to use within modern learning environments, well attuned to a diverse range of learning strategies. In this presentation, colleagues from the business school and social work department will outline their recent experience of using lecture capture for formative and summative assessment; outlining how it has improved the student learning experience and its potential for wider learning strategies.

2.3 Lecture Capture 2 years on: what are the pros and the cons from both learning and teaching perspectives?

Mary White, School of Business and Law, Southampton Solent University

During the last two years Lecture Capture (LC) has been piloted and introduced within Southampton Solent University (SSU) to enhance learning by using technology to record lectures. Theorists are divided on the effects of LC with (Leadbetter et al. 2013 and Franklin, et al. 2011) maintaining insignificant effect whilst others such as Von Konsky et al. (2009) and Danielson et al. (2013 p.126) claim that LC *overwhelmingly indicated LC helped them to learn better.*

For those of us involved the pilot meant that we were enthused enough to believe there would be benefits for the learners and how learning was delivered. This meant acquiring new skills ourselves to facilitate the delivery. Furthermore, we have needed to consider whether LC meets the needs of SSU students' learning in the wider context. These include questions like whether there is there a difference between how undergraduates view LC compared to MBA students? Do we as educators acknowledge and recognise why this is the case? What activities involving LC have students at SSU particularly engaged with and how do these translate into effective learning outcomes that can be demonstrated? Can LC be quantified as regards its contribution to achieving learning outcomes? Is there a compelling argument that LC should be part of everyone's toolkit? Or is LC precisely what it states – a toolkit that enables you to catch up – no more no less and the approach of teaching the important element in achieving learning? This presentation aims consider these conundrums and present some initial feedback from both a personal perspective as an educator and also students' perspective across a number of disciplines.

2.3 Impact of Lecture Capture on staff's teaching practice

Dr Paul Joseph-Richard, School of Business, Law and Communication
Daran Price, Learning Technologist, SLTI, Southampton Solent University
Dr Godwin Okafor, Lecturer in Economic Development, School of Business, Law and Communication
Dr Timos Almpanis (Associate Professor), Senior Lecturer in Learning & Teaching, SLTI
Southampton Solent University

The aim of this presentation is to report on the findings of the research on the impact of Lecture Capture (LC) on staff's teaching practice. Lecture capturing is rapidly being deployed in Higher Education Institutions (HEIs) as a means of increasing student learning, experience and inclusivity. As research begins to accumulate on the effectiveness of Lecture Capture (LC) in HEIs, it appears that LC is largely beneficial to students' learning and their academic performance. It is less clear, however, how the use of LC has impacted on lecturers' own teaching practice, as studies that explore this issue have only begun to surface fairly recently. Has the use of LC impacted on lecturers' design and delivery of learning activities and programme of study? Has it influenced their ways of giving student feedback and support? Does it have any impact on their knowledge and professional values? Understanding how staff use these systems to develop their own practice is an issue that has largely been unexplored but it is important to enhance reflexive teaching. This study aims to provide a deeper understanding of the impact of LC on staff's teaching practice, through a web survey of academics (n46) in Southampton Solent University.

This presentation highlights the results of the survey. The descriptive statistics revealed the use of LC impacting four areas of teaching activity (delivery of lectures and supporting learning; assessment and feedback related activities; developing effective learning environment and their approach to student support and guidance; engaging in their continuous professional development and their approach to incorporation of research and evaluation of their practice) as well as their core knowledge and commitment to professional values. Relatively less impact on the area of designing and planning learning sessions was reported. It is concluded that there is strong evidence to indicate that the LC has impacted academics' core knowledge, their commitment to professional values and certain teaching practices. The findings have important practical implications, as they provide HEIs with a new set of evidence to build a convincing case for implementation, promotion, and sustained use of LC as tool to enhance teaching practice.

Bridging theory and practice

2.4 Building confidence through self-efficacy in Solent Creatives

Caroline Barfoot, Solent Creatives, Southampton Solent University

Solent Creatives offers options to students from the following three Schools; Communications & Marketing, Media Arts & Technology and Art, Design & Fashion. One of the key aims of Solent Creatives is to help students to grow in confidence through a growing belief in their own abilities. This relates broadly to Bandura's belief in 'Mastery Experiences' or 'Performance accomplishments'

(Bandura, 1977, 195) – in other words the knowledge that you have done a good job has a positive impact on your self-efficacy.

Through a series of case studies of students who have taken our units, or who have worked with us as freelancers, we are able to appreciate the impact that being empowered to act as a freelancer has had on the student and their confidence levels. In their own words, students tell their stories and allow us to hear in their thoughts on the value of Solent Creatives.

As part of the Freelancing @Solent Creatives unit, students are asked to write a reflective piece to review what they have learnt from their experiences of working with Solent Creatives. This includes reflection on self-efficacy and the impact of the unit on their self-confidence and their beliefs in their own abilities. They are introduced to Bandura and the application of his theories to their experiences provides a really useful exercise that will be discussed as part of the presentation.

References:
Bandura, A, 1977, Self-efficacy, towards a unifying theory of behavioural change, available in Psychology Today, 1977, Vol.84, 191-215

2.4 Just engage! An eCampaign in a day

Dr Catherine Sweet, School of Communication and Marketing, Southampton Solent University

This presentation highlights the results of an ethnographic research exercise conducted in a single day of student experiential learning, working in multi-disciplinary teams reacting to a live client brief to create, implement and measure a campaign. Participants in the workshop are challenged as the results are revealed to consider how they can apply the same agile learning techniques, building them into their curricula and engaging others across their schools.

On 21 March 2016 three SSU Academics conducted a research exercise with 10 students drawn from across the School of Communication and Marketing. The two multidisciplinary student teams (most of whom were unknown to each other) were challenged to develop, implement and measure their own public engagement campaigns. Applying agile and experiential learning approaches, the teams responded to a previously unseen live client brief, coming up with a creative pitch. The teams then ran a pilot version of their campaign in the afternoon, and presented the results to the client, showing their success at reaching their chosen target audience. Criteria of measurement included proof of raised levels of awareness, knowledge, interest and action regarding youth engagement with the UK EU referendum being held on 23 June.

The presentation has a dual purpose- first of all to spread the best practice technique of using live client briefs from outside industry contacts campaigns to catalyse student learning across cross-disciplinary boundaries, working outside their usual cohorts. The second objective is to engage academic interest in the use of ethnographic research to document the creative process, assess outputs, and analyse the performance measurement process that could be adopted by their own students. The resulting data can be used as source material for subsequent journal articles and conference presentations, as well as providing input to school degree curricula.

2.4 Designing and Implementing professional practice activities for large student groups

Kristian Low and Kevin O'Donovan, School of Communication and Marketing, Southampton Solent University

Professional Practice is an essential component of undergraduate education within the creative industries, and journalism as a subject relies upon the application of practice to underpin the learning processes and practices in core delivery. To improve this further, to provide a stronger link to employability and to qualify for industry accreditation, production news days are a weekly essential activity for all students on the degree.

The news day aims to mirror journalism industry practice as closely as possible and takes place in our purpose built 'news room'. The structure of this activity enables students from all 3 years of the degree (up to 90 students) to participate in a group activity for a common production goal. This engagement requires planning in terms of student targets, peer-mentoring opportunities for trainee, senior and editorial staff roles to be undertaken by students.

The news days developed out of a requirement by the accrediting body the Broadcast Journalism Training Council (BJTC) who noted that the news days were best practice are helping other institutions to engage large groups of students in similar productive and professional activities. With all three years of the degree involved in producing stories for our website, the structure continues to develop through accreditation board, student and staff consultation.

In outlining the development of these activities, and their links to student experience and employability, we propose to discuss how the degree's course team implement and support the news day, adapting it to respond to industry practice. This future proofs the activities engage large student cohorts to achieve and exceed student expectations in a safe and supportive educational but industry influenced environment.

Engaging through innovative assessment

2.5 Investigating formative frameworks

David Barber, Solent Learning and Teaching Institute, Southampton Solent University
Susan Patrick, School of Business and Law, Southampton Solent University

There is currently a broad commitment across the school of Business and Law to understand how effective different formative strategies are, for students as a whole and for specific groups of students within the wider cohort. This project trials an Action Research approach to plan, refine and evaluate different formative initiatives in collaboration with students. This presentation provides an overview of progress that highlights findings about how different students respond to different kinds of formative stimulus and whether any attempts to use this understanding to develop practice have been successful. It will incorporate an activity that provides delegates with opportunities to share their own experiences and to reflect on the relevance of wider practice to their own teaching. As a result of taking part participants should have an understanding of how attempts to engage students with different educational backgrounds vary and/or apply across discipline boundaries.

This paper aligns with conference themes around innovative assessment and feedback practices and addresses issues around students as partners in learning and about equality and diversity, It follows the principle that excellent universities are built on the foundations of good teaching and assessment and asks how we can engage the diverse and dynamic perspective of our students in the development of practice in these critical areas.

2.5 Reliability of self and peer assessment of group work in Higher Education

Dr Mehdi Chowdhury, Department of Accounting, Finance and Economics, Bournemouth University,

Self and Peer Assessment (SPA) is commonly used by higher educational institutions to differentiate marks in group work based assessments. The paper demonstrates that the structure of SPA resembles that of a strategic form game, and the dominant strategy of a student is to report SPA that maximises his/her own mark. However, the analysis of data of a real time SPA indicates that students might not report contributions by adopting dominant strategies, i.e. grade maximisation is not explicit in reporting. The paper suggests that some other factors such as reciprocity, altruism, guilt aversion and trust may have influenced the SPA and there is a mismatch between the game (SPA) designed by the tutor and the game (SPA) played by the student. This implies that the

interpretation of SPA is not possible, hence the statistics of SPA cannot be used as reliable indicators of students' contribution to assessments.

2.5 Programmatic assessment

Paul Jennings, Department of Accounting and Investment, University of Winchester
Julia Osgerby and Alison Tinsley, University of Winchester

Programmatic assessment refers to the assessment of a student's achievement of learning outcomes at programme level, in contrast to when achievement is measured by individual module assessments. It is by nature integrative because taught modules are not assessed in isolation and it can thus promote high quality deep learning. Introducing assessment at programme level can allow for a reduction in overall assessment load, so students and faculty can devote more time and effort to effective learning and formative assessment.

This research (i) reviews the literature on programmatic assessment; (ii) briefly analyses the attractions of, and problems with, programmatic assessment; and, (iii) describes and evaluates a small-scale trial of integrated, programmatic assessment on an undergraduate Accounting programme.

This session will describe how programme level assessment was introduced at level 4 of the University of Winchester undergraduate accounting programmes in 2015-2016, including how the programme team addressed the challenges arising from introducing a new style of assessment within existing academic structures and regulations, while maintaining coverage of technical knowledge and maintaining accreditation by professional bodies.

PoP! The power of peers 1

2.6 Fair shares for all? The role of peer feedback in group assignments

Adam Warren, Institute for Learning Innovation and Development, University of Southampton

Group assignments are frequently a source of tension between students, especially where some members of a team are seen as freeloaders who have not done their fair share of the work yet still get the same grade as everyone else. This presentation will show how a free online system called TEAMMATES was used to obtain feedback from students to enable the calculation of an individual grade based on their peers' evaluation of their overall contribution to the project. In addition, the TEAMMATES system was used twice while students were working on their group assignment to provide each other with formative feedback on their team performance. The aim was to provide an early warning to students who were not seen as 'pulling their weight' as well as acknowledging excellent work.

There will be a focus on the practical issues that were discovered during this pilot project as well as observations about student behaviour and attitudes.

2.6 Wellbees – a peer education project

Alison Golden, Student Services, Southampton Solent University

The Peer Education Project was started in 2015/16; working with Employability and Enterprise, the Student Experience Team and the Solent Students' Union a project outline and job description were drawn up. The aim of the project was to improve the well-being and resilience of our students; develop their use of relevant self-help resources; and improve their understanding of the advice and support available to them at the University. The project also sought to improve the employability of the student mentors by involving them in the development and implementation of the project.

The project looked at the peer mentoring model but varied the remit, choosing not to look at one to one relationships between students as mentor and mentee but rather looking at students as partners in learning and as peer educators. A pack of resources has been created, working with the peer educators that can be delivered to students in a variety of formats. Following the tool-kit approach of supporting staff supporting students, the resources will be available to staff to incorporate into welcome/induction, enhancement and other timetabled activities. This presentation will show the development of the project and promote to staff how they might access the resources to better support their students.

2.6 Student peer mentors: Is this the answer to the support resource issue?

Nicolas Papaconstantinou, Solent Learning and Teaching Institute, Southampton Solent University
(In collaboration with Steve Sadler, School of Sport, Health and Social Science,
Southampton Solent University)

Professional or off-site students on courses with non-traditional delivery need innovative approaches to recording and evidencing outputs. Sophisticated software is available, but has customarily been a heavy draw on support resources. This project explores whether creating a network of student peer mentors is the answer to the resource issue.

The Foundation degree in Health Social Care is one of these courses. It has a large cohort of students, all working for the NHS, and studying part-time (although it is regarded as a full-time course). Each student has an assigned mentor, overseeing their work and signing off on multiple documents (such as timesheets and evidence of competencies). In recent years this course progressed from paper-based portfolios of this evidence to using Mahara – an ePortfolio software – to track this. This software is a good fit for the functions required. However, it is sophisticated and can be daunting for new users, and with such a large and diverse cohort this has previously meant a big support requirement, both from the course team and Learning Technologies.

With this year's cohort two key changes have been put in place to try and address this:

- Portfolio templates
- A Student Peer Mentor scheme

A third of the cohort volunteered and were given extra training, and an escalation workflow for user support put in place with these "super users" as first contact for student queries about Mahara. This 15 minute presentation will outline the scope of the project, present some of the issues faced, explore the interventions and deliver some initial findings. There will be a few minutes for questions.

Pecha Kuchas

2.7 Don't judge a book by its cover... what did we learn from the Human Library event 2015?

Andrea Peoples, Student Services, Southampton Solent University
Judith Hanley, Employability and Enterprise, Southampton Solent University

The Human Library is a global initiative where 'books' are people and 'reading' is a conversation with the aim of creating more social cohesion and respect for diversity and human rights.

Hear about this innovative approach to challenging prejudice and the first event hosted at Solent involving University staff, students, Students' Union Officers and external community members. From as little as a 20 minute contribution, participants agreed it is a good way to challenge prejudice and to increase individual's confidence to challenge discrimination.

2.7 The Student Hub, a new model for providing support and guidance to Solent students

Daniel Inns, Student Hub, Southampton Solent University

On the 1st August 2015 Solent opened its new Student Hub. The Student Hub was part of Solent's 'Project Align' initiative which saw the reorganisation of three faculties into six Schools, with the accompanying support staff and professional services moving to a predominantly centrally-based model. As part of the re-alignment a new Student Hub was created with the vision of it being the first point of contact for students should they have any queries in relation to their studies? This was a significant change for the University as students and staff were used to visiting Faculty help desks for help and support.

One of the driving principles behind the Student Hub is that staff aim to resolve the query in the first instance where possible and if this is not possible find the correct professional service member who can. In setting up the Student Hub, staff needed to ensure that a referral process was established which enabled queries to be referred onto professional services when appropriate. It was vital to the success of the Student Hub that a joint understanding of respective team's functions underpinned this referral process. This presentation will detail this new way of working outlining specifically how the referral process works and some of the decisions and complexities staff have in determining to whom and at what point a referral takes place.

The presentation will go onto illustrate the ways in which Student Hub staff are now expected to offer advice and guidance to students on a wide range of topics and offer pastoral support to students on areas which would have previously have been offered by other support staff. The presentation will highlight some of the benefits and challenges that this style of central provision brings for both students and staff in offering support to students in one place.

2.7 Peer feedback in a blog writing class

Danilo Venticinque, School of Communications and Marketing, Southampton Solent University

My presentation will discuss the results of three blog writing tasks performed by 24 Level 4 students in a Multiplatform Journalism course unit. For the first task, students were asked to write a 200-word blog post and submit it for feedback on myCourse. The majority of the posts contained a high number of grammar and spelling mistakes, as well as other style issues (long sentences and/or lack of paragraphs). A week after the task, students attended a lecture which included writing and proofreading advice. They were then asked to write another 200-word text and submit them for feedback. Although there was a slight improvement compared to the first task, their writing still showed an alarming amount of mistakes that had been discussed only a few hours earlier in class.

On the following week, students were asked to write another post under similar conditions, but with one difference: before submitting their work, they were required to show it to a classmate who would give them feedback on the following criteria:

- Grammar and spelling
- Structure
- Choice of words

The output of the third writing task showed significant improvement compared to the previous two. [I have yet to compile the data, but the presentation will include the exact amount of mistakes in each writing task.] I believe that there are two explanations for those results:

- Students were effective in proofreading the work of classmates even though they found it hard to proofread their own writing
- The prospect of showing their work to a classmate made them more careful when writing
- Both explanations corroborate the idea that structured peer feedback with pre-defined criteria can be a valuable tool for improving students' accuracy in writing-heavy course units.

2.7 Referencing solved! The RefME solution

Kathryn Ballard and Hannah Porter, Library and Learning Service, Southampton Solent University.

Referencing is a pedagogical issue with which students constantly struggle and RefME, a new start-up company, have developed a solution. Since launch, they claim they have grown faster than Twitter or Facebook, gathering an impressive 1 million users in their first year. Using innovative technology, RefME have developed a simple yet effective tool for efficient referencing.

Library staff promote RefME, which incorporates Solent's Harvard referencing style, via workshops, the portal and during teaching sessions. So far the response has been overwhelmingly positive, with whoops of joy from some students. Solent Library is an early adopter of RefME and we have been selected as a Technology Innovation Partner to help develop the product. We will be closely involved in testing new features including analytics and Microsoft apps and gathering student feedback through workshops and focus groups. Our students will have a voice in the development and implementation of a tool that meets their referencing needs.

The Pecha Kucha will highlight the success of implementing RefME. We will explain the software and encourage everyone to evaluate it for themselves. Staff will find RefME useful for their own research and publication needs and therefore we want to inform as wide an audience as possible. We feel that once attendees have experienced the simplicity of RefME they will be keen to promote it and appreciate its value for students. RefME is becoming increasingly embedded in the student workflow internationally due to a strong Twitter presence and marketing campaign. Therefore, students will find and use this product independently. It is imperative that we support their use of this software and give our students and academics the opportunity to influence its development.

2.7 The International Business and Marketing Week 2016

Rozenn Ghorbanion, Lesley Strachan and Avril Coates, School of Business, Law and Communications, Southampton Solent University

The School of Business and Law is launching its first International Business and Marketing Week from 10th April to 14th April 2016. The week brings students from across the International Marketing Network (IMN) to work in 'live' real world projects with businesses connected to the host university. Solent University is the only UK partner, and the network includes 11 other universities across Europe. Students work on a live brief and are awarded prizes.

In previous years students have been to Germany, Spain and Finland. In 2014 students went to the International Week at Heilbronn University in Germany. Students visited the Mercedes museum and met members of the Mercedes management team in preparation for the project. Those participating will gain experience of working on a real project for a global company, in intercultural teams. With plenty of social activities and a cultural tour. Students participating in international weeks have said they are "challenging", "professionally beneficial" and "fun".

At Solent, the live brief for the week has a nautical theme that relates to Southampton's strong links to the sea. The challenge is: Do you have what it takes to launch an iconic British brand to a European market?

We will receive over 41 guest students and 7 Solent students as well as 5 guest staff, we are also sending students to other European Universities hosting their own week between March and May 2016. We believe this evens fits perfectly within the theme of "Internationalised learning community: mobility through exchange and partnership" as well as "Employability, enterprise and personal development". The students take away a deep learning experience: real world projects, intercultural team work & skills development, wider life perspectives, experience of visiting another country. The partner companies gain a multi-cultural perspective on a defined marketing issue.

Parallel session 3 (14:25 – 15:15)

Workshops

3.1 Inclusive pedagogic practice (what it is and how we do it)

Phil Gibson, Andrea Peoples and Jem Cooke (LIS Student Services)

An interactive workshop focusing on raising awareness of the impacts equality 'protected characteristics' can have on students achieving their potential at Southampton Solent University. You will be introduced to opportunities for learning about inclusivity, explore how inclusive practice can be implemented in our teaching and learning and discuss some of its limitations.

3.2 Bright Club: communication through comedy

Nikhil Mistry and Dave Christensen, Bright Club Southampton

The Bright Club format - combining research and comedy to educate and entertain - was originated at University College London, and enables researchers to take their work to a wider audience, sharing their enthusiasm for their area of expertise within the guise of stand-up comedy.

Beyond the creation of great public engagement, Bright Club provides researchers with a host of presentation skills, including presentation planning, increased confidence and a range engaging delivery styles. This workshop will give you the opportunity to participate in some interactive 'taster training' activities… and find out more about Bright Club Southampton!

Get all the Bright Club news at https://www.facebook.com/brightclubsoton

Presentations

Engaged and retained

3.3 Keeping everyone in the loop: reflections on the role of the University Student Forum.

Karen Wilbraham, Head of Student Experience, Southampton Solent University
Ted Aplin, Student Hub Team Leader, Southampton Solent University
Sara Hender, Student Hub Officer, Southampton Solent University

This presentation provides an overview on the various ways our students and course representatives provide feedback on their learning experience at Solent. We reflect on the role of the twice–yearly University Student Forum to find out what students really think about their wider student experience at Solent, and explore ideas for taking this event forward as part of the feedback framework for 2016/17. We welcome your ideas on other, innovative and creative means of obtaining student feedback.

3.3 Mapping student engagement opportunities and activities as a whole university.

Tom Lowe, Academic Quality and Development, The University of Winchester
Cassie Shaw, Winchester Student Union

In an effort to enhance Student Engagement (SE) at the University of Winchester (UoW) and Winchester Student Union (WSU), a team of us have created a framework to assess and map all the Student Engagement Participation/Activity at an institution, from Educational to Volunteering. It has evolved into using the term SE with a far more inclusive outlook. The term has developed into an all-encompassing definition of engagement.

WSU believes any student actively involved in their university experience, from the base levels of an educational aspect of studying for a degree, to extra-curricular endeavours within the university, to socialising at university events, is playing an invaluable role in SE. We have looked at splitting the SE participation, at WSU and UoW, into visually discernible categories that work towards the ultimate engagement level, with great variety but comparable value. We have developed the framework into an interactive workshop to run at institutions, which we have now trialled across the UK, but we are excited to run the session at other Universities to share the practice and also gain more feedback. We would be very enthusiastic to run this session at Solent's Learning and Teaching Conference to facilitate discussion around student opportunities and hear perspectives on the impact of different kinds of participation at Solent.

The purpose of this activity is to enable a group of staff or students to map student participation at their institution. This activity gives the group an opportunity to gain a perspective, begin discussion and to audit participations in different SE activities at an institution in six areas, informing strategic perspective and decisions. This activity can has directly informed strategic thinking around Student Engagement at the Universities of Winchester, London Metropolitan, Edinburgh Napier and Newman.

3.3 Effectiveness of retention strategies at Southampton Solent University

Verity Bird, School of Art, Design and Fashion, Southampton Solent University

Research for my MA in Professional Practice looks into the effectiveness of retention strategies at Southampton Solent University (SSU). This relates to the conference themes of student engagement, progression and achievement, plus equality, diversity and inclusivity, in that students from non-traditional backgrounds in HE are less likely to stay the course.

An in-depth review of NAO and HESA statistics was carried out, looking at progression and achievement of students across the HE sector, and around institutions with benchmark progression rates similar to those of SSU. Between 2004/5 and 2012/13 progression in the sector as a whole improved by approximately 2%; over the same period retention at SSU reduced by 1.5% placing us among the worst achievers in terms of student drop-out. Anecdotal evidence suggests that our high drop-out rate is caused by the diversity of our student body, however there are numerous HEIs with considerably higher rates of non-traditional students which, nevertheless, have significantly lower drop-out rates than SSU. HESA sets benchmark figures for progression; while we perform better than benchmark for mature students, we fall in the lower third of the range for younger applicants, relative to comparable institutions.

A comprehensive literature review of up to date research was compared with practice and outcomes within two schools in the former faculties. While a lot of sound work is being done, there is a constant reinvention of the wheel and problems with transferability of successful approaches, because the work is not informed by up to date research.

In my presentation I will:

- summarise the up to date research;
- summarise the data analysis, giving examples of good practice from within SSU and relating this to the secondary sources;
- suggest ways that the issue could usefully be taken forward with the aim of improving SSU's performance in this very important area.

Using virtual space to enhance learning and teaching

3.4 The journey of an idea

Rachael Taylor, School of Art, Design and Fashion, Southampton Solent University

The presentation will discuss new approaches towards the Design Process Unit for Level 4 Fashion Graphics. To demonstrate; benefits of combining digital and practical opportunities within teaching and learning, importance of allowing space for experimentation and ideas development.

The design process unit explores how we create, communicate and experience graphics within the 21st century, using practical making and digital techniques for graphic design. The 3 elements covered include; Design Process, Fashion Graphics and design of an info-graphic, to reflect on students own design process. As part of the learning programme, 5 workshop style seminars are used to encourage experimentation and collaboration. The 5 seminars explore design thinking and making using; 2D, 3D, moving image, embellishment and design scenarios for ideas development. The practical seminars are linked into the digital sessions, learning in process and practice of how to take ideas from practical into digital. This develops a synergy for process, between discovering new ways to expand ideation physically and learn techniques for the development of design concepts using digital software.

Since delivering the unit I have seen a significant difference within work produced by students, demonstrating; an experiential approach towards design process, resulting in developed translations of ideas, techniques for new methods and enhancing engagement with the unit.   This has built students' confidence, autonomy and creativity, and provided an in depth experience. The collaborative work encourages co-creation and problem solving; within the first term at Level 4 this also creates a strong foundation for group rapport.

This approach was developed to build student ability to take ideas through to their full potential and recognise that a variety of different processes can be used together.   The students remarked upon enjoying what they are learning, expressing they learn so much within those 12 weeks, in design process and technical ability. This has helped build their design ability practically and digitally towards new processes and developed transferrable skills that can be used across other projects.

3.4 RAVE – creating a rich audio visual environment

Steve Hogg, Solent Learning and Teaching Institute, Southampton Solent University
Lisa Dibben, School of Art, Design and Fashion, Southampton Solent University

This presentation will report on a strategic collaborative project between the Solent Learning and Teaching Institute's Learning Technologies team and the School of Art, Design and Fashion to enhance the school's teaching staff capability to provide high quality 'blended' style online student provision via myCourse.

The Learning Technologies team has been working alongside the teaching team from the BA(Hons) Fashion Photography course to enhance all the myCourse units across all 3 levels of the course so that all the units are of a consistent media-rich high quality, in line with the Solent Online Learning Standard. Further the work included enhancement to learning outcome definitions in a CV friendly style language so that the students can re-use those CV style outcomes in building their employability profiles. The project will be completed by August 2016 in time for the 2016-17 academic year.

The activities of the project have included:

- Lecture capture staff development session.
- Media rich VLE and SOL standard staff awareness session.

- The creation of easy to access video tutorials for students on practical topics such as DSLR cameras and studio flash photography.
- Creation of an image bank for use by teaching team in myCourse.
- Creation of a consistent myCourse unit style for all units.
- Creation of lecture captures for theoretical concepts
- Creation of CV ready learning outcomes across all units.

The project outcomes will include:

- Improved student learning experience.
- Improved student employability.
- Improved student confidence.
- Improved retention and progression.
- Enhancement to digital skills of teaching staff.
- Closer team working of teaching staff.
- Positive impact on NSS and SUE.

3.4 5 tips for designing an engaging blended course

Stephan Caspar, Dr Sarah Fielding and Tamsyn Smith,
Education Innovation team - Professional Services, University of Southampton

The Education Innovation team in the University of Southampton's Professional Services comprises professional Multimedia Developers and Specialists in Learning Design. We work with academic teams to deliver high quality blended learning. In this session we offer 5 top tips for academic staff that will enable them to start blending or further enhance their courses:

- What's available; finding expertise and the right tools
- Evaluation; how will you know it's successful?
- Wrap-around learning; hook, line and sinker
- Authenticity; activities and assessment with 'live' applications
- Learner experience; helping them to help themselves

We will showcase examples of how this has been achieved in a range of academic units, and offer a free 'microsurgery' consultation to attendees who would like suggestions for their own current practices. Our holistic approach to blended learning enables staff to make connections with their learners, connect learners to course content, and then connect learning to the rest of their lives.

Enhancing the accessibility of learning

3.5 Use of Lecture Capture for recording assessment briefs

Dr. Ali Hill and Martin Skivington, School of Sport, Health and Social Sciences,
Southampton Solent University

Use of technology to improve the student learning experience is a growing area of interest in teaching in higher education, and "appropriate use of leading-edge technology-enhanced learning" is part of the University strategy. Lecture capture has been used at the University since 2014, and can be used to record live lectures as well as create videos (e.g. for flipped classrooms) using a webcam or microphone. Students view a combination of slides and the audio / audiovisual recording of the lecturer at the same time, and can also interact with it to create their own bookmarks and revision notes.

In order to further maximise its potential, lecture capture was also used to create videos of assessment briefs for five units taught across levels 4 to 6 of sport courses for the first time this academic year. Videos were provided in addition to the traditional written assessment brief required by University quality procedures, with the intention of engaging students, enhancing

achievement and potentially improving progression. Quantitative analysis of academic achievement is complicated by the variation between cohorts, and as such this paper focuses on staff experiences of using lecture capture to create assessment briefs.

Whilst the videos required an initial investment in time to create them prior to release of assessment briefs, it was felt anecdotally that this was balanced out by spending a considerably lower amount of time responding to student enquiries after the briefs were released compared to previous cohorts who only had the paper briefs. The student experience and their opinions of the video assessment briefs have anecdotally proved positive, but are due to be analysed through focus groups; results will be presented if they are available.

3.5 The Digital Literacies Framework at the University of Brighton: what literacies are staff interested in?

Dr Fiona Handley, Senior Lecturer in Learning and Teaching, University of Brighton

The University of Brighton is promoting digital literacies through the Digital Literacies Framework website which was launched in July 2014. The Framework is targeted at academic staff, and contains 39 literacies organised into 4 categories (Learning and Teaching, Research, Communication and Collaboration, and Administration), each including an explanation of why it is important and some links to existing internal and external staff development resources. This presentation explores the Framework and examines data about the popularity of different literacies within the context of staff development at the University of Brighton.

3.5 How the pedagogy of mindfulness enhances the pedagogy of specialist one-to-one learning support.

Sadhbh (Saive) O'Dwyer, Access Solent, Southampton Solent University

This presentation will demonstrate how the pedagogy of mindfulness resonates with specialist support provided by learning support professionals. Based on research for my MSc in Specific Learning Difference (Dyslexia) I will examine how mindfulness approaches are of benefit not just to learners but also to providers of specialist support. I argue that the pedagogy of mindfulness, based on the concept of co-creation, fits with the aims of enhancing learning support for students with SpLDs in Higher Education. The session will include a PowerPoint presentation, some short mindfulness exercises as well as detailing the lived experiences of learners with SpLDs in HE.

PoP! The power of peers 2

3.6 Peer mentoring for maths learning at level 4: engaging and collaborative learning

Dr Janet Bonar, School of Maritime Science and Engineering, Southampton Solent University

Attaining a good level of skills in maths is difficult for students in a range of disciplines, including engineering, however good maths skills are required for a range of activities in mechanical, electronic and engineering design. At Solent, maths teaching for engineers at level 4 is consistent with best practice, with lectures to present concepts and tutorials to practice the concepts, and a weekly quiz to inform the students of their understanding. The summative assessment is by coursework ("phase tests") and an end of year exam. This student-centred approach has led to improvement in achievement and progression, however more work remains to be done.

An innovative Peer Mentoring for Maths project for level 4 engineering maths has been started this year, in which level 5 students were recruited and trained to be peer mentors, and have met with level 4 student every two weeks over the academic year. In this creative approach to learning and teaching maths, the mentors run the sessions, going through problems and answering questions on the current maths topic.   The mentors are working in partnership with the tutors to increase the level 4 students' understanding of the different maths topics.

In addition to the goal of increasing achievement of level 4 students in maths, participation in the mentoring has increased the confidence of the student mentors in the maths subject area. Mentoring has also allowed the mentors to build leadership and management skills, and to develop the transferrable skills of working in an unfamiliar setting and solving unfamiliar problems. The students taking part in the mentoring say their confidence and enjoyment of the maths topic has increased, and a number of students have expressed interest in becoming mentors for the next academic year.

3.6 Using student peer mentors to facilitate teaching and learning in a collaborative and engaging way

Liz George and Desislava Andonova, Employability & Enterprise, Southampton Solent University

This presentation summarises the peer mentoring schemes coordinated by Employability & Enterprise (E&E) between 2012 and 2016 and four years of partnership between E&E, Student Peer Mentors and academic course teams.

- The session will encourage discussion for the future growth of this initiative and include:
- Four years of peer-to-peer, its structure and partnerships with academic teams
- Recruitment and training of peer mentors, their group and individual delivery

Impact, outcomes and feedback from all stakeholders and course teams including:

- Confidence, skills and learning gain for the peer mentors
- Learner analytics from students and course teams
- Greater student engagement in teaching sessions
- Lessons learned and recommendations for future initiatives.

Peer mentoring is about using 'experienced' students to motivate and encourage 'less-experienced' students to engage in subject learning, placements, digital skills development and support services.

Several UK universities have developed models of peer-to-peer mentoring to meet the need of their own academic environments. However Southampton Solent University aimed to recruit and train "experienced" students as Peer Mentors to facilitate group or individual mentoring sessions, deliver teaching and learning, and share their own experiences. The objectives were to improve confidence and skills of the Peer Mentors, improve student attendance, increase numbers of those going on placements, enhance engagement with teaching and unit attainment and, furthermore, to receive positive feedback from project partners about the scheme.

At Southampton Solent University the scheme was initially aimed at improving student understanding, commitment to and participation in placements. However the project has widened to improve students' learning, understanding and skills in maths, community sports projects, sports and psychology learning, employability, digital competence and placement assessment requirements.

Peer Mentors were involved in supporting course work in maths, psychology, sport and coaching, placement session delivery, lesson planning, welfare advice resource development, interview practice, one to one mentoring and evaluation activities.

3.6 Mentoring in sport

Matt Johnson, Francesca Gwynne, Dominic Cunliffe and Emily Budzynski-Seymour,
School of Sport, Health and Social Sciences, Southampton Solent University
Paul Davies, Solent Sport, Southampton Solent University

Coach education courses improve the knowledge of coaches, but attending the course alone does not lead to successful coaching abilities. Students need to apply their coaching knowledge to a practical coaching environment to develop effective coaching skills.

Southampton Solent University (SSU) promote a wide range of 'service learning' opportunities through work placements, internships, and industry relevant volunteering. In most of these opportunities students either identify their own or are given an industry mentor to support them and aid the learning process. This practice is supported in the fields of education, business and nursing (Jones et al., 2009). However Jones and colleagues (2009, 268), identify that "mentoring means different things with different people at different levels". Whilst many agree that mentoring is a development tool or 'process' in which experienced practitioners connect theory and practice; and guide or lead inexperienced individuals through advice and instruction, there is still a lack of clarity in sport about what good mentoring looks like. McQuade and colleagues note that despite Bloom et al.'s (1998) call for further research into mentoring in sport they echo previous studies (Nash, 2003; Cassidy, 2009; Jones et al., 2009; Griffiths and Armour, 2012; Nash and McQuade, 2014) stating that mentoring in sport still remains an "ill-defined activity".

Anecdotal evidence here at SSU and empirical studies by Griffiths and Armour (2012) identify that this lack of clarity results in inconsistent and ineffective mentor-mentee relationships. This research aims to gain greater understanding of the mentor characteristics, qualities, roles, functions, and practices that differentiate successful and unsuccessful mentored placements.

Stage one involves quantitatively profiling the mentoring experiences of undergraduate sport students (n=100) to identify students that have had successful and unsuccessful mentoring relationships. Stage two involves qualitatively interviewing small groups of students about their positive and negative experiences.

Pecha Kuchas

3.7 myCourse - the sequel

Roger Emery (Associate Professor), Solent Learning and Teaching Institute,
Southampton Solent University

The VLE branding "myCourse" has been in place for around 10 years. It has recently been identified that some students are confused with the purpose of the first section of the NSS survey which is titled "The teaching on my course" and may be answering in the context of the VLE, not the overall teaching and learning experience on their course.

In addition the University is undergoing a general brand refresh including updates to the www website and the underlying core software that powers the VLE, Moodle, has now moved to version 3.0 which offers a number of opportunities for enhanced student experience and streamlined tutor working environment. This Pecha Kucha will provide a whistle stop tour of the refreshed design, outline a range of key new features to enhance learning and teaching and end with the unveiling of the results to find a new name for myCourse.

3.7 Evaluating impacts of VLE use

David Barber, Solent Learning and Teaching Institute, Southampton Solent University
Stuart Ray and Russell White, School of Media Arts and Technology, Southampton Solent University

The SLTI is working with two programme groups in the School of Media Arts and Technology, in order to understand variations in approaches to the use of MyCourse. This project reflects wider school strategies that seek to develop good, consistent practice around the 'nuts and bolts' of course delivery and in doing so seeks to identify practices and approaches to the use of the myCourse that promote student engagement and support learning. This is intended to provide a starting point for wider conversations, within the school, about what students ought to expect from the VLE and how this might impact on academic practice. In this Pecha kuccha session we will highlight some key features of good practice and demonstrate how these have been used to devise enhancement workshops that seek to extend and enhance the use of the VLE within the school.

This proposal is in line with the conference themes relating to technology enhanced learning and promotes a focus on student engagement, progression and learning. The project aims to identify examples of innovative and interesting practice and discuss how these might promote student engagement and support learning. Ultimately it will suggest ways in which these might be used, at a programme group and school level for the evaluation and development of the learning environment.

3.7 Learning objects to support information literacy

Fiona Mckichan and Kate Stephenson, Library and Learning Service, Southampton Solent University

As a result of SLTI seed funding, we had the opportunity to create four learning objects to support information literacy skills provision. These have taken the form of two videos and two online games based learning activities. By offering video and games based learning, we are able to extend our provision for differing learning styles. With the University's focus on developing international partnerships, it is ever more important to develop technology enhanced learning tools that are beneficial to distance and blended learners in addition to those learning on site.

This presentation will discuss how, in consultation with stakeholders from the Library's Information team, we identified the learning objectives, content to be covered, and appropriate style of delivery for each of the videos and games. We will discuss our collaboration with students from Solent Creatives who we commissioned to apply their expertise in video editing and games design and development and will outline the benefits of having student input on this project. After detailing how we intend to use the learning objects going forward, we will reflect on lessons learned from the project, and if there is anything we would do differently when managing a similar project in the future. The presentation will be relevant to anyone who is considering designing videos or games to support technology enhanced learning in their own areas.

3.7 Creating LGBT safe spaces and LGBT allies

Judith Hanley, Employability & Enterprise, Southampton Solent University
David Wright, Library and Learning Service / LGBT Staff Network, Southampton Solent University
Dr Carina Buckley, Solent Learning and Teaching Institute, Southampton Solent University

For many, coming to university is an exciting time with many new opportunities to look forward to. But for others it can be a time of great change leading to anxiety and stress. For those within the LGBT community this can be heightened or dampened depending upon the experiences they have on campus or through the viewing of marketing materials.

These experiences include the presence of positive LGBT role models and LGBT allies, positive images of LGBT staff, students and alumni and an environment that is welcoming and inclusive to all. One way to make this happen is to ensure that the university campus is a 'safe space'. This Pecha Kucha will cover the following points:

- What is a safe space?
- Why is having a safe space important?
- What affect do the existence of safe spaces have on academic achievement, retention and employability?
- How can individuals identify safe spaces?
- What is an LGBT ally?
- The importance of LGBT allies.

The workshop will also provide a practical opportunity for participants to discuss safe spaces and other things they can do to make their learning environment inclusive for all.

The session will also act as a 'safe space' for participants to discuss any issues that are concerning them in regard to providing an inclusive environment for staff and students.

3.7 It's a WRAP: engaging undergraduate students in research through the Winchester Research Apprenticeship Programme

Dr Sabine Bohnacker-Bruce, Faculty of Business, Law and Sport, University of Winchester

This presentation introduces and discusses the Winchester Research Apprenticeship Programme (WRAP), a successful scheme for engaging undergraduate students as participants in the academic community of practice. WRAP is designed to provide an opportunity for undergraduate students to work alongside academics on a 'live' disciplinary research project, in order to gain first-hand experience of academic research, develop transferable skills, encourage them to consider postgraduate education at the University and improve employability. WRAP also aims to increase staff engagement in research-informed learning and teaching, and to strengthen the research culture within the faculty and university.

The programme is part-funded from central Learning and Teaching funding and each faculty adds extra funding as required. Each faculty has a slightly different approach to WRAP with regard to the number and length of the projects offered and the selection criteria and process for projects and participants. In the Faculty of Business, Law and Sport, WRAP has grown from small beginnings in 2010, when just three projects were offered and three students applied and participated, to fourteen projects with 25 participants in 2015. In spite of the increased number of projects offered, student interest still regularly outweighs the WRAP apprenticeships available.

Feedback from academics and student participants has been overwhelmingly positive. Students particularly appreciate the opportunity to develop transferable skills, specifically research skills relevant for their FYPs. Staff profit from funded research assistants who make a valuable contribution to their research and associated relevant RKE outputs, as well as informing their teaching practice.

WRAP has proved successful in engaging undergraduate students in academic research and can be recommended as an effective model.

3.7 From the Naked Choir to the classroom - an exploration into how students experience in a TV competition can be used as a tool within a 'Developing Confidence' workshop.

Gillian Saieva, School of Business and Law, Southampton Solent University
Esther Frake, School of Media Arts and Technology, Southampton Solent University

In November 2015 an Enrichment Week was set aside to allow opportunities for student development. We used this opportunity to collaborate in bringing Naked Choir semi-finalists Restless Symphony, into the workshop to share active reflection on how the BBC Television competition impacted on their confidence development.

The event workshop was facilitated by award winning Professional Impact Founder - Ms Barney Tremblay and focussed on fundamentals of confidence and how to build it for success, with a work book provided. All members of Restless Symphony shared their story (for the first time) which fed directly into the theory covered in the first part of the workshop. The crescendo of the workshop was when the group shared a number of their A Capella formatted songs to a highly entertained

audience. This presentation captures an element of the theory delivered for audience participation, how this linked to the active reflection from the group and what everyone got out of the experience, both attendees, coach and students from Restless Symphony. Additionally, lecture capture footage from the event will be used to showcase participation during the session.

Posters

Engaging with practice and developing curricula through experiential learning for students and staff

Richard Berry, School of Business, Law and Communications, Southampton Solent University

The proposal is to present the development and piloting of innovative new degree programmes in Advertising, Journalism and Public Relations which provide for a high-degree of experiential learning. The programme is designed to facilitate a high level of engagement with industry both for the students and the course team. The benefits of such an approach might include a deeper engagement with industry, experiential learning opportunities, increased confidence and other social capital factors and by adopting a collaborative approach, drawing together practice and pedagogic research. Many of these intended benefits may be just as applicable to staff as well as students.

The creative industries have been subject to huge socio-cultural and technological changes in a very short timescale amounting to an 'ontological shift'. The impact of social and digital media have enabled new ways of working across publics, audiences and industries. As a result, creative industries have had to adapt to new paradigms that challenge the very notion of traditional disciplines. This is reflected in the recruitment practices adopted by the industry and in particular the skills and attitudes required with a premium placed on 'digital natives' who both understand the possibilities for content development and engagement through social media and have a high level of digital skills (open to learning, sharing and collaborating online).

The sector skills council and partner in the project, Creative Skillset, describes these as super-fused individuals who: network frequently; attend artistic and technology events; place emphasis on creativity and innovation; combine creative design and technology with new business processes; and, socially interact on a business level. At the same time the skills council has a strategic commitment to 'increasing and enriching pathways, so that talent from all backgrounds can enter and prosper in the creative industries'.

The poster will explore the narrative which is emerging from the course development process along with initial reflections form the first months of the pilot.

'Lets talk about sex': Ending sexual violence at university

Polly Burton, School of Business, Law and Communications
Student Partners: Sarah Dorricott, Abi Stansbridge, Peter Lenton, Tilly Fouracre
Southampton Solent University

1 in 4 students report sexual violence whilst at university, according to a Student Union Survey (2014). This is the tip of the iceberg as the majority of incidences go unreported. A process of 'normalisation' appears to have occurred, underpinned by a so-called 'lad culture', which encourages sexism and sexual violence. However, few safe spaces exist for young people to talk openly and honestly about their experiences of sexual violence in their communities. This project aims to equip students to explore innovative ways of communicating about sexual violence. Seeing social innovation as driven by students in University communities, the project will pilot a method for students-partners to encourage talk about sexual violence among their peers through digital storytelling. Nine students from three geographically diverse universities will collect digital stories about sexual violence from their peers. Student-partners will be mentored by project leaders and community practitioners, embedding collaboration and knowledge transfer in the development of the project. While gathering the stories, they will work together with community practitioners and academic staff to identify themes, barriers to communication, and the effectiveness of their methods. The student-partners will engage in knowledge exchange and offer concrete suggestions for reducing sexual violence, increasing awareness, and improving student experience. The key outcomes of the project are a transferable model for addressing difficult topics on University

campuses through student-led innovations, and the students themselves, who will be equipped to facilitate conversations around sexual violence.

'To mentor or not to mentor' Benefits, problems and outcomes of two Peer Assisted Learning Schemes (PALS)

Rhian Jones, School of Sport, Health and Social Science, Southampton Solent University

Peer learning in Higher Education has seen significant growth in the UK and internationally over the last decade and there have been many innovative developments of models that use higher year peers to support the academic and personal development of lower year students (JLDHE 2016). Several UK universities have developed a PALS – Peer Assisted Learning Scheme, including the universities of Manchester, Aston, Manchester Metropolitan, Bournemouth and West of England. PALS comes from an American model, 'Supplemental Instruction' (SI) created at the University of Missouri, Kansas City in 1973. This presentation explores the findings with using two units in the School of Sport, Health and Social Sciences piloting the first project set up to improve foundation year success (CIF) the second project to improve the student engagement and success within the Coaching Innovation Programme (CIP) Both these two PALS have been run in partnership with SSU Employability & Enterprise (E&E).

Aims:

- **1st PALS** - Peer mentors for SETF foundation aim to improve student confidence, commitment and participation within their foundation course in 2015 - 2016.
- **2nd PALS** - Peer mentors for CIP's aims to improve student understanding, commitment and participation within their particular CIP community partnership in 2015 - 2016.

How: The first pilot project uses the SETF foundation level (CIF unit) delivered for students by students. The mentors are second year students (previously been through the foundation level) to facilitate groups of current foundation year students (four mentors between five seminar groups this year in 2015 / 16 assisting with over 100 SETF students) initially set out to help them develop learning strategies and improve their engagement with the subject matter in turn writing their assessments to a higher standard. The second pilot project use CIP peer mentors again delivered for students by students (seven mentors to four seminar groups assisting with 80 current level 5 students). Third year students facilitate groups of current second years to help them develop learning strategies and improve their engagement with their CIP development. **Benefits:** through peer mentoring skills, experience and engagement are improved on a variety of levels, both for the peer mentors and for the students. Teaching, learning, and resources are supported, supplemented, and expanded on each week. **Peer Mentors (x 11):** develop skills in leadership, group facilitation, teaching, mentoring and are actively involved in student-to-student delivery, and gain skills for any application or CV. **Foundation (CIF) or Level 5 (CIP) learners (x180):** motivated and empowered to engage in learning on the said unit and equipped with necessary knowledge and skills to succeed on the foundation CIF or CIP unit. This overall accelerates student achievement with improved engagement, submission and pass rates.

Education in 140 Characters

Dr Ali Hill, School of Sport, Health and Social Science, Southampton Solent University

The digital age offers exciting possibilities for education. Many students are active on social media sites such as twitter, which can be used for an education purpose for units, subject areas or even at course level. Students who do not have a twitter account are still able to participate, as tweets can be embedded into myCourse pages so that they are visible to relevant units or course pages. However, they will potentially be excluded from the opportunities to network and discuss material that twitter provides.

Nutrition, like many of the subjects taught in higher education, is constantly evolving, and frequently in the news. There are four nutrition units taught at Southampton Solent University and it is ineffective to replicate the material on myCourse in four separate myCourse sites. Tweeting nutrition news or relevant journal articles is, however, a much more effective process. In this situation, tweets are sent from a twitter account specifically used in a professional capacity (@DrAliHill). Additionally, a course twitter handle is used for the Sport Coaching course-related news (@SSUSpC). The Sport Coaching twitter handle is predominately used to promote student success, but also acts as an additional point of contact for potential students. A key point here is the close relationship required with the Solent University twitter account (@solentofficial) for consistency in digital identity.

It is vital that staff and students using twitter for education purposes are aware of their social identity, and the effect this may have on their career and professional reputation both in the present and future. Whilst social media offers an excellent opportunity for educating in the digital age, care must be taken to ensure professionalism. Employability and Enterprise offer further guidance on managing social media identity and digital literacy tips.

Equality and Employment

Judith Hanley, Employment and Enterprise, Southampton Solent University

Finding graduate level opportunities, graduate schemes and internships is hard enough for any student. But, if they belong to a group of people who have experienced prejudice or discrimination when looking for work, their search may be even harder. The Employability and Enterprise team at Solent are committed to equality of opportunity and supporting all students to succeed.

We have developed a range of resources containing advice, top tips and useful web links. These cover a range of topics and can be accessed via the Equality and Employment tab within the Employability section on the portal.

The poster would highlight the range of resources currently available and invite suggestions for titles of future resources to be developed.

Equality, diversity and inclusivity: the Southampton Solent University Residences story

Andi Maratos, Residence Manager – Deanery, Estates and Facilities, Southampton Solent University

It can be a strange and challenging time to move away from home, or to come into halls from living independently. The support offered by staff at SSU residences merges seamlessly with support accessed at The Hub. Working where the students live means that they come to us with all sorts of problems and that we engage with them when they are not thinking about academic issues. A friendly face helps a lot, knowing that there is someone to talk to if you're feeling homesick or just fed up with your neighbours often gives you that bit of support necessary to deal with your problem and develop your self-confidence.

In line with the University vision to "*be an inclusive university which is a catalyst for social justice, social mobility and economic prosperity – providing access to top-class university education for all those qualified and able to benefit*" the residences team provide a friendly face to help smooth over the difficulties experienced in living and working at university in a way that no private provider can, whether the student is the first in their family to go to University or one of a long line of successful graduates.

Anonymised student stories are used to highlight different interactions and interventions at residences where equality, diversity and inclusivity have been at the heart of the issue. These stories highlight how the student's difficulties may be linked to their living situation and sometimes by solving the living situation we can help them overcome their problems. The stories will show the importance of the whole residence team in supporting the students.

Flipping the Classroom

Sean Lancastle, Christopher Barlow and Lee Davison, School of Media Arts and Technology
Southampton Solent University

This study examines a module taught on an engineering programme using a 'flipped' approach, to students who otherwise were taught using a traditional 'lecture-seminar' model.   Students perceptions of the module and their own evaluation of their use of learning materials was examined, using questionnaires and interviews.   Results indicated a high level of engagement, but lower usage of the 'theory' based learning materials, with preference for practical materials. A slight increase in GPA for the flipped classroom cohort was not statistically significant and the proportion of high achieving students did not change. However, the module reduced the failure rate to zero, indicating that this approach particularly benefits weaker students, while not reducing the performance of abler students.

From A(level) to B(TEC): Widening pedagogic strategies for an inclusive learning experience

Dr Carina Buckley, Solent Learning and Teaching Institute, Southampton Solent University

Widening participation is an important goal for a university striving for social justice, but as a term it can be problematic as it potentially simplifies a complex reality.

Data on entrance, progression and achievement, with numerous caveats attached, indicate that those students entering Southampton Solent University (SSU) with a background in BTECs tend to be as likely as those entering with A Levels to achieve a 2:1, but whereas the A Level student have a tail on the bell curve extending to a First, the BTEC tail extends by almost the same proportion to a 2:2 instead.

Our task is to improve the achievement of the BTEC-background students, but to do so we question whether it is the nature of the subject or the teaching methods that have engendered this outcome. From a learning development perspective, our aim is to ensure that the pedagogic strategy of every course is as inclusive as possible; nor do we wish to follow a student deficit model.

As such, we have initiated a project to investigate what we can do as educators and learning developers to create equality of access in teaching and learning. We have collected observational and interview data from a principle feeder college, and are currently holding focus groups with SSU students and staff from Business and Fashion, to establish any issues and any positive aspects encountered during teaching and learning.

This session reports on progress to date on research that aims to establish the inclusivity or otherwise of our pedagogic approaches, and how these may be developed, added to or enhanced in future to ensure that all of our students are supported in achieving their full potential. It will be of interest to those who are working with a diverse student body and interested in inclusive pedagogies.

Games-Makerization: creation of the purple and red army

Lynsey Melhuish, School of Sport, Health and Social Science, Southampton Solent University

'People' are key to the successful delivery of modern leisure services and whether in an employed or volunteer capacity, efficient and effective recruitment, training and deployment of staff is essential. Management approaches continually evolve and vary greatly, and this can significantly influence the recruitment process, the success of the workforce and the underlying culture that fuels it. The overwhelmingly positive response to the London 2012 Olympic and Paralympic Games Makers was unprecedented and hailed as 'an unexpected triumph' in relation to the 70,000 volunteers recruited, trained and deployed on behalf of LOCOG (London Organising Committee of the Olympics and Paralympic Games). This conceptual review was undertaken to aid management theory delivery to event and leisure management undergraduate students. Using "real world"

examples this review applies theory to practice by analysing recent research (Girginov 2012, 2014) to look back at the London 2012 Games Maker Volunteer Programme and examines how more traditional management approaches, reflected in scientific, classical and bureaucratic principles, are arguably still today, underpinning successful leisure service industries. This review explores terms such as the commercialisation and commodification of globally recognised leisure organisations, and applies concepts such as 'McDonaldization' and 'Disneyfication' to the management and organisation of the London 2012 Games Makers. This review provides material for undergraduate discussion to dispel the myth that traditional 'old school' management approaches have no place in today's contemporary leisure service industries, and instead, demonstrates how 'process' and 'task' can be prioritised ahead of 'people' in the right circumstances, to create successful results.

Get Ready for Southampton Solent University

Rhiannon Spiller, Solent Learning and Teaching Institute, Southampton Solent University

"Get Ready for Southampton Solent University" was a four-week course for pre-arrival international students, a group which we felt needed more support and a great window of opportunity for us to perform a live first cycle of an open online course (OOC). The participants carried out three weeks of online learning prior to arriving at Solent and then a fourth week was a blend of online learning and on campus activities.

The course was heavily populated with content surrounding life & study skills, academic skills and general information on what is on offer for them at Solent and in Southampton. The course was filled with engaging material in the form of Padlet Boards, Forums, Live Adobe Connect Sessions and Academic books. All of which worked hand-in-hand to improve the quality, pace and overall experience for our international students.

The content was based on our research findings: areas of concern for international students themselves and areas in which we saw international students struggle. The course was hosted on Open Solent, which was built using Moodle. The platform allows self sign-up access for potential students prior to receiving a Solent account to view and participate in our courses.

This presentation will aim to discuss:

- The Model
- The Methodology
- The Feedback and evaluation
- The presentation at the OER 16 Conference in Edinburgh
- Ideas for other types of OOCS

Finishing on an overall summary of the success of the course and how we, as an institution look forward to designing, developing and running a second cycle of the "Get Ready" course.

Innovation in case-based teaching: Teaching the unit with one single case to develop business acumen and strategic orientation in PG students

Dr Paul Joseph-Richard, School of Business, Law and Communications, Southampton Solent University

The aim of this poster is to demonstrate how one single case (of an emerging global company) that linked all the various elements of a particular unit was found useful in developing a strategic focus among post-graduate students.

Unit: Resourcing and Talent Management – Level 7

Case: Deliveroo (an online, food take-away company that delivers premium food to customers in 35 minutes; a fastest growing, global company, recently started in many cities, including Southampton)

Nature of students: 24 students, half of them are HR transactional practitioners and the rest are Masters students, who do not have HR experience.

Problem: Previous unit evaluations routinely show that the students, in general, lack long-term, business-focused strategic focus in their approach to HR, particularly in relation to recruiting, selecting, developing and retaining talent in organisations. This is because half of them do not work in HR, and those who work, do not have strategic, decision-making roles.

Solution: Deliveroo -One single case - was introduced to students at the start of the unit and all themes of the unit were linked to the same case. Weekly sessions were designed to challenging the students to reflect on how Deliveroo can (1) attract suitable people, (2) select them, (3) develop them, (4) manage them, and (5) retain them – to achieve its business objectives.

The online resources of the company (e.g. website, their recruitment advertisements, their job application form, their business model, its CEO video interviews, current journal articles on its growth) were utilised with the help of iPads every week to achieve the learning outcomes.

Impact: As part of the unit assignment, when students were asked to reflect on the strategic nature of resourcing and talent management of another organisation from totally different sector (i.e. renewable energy sector), they were able to critically evaluate and coherently demonstrate achieving the intended learning outcomes, with demonstrable strategic focus.

Learning objects to support digital skills

Fiona McKichan, Library and Information Service, Southampton Solent University

Over the last three years, the Library has led on several cross university initiatives to improve the digital capabilities of students and staff, including the implementation of the DigiBuds peer mentoring scheme. Having successfully secured SLTI seed funding, we had the opportunity to build on this by the creation of four learning objects to support digital skills provision. These have taken the form of two videos and two online games based learning activities.

By offering video and games based learning, we are able to extend the digital skills support available online in an engaging and student focussed way. We are able to reach a far greater audience than in face to face drop in help sessions and provide information at point of need.

This poster will demonstrate how, in consultation with some of the DigiBuds peer mentors, we identified the learning objectives, content to be covered, and appropriate style of delivery for each of the videos and games.

It will give details of our collaboration with students from Solent Creatives who we commissioned to apply their expertise in video editing and games design and development and will outline the benefits of having student input on this project.

As well as detailing how we intend to use the learning objects going forward, the poster will reflect on lessons learned from the project, and if there is anything we would do differently when managing a similar initiative in the future. The poster will be relevant to anyone who is considering designing videos or games to support technology enhanced learning in their own areas.

Placements: Employability and Enterprise support

Louise Helps, Employment and Enterprise, Southampton Solent University

This poster will explain how Employability and Enterprise supports placement learning and staff developing and delivering placement / work based learning units and ensure correct procedure as far as duty of care and placement compliance is concerned.

This includes:

- Placement App
- Student and Employer handbook
- Duty of care
- Compliance
- Health and Safety
- Support students sourcing and applying for placements

Placement App. The cutting edge Placement App on the portal is a simplistic and an accessible way for student's record important information about their work placement, which tutors can access. This includes important information such as:

- Placement provider information
- Evidence of placement including, offer letters/ contracts and job description
- Ability for tutor to confirm placement or send communication to students
- Agreement of key responsibilities from Placement provider including, Health and Safety

Employer and Student Placement Handbooks. Tailored guides for Employers and Students to give guidance and expectations whilst hosting or carrying out a work placement.

- Ways to find a placement
- How to enrol for a placement
- Relationships with employer and university
- Employer placement responsibilities

Solent Graduate Jobs

Christina Stone, Employment and Enterprise, Southampton Solent University

An introduction to the University's new and improved jobs board, Solent Graduate Jobs, which is for Solent only students and graduates. Areas covered will include:

- How to use the website
- How to get the best from it including email alerts and sharing jobs
- Statistics about engagement levels
- Promoting the site to students/graduates and recruiters

Teaching in Higher Education: Student Perceptions of Teaching Excellence

Dominic Cunliffe, School of Sport, Health and Social Science, Southampton Solent University

Some empirical works have shown there are a variety of reasons being cited [including the quality of teaching] explaining possible reasons for students not being fully engaged in school lessons (Mowrer-Reynolds, 2008; Bevans et al., 2010), yet such research is limited within the field of higher education with authors suggesting areas of teaching 'best-practice' rather than offering concrete reasons as evidence for effective teaching (Carnell, 2007; Roth, 2015; Zimmermann, 2015). Therefore, the purpose of this study was to examine and establish student perceptions of key attributes for teaching within the higher education sector.

Appropriate ethical clearance was sought and granted, prior to participant assent from undergraduate students [n=296; male n=223; female n=73] before participation in the study. Each participant was asked to complete an adapted version of Gould et al. (1982) Questionnaire for Reason of Attrition, requesting participants to apply rank order to the 22 common and reoccurring attributes associated with effective teaching.

The data was analysed and primary results suggested [from this small scaled study] that within lesson delivery, a lecturer from higher education holds the key for effective student engagement by being confident, knowledgeable, controlling, empathetic and inspiring. Conversely, that poor delivery will demotivate and disengage the learners who will demonstrate resentment via a lack in

attendance. Paradoxically, there was a parallel assumption that higher education encouraged and supported a learning community – that is, likeminded students working with each other, all focused on regular topical learning, and again, the perception from students was that lecturers could harness such a learning culture with prescribed regular tasks. Therefore, the findings of this study can tentatively be used for higher education practitioners to promote student engagement and possible achievement, by creating an excellent learning environment.

The 'ESE' Measure of Employability Learning and Confidence

Victoria Simpson, Employment and Enterprise, Southampton Solent University

Employability and Enterprise's online Employability Self Evaluation (''ESE') resource enables learners to reflect on and self-assess strength and weakness in the sixteen aspects of career development learning defined by the Solent Capital Compass model of employability.
In addition to producing an individualised profile of results and suggesting specific actions for student development, the 'ESE' tool can be used to generate course level anonymised results for academic staff.

Completion of this self-assessment by a course group at the beginning and end of a unit or academic year can generate a statistical measure of employability learning and confidence; results contributing to curriculum review, identification of content strengths, any employability 'gaps', and pedagogical development.

This poster will provide a visual overview of the 'ESE' process, and examples of "before and after" course result reports, and lecturer feedback.

The International Business and Marketing Week 2016

Rozenn Ghorbanion, Lesley Strachan and Avril Coates, School of Business, Law and Communications, Southampton Solent University

The School of Business and Law is launching its first International Business and Marketing Week from 10th April to 14th April 2016. The week brings students from across the International Marketing Network (IMN) to work in 'live' real world projects with businesses connected to the host university. Solent University is the only UK partner, and the network includes 11 other universities across Europe. Students work on a live brief and are awarded prizes.

In previous years students have been to Germany, Spain and Finland. In 2014 students went to the International Week at Heilbronn University in Germany. Students visited the Mercedes museum and met members of the Mercedes management team in preparation for the project. Those participating will gain experience of working on a real project for a global company, in intercultural teams. With plenty of social activities and a cultural tour. Students participating in international weeks have said they are "challenging", "professionally beneficial" and "fun".

At Solent, the live brief for the week has a nautical theme that relates to Southampton's strong links to the sea. The challenge is: Do you have what it takes to launch an iconic British brand to a European market?

We will receive over 41 guest students and 7 Solent students as well as 5 guest staff, we are also sending students to other European Universities hosting their own week between March and May 2016. We believe this evens fits perfectly within the theme of "Internationalised learning community: mobility through exchange and partnership" as well as "Employability, enterprise and personal development". The students take away a deep learning experience: real world projects, intercultural team work & skills development, wider life perspectives, experience of visiting another country. The partner companies gain a multi-cultural perspective on a defined marketing issue.

The next step to student confidence in applying for jobs in the media industries

Mark Joyce, School of Business, Law and Communications, Southampton Solent University

As media students approach the end of their degree they become nervous about the future, particularly when it comes to finding a job in their chosen media industry. They often lack confidence, are unaware of the value of their own skills and feel it is too difficult an industry to break into, except for the 'lucky' few.

In response this situation the BA (Hons) Media Culture & Production course team held a week long programme of events in January 2016 entitled 'The Next Step' including a training day delivered by One World Media, workshops related to self-branding and online portfolio building, live job searching, discussion of postgraduate opportunities and a one day 'employability' conference featuring external speakers from four different media industries as well as contributions from recent MC&P alumni. The week culminated with a media related trip to London.

The ultimate success of the initiative can perhaps only be measured over the longer term by the number of MC&P students who swiftly find graduate -level employment in the media industries. But in the shorter term success was measured by the degree to which students engaged with the various activities and started to realise why the broad range of skills they possess might be desirable to employers. Both staff and students took advantage of the networking opportunities available at the conference which resulted in a number of work placement offers as well as suggestions for future collaboration with the University. There are already plans in place for next year's 'Next Step' events plus ongoing discussion about the extent to which all elements of the course can be made more industry facing.

Turnitin Online Submission – Major enhancements to support Solent grading, marking workflow, group submission and more

Roger Emery, Solent Learning and Teaching Institute, Southampton Solent University

Through both the release of Turnitin V2 and Moodle 3.0 (which powers myCourse) the opportunity has arisen to review how we implement online submission and marking.

Improvements include alpha-numeric grading (Solent grademarking scale) with export to spreadsheet, elegant handling of late submissions (to remove the extra 'late' box), individual extensions to support extenuating circumstances, group submissions and group marking, marking workflow to support team teaching, controlled release of grades and feedback, protection against Turnitin downtimes and a simplified set-up interface.

This poster will give the audience a preview of the new features ahead of their planned summer release ready for the new academic year.

Understanding the role of mindfulness practices in fostering student wellbeing

Lara Webber, School of Sport, Health and Social Science, Southampton Solent University

There is an increasing interest in the role of contemplative practices such as mindfulness in higher education, and how these practices might alleviate stress as well as enhancing learning and achievement in the student population. 11 undergraduate students opted to take a mindfulness-based stress reduction (MBSR) course which was run by Solent Health as part of the Southampton HeadStart Mindfulness in Schools programme. Students were asked to complete baseline measures before undertaking the MBSR (Time 1), on completion of the course (Time 2), and at a 12+ month post-course follow up (Time 3). Mindfulness, perceived stress, and mental well-being were measured using validated measures. Additional data on mindfulness and personal growth was collected and compared to a control group of 20 students who did not receive mindfulness instruction as part of a student research project. Findings indicated that participating in the MBSR course had a significant positive impact on the psychological health of students, suggesting mindfulness may play a role in fostering wellbeing within a university setting.

Using Professional Mentors to build social capital and enhance graduate outcomes within course units

Liz George, Employment and Enterprise, Southampton Solent University

This poster will summarise the professional mentoring schemes coordinated by Employability & Enterprise (E&E) between 2007 and 2016 and will encourage discussion for development of tailored course mentoring days. The University's individual Mentoring Programme matches final year students with a working professional. The aim is to provide mentees with work related personal advice, practical employability skills and industry-specific information, including helping those setting up their own business. The relationship is informal, supporting the mentee to gain "insider" organisational and business knowledge.

Applicants attend an induction which includes an opportunity to network and talk with a range of the mentors. They are then matched to meet each other on a regular basis, often at the mentor's place of work. Participating organisations have included IBM, Splaat Media, Old Mutual, Ordnance Survey, and Coffin Mew, Enterprise Rent a Car, Captec Ltd, Gottabe Marketing, Hampshire Constabulary and Cooper Photography. In addition to the one-to-one support, some businesses such as E3 Consulting, Carnival UK and Countess Mountbatten Hospice Charity have taken a group mentoring approach, and provided workshops to support employability needs such as networking, CV's and applications and interview skills.

Each year, those engaging in mentoring is steadily increasing and the impact and positive feedback received is significant, including increased student confidence, social capital, transferrable skills and access to graduate opportunities. Compared to the standard University population of leavers, numbers undertaking mentoring each year is relatively small. However the yearly ongoing results indicate the positive impact of mentoring on numbers in both employment and managerial level outcomes. Linking similar mentoring activities to a course would hopefully grow numbers accessing mentor skills and improve graduate outcomes and social capital.

Using Social Media to support student learning – a story from the Library

Eirini Maranti, Library and Information Service, Southampton Solent University

In an era when social technologies are revolutionising the communication landscape for higher education institutions, how can academics join in the conversation and engage effectively with the students? The library, through its Social Media Group, encourages communication and engagement with students to ensure that information about library resources and services are effectively and efficiently disseminated. In addition, it seeks to connect, share and listen to the students.

The poster outlines why and how the library is using social media, detailing the projects that the library has undertaken since August 2015. It identifies other departments of the university with whom it collaborates and outlines what has been achieved. The poster also displays best practice tips and hints for new users to start the conversation. Social media provide alternative ways for the library to share, listen and engage with the university community. Currently, the library is involved with Twitter and Instagram. Students are increasingly active online, and in response the library is increasingly present in these social channels; supporting the teaching, learning, research, and information needs of the students.

Virtual Reality in Pedagogy

Gordon Meadows, School of Maritime Science and Engineering, Southampton Solent University

This poster outlines a project currently being piloted within the School of Maritime Science and Engineering, to develop a virtual reality training application that will support teaching in the commercial maritime domain. The aim is to deliver cost effect immersive training solutions for enhanced student engagement.