



In pursuit of excellence:
**developing learning
and teaching environments
for 21st century students**

Solent Learning and Teaching
Community Conference 2016

Friday 24 June
The Spark

#SLTCC2016

Conference information

Dialogue

Solent's academic journal is being relaunched for 2016, and the call for papers is now open. Further details are outlined at the end of the programme.

SLTI Seed Funding 2016/17

The call for submissions for the 2016/17 round of research seed funding opens during the conference. Further details are outlined at the end of the programme.

Assistance

If you need any help, please go to the main reception desk and speak to one of the conference organisers or a student ambassador.

Photography and Filming

Please note that a photographer and film crew will be present to record aspects of the conference for promotional use. If you do not wish your voice or image to be used for these purposes, please make this known to the photographer and film crew.

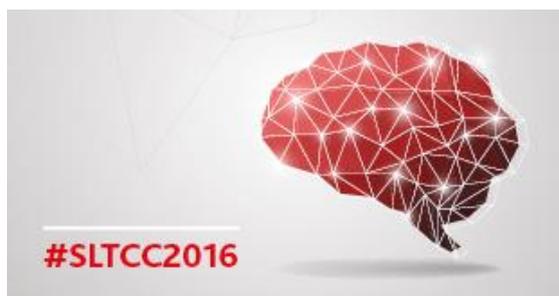
Wi-Fi

Please ask at the registration desk for the Wi-Fi username and password

Contact us

- slti@solent.ac.uk
- www.solent.ac.uk/SLTCC2016
- [@SolentLearning](https://twitter.com/SolentLearning)

Tweet about the conference using [#SLTCC2016](https://twitter.com/hashtag/SLTCC2016)



Welcome

Graham Baldwin

The Solent Learning and Teaching Community Conference (SLTCC) builds on the strong tradition of innovative and inclusive pedagogic practice at Southampton Solent University. This year's conference focuses on the development of learning and teaching environments, exploring physical, virtual and social spaces, and the areas where they overlap.

We are excited to welcome you to both our dynamic new learning centre and the largest learning and teaching conference yet, with over 70 presentations and for the first time including presenters from neighbouring south-coast universities.

I hope that you will be inspired by the ideas, practice and networking opportunities of SLTCC 2016, as we build on the University's existing achievements in learning and teaching with an in-depth exploration of innovative, student focused and research informed practice.

Professor Graham Baldwin
Vice-Chancellor
Southampton Solent University



Context

Jane Longmore

Southampton Solent University has held a Learning and Teaching Community Conference annually since 2012. This year the conference has been organised by the newly-established Solent Learning and Teaching Institute (SLTI) and promises to deliver an exciting and comprehensive programme. We are celebrating learning and teaching excellence supported by innovative learning environments. It is therefore fitting that the conference takes place at the Spark, our brand new, forward-looking teaching building.

The academic year 2015/16 has also marked the start of our ambitious strategic plan titled "Building an Excellent University 2015 - 2020". Our commitment to excellence in learning and teaching is strongly emphasised:

"We will provide excellent and engaging learning opportunities, integrating theory and practice through delivery of innovative, inclusive and intellectually stimulating teaching to develop self-confident and highly employable graduates, who have maximised their educational potential."



With the title “In pursuit of excellence: developing learning and teaching environments for 21st century students”, the Solent Learning and Teaching Community Conference 2016 (SLTCC2016) highlights the progressive learning environment we need to build as a community, symbolised by The Spark. Our learning and teaching community will present their best practice in integrating theory and practice, offering innovative and inclusive teaching, and developing self-confident employable graduates. We will also explore how the future virtual and physical environments will support the 21st century student, giving opportunities to the community to share the innovative possibilities within The Spark. This year we broaden our community as we also welcome presenters from neighbouring universities.

The SLTI has worked hard to deliver this very special conference for the University’s 10th anniversary year. I look forward to welcoming delegates to a vibrant and productive event.

Professor Jane Longmore
Deputy Vice-Chancellor
Southampton Solent University

Introduction

Osama Khan

I am delighted to welcome you to an exciting Solent Learning and Teaching Community Conference 2016 (#SLTCC2016). The theme of this year’s conference is learning and teaching environments for 21st century students, where we will explore social, physical and virtual constructs to facilitate learning and teaching. The programme includes an exciting mixture of posters, presentations, Pecha Kuchas, workshops, two eminent keynotes, and a roundtable discussion on teaching excellence framework. This year for the first time we have invited seven neighbouring universities to share best practices.

This year marks the 10th anniversary for Southampton Solent as a university and the first year of a visionary strategic journey. As part of the journey the University established a brand new Solent Learning and Teaching Institute (SLTI). The institute facilitates the University to become a centre of excellence in learning and teaching, providing the skilled workforce needed by the region, the country and the globe.

We aspire to build a learning and teaching community that works collaboratively and co-creates knowledge that is current, relevant, and applied. Our learning and teaching practices are student centred, technology enhanced, internationalised, accessible, innovative, and research informed. This conference is an ideal opportunity to celebrate our best practices, foster and develop ideas, establish new collaborative links, and meet with external experts from neighbouring universities. The SLTI conference committee worked hard to put together this exciting event at the Spark, the physical manifestation of our aspiration. On behalf of the SLTI conference committee I would like to express my gratitude for your contributions and participation in the SLTCC 2016.

Osama Khan
Director of Learning and Teaching
Southampton Solent University



Keynote speakers



Diana Laurillard

Chair of Learning with Digital Technologies at the London Knowledge Lab (UCL), Diana is involved in developing a learning design support environment for teachers, and software interventions for learners with low numeracy and dyscalculia.

These research projects tie in with Diana's roles developing and running massive open online courses (MOOCs) with Coursera and FutureLearn. Recently her work in this area has focused on developing MOOCs on blending learning with FutureLearn.

Diana's full biography is available on the [UCL website](#).

Professor Diana Laurillard
Professor of Learning with Digital Technologies, London Knowledge Lab, UCL Institute of Education.



Tansy Jessop

Tansy joined Southampton Solent University on 3 May, to lead the development of research informed teaching within our strategic vision. Tansy's main research interests are assessment and feedback, student engagement and the use of technology to enhance learning. She conceived and managed the JISC-funded project FASTECH, designed to enhance assessment and feedback through technology, and has led the TESTA National Teaching Fellowship Project since 2009. Recently she has presented TESTA in keynotes at SEDA, Brunel University and the University of Birmingham.

Read Tansy's full biography on the SSU [Learning and Teaching pages](#).

Professor Tansy Jessop
Professor of Research Informed Teaching, Solent Learning and Teaching Institute, Southampton Solent University.

Programme of events

Summary

9:00 - 9:30	Registration and refreshments
9:30 - 9:45	Welcome
9:45 - 10:30	Keynote 1
10:30 - 10:40	10 minute break
10:40 - 11:30	Parallel sessions 1
11:30 - 11:45	15 minute refreshment break
11:45 - 12:35	Parallel sessions 2
12:35 - 13:30	Lunch and poster exhibition
13:30 - 14:15	Keynote 2
14:15 - 14:25	10 minute break
14:25 - 15:15	Parallel sessions 3
15:15 - 15:30	15 minute refreshment break
15:30 - 16:10	Round table discussion
16:10 - 16:20	Closing remarks
16:20 - 17:00	Drinks reception

Detail

9:00 - 9:30 Registration and refreshments

The Atrium

9:30 - 9:45 Welcome

Professor Jane Longmore, Deputy Vice-Chancellor
Jane Austen Lecture Theatre

9:45 - 10:30 Keynote 1: Professor Diana Laurillard

Professor of Learning with Digital Technologies, University of London.
Jane Austen Lecture Theatre

10:40 - 11:30 Parallel sessions 1

Workshops

1.1	<p>Application of games-based learning in introductory computer programming Prins Butt, School of Media Arts and Technology</p> <p>Chair: Jennifer Muskett, School of Media Arts and Technology TS113 (Classroom)</p>
1.2	<p>Untangling complex issues: using scaling to support and measure the impact of helping conversations David Whistance, Employability & Enterprise</p> <p>Chair: Karen Wilbraham, Head of Student Experience TS111 (Classroom)</p>

Presentations

1.3	<p>Partnerships in learning and teaching</p> <p>Helping careers set sail: a trio of partnering at Southampton Solent University Gillian Saieva, School of Business, Law and Communications Meredith Smith, Employability and Enterprise</p> <p>Learning through exchanges: new academic partnerships for the yacht engineering department Jean-Baptiste R. G. Soupez, School of Maritime Science and Engineering</p> <p>Evaluating the impact of live briefs: a client perspective Sian Campbell and Professor Stephen Henderson, School of Business, Law and Communications David Moxon, Head of Apprenticeships (VCO)</p> <p>Chair: Dr Dave Barber, Solent Learning and Teaching Institute TS202 (Classroom)</p>
1.4	<p>Technology and space</p> <p>Twitter and Storify in large mathematics lectures Professor James W Anderson, Faculty of Social, Human and Mathematical Sciences, (University of Southampton)</p> <p>In pursuit of excellence: developing library environments for 21st century students Ronan O'Beirne, Library and Learning Service</p> <p>Phil v. Tansy: who won? Dr Stephen Webb, Technology Enhanced Learning (University of Portsmouth)</p> <p>Chair: Edd Bolton, Solent Learning and Teaching Institute TS210/211 (Classroom)</p>

<p>1.5</p>	<p>Virtual learning and teaching</p> <p>Developing a framework for cost-effective distance learning Dr Carina Buckley, Solent Learning and Teaching Institute</p> <p>Practical lessons from a virtual environment: the use of Adobe Connect for international and professional learning Rebecca Page-Tickell, School of Business, Law and Communications</p> <p>Using Solent Open to enhance and support Warsash Superyacht Academy short courses Chris Lowe, School of Maritime Science and Engineering</p> <p>Chair: Roger Emery, Solent Learning and Teaching Institute TS302 (Classroom)</p>
<p>1.6</p>	<p>Research informed teaching in action</p> <p>Communication matters: improving the student experience through a collaborative staff-student approach Dr Ann L Bingham, Solent Learning and Teaching Institute Caroline Barfoot, School of Business, Law and Communications</p> <p>Examining the suitability, use and impact of photo-ethnography and documentary film as learning and teaching Joel Rookwood, School of Sport, Health and Social Science</p> <p>Trailblazers in construction: how do businesses perceive it? Michael Hill, School of Art, Design and Fashion Dr Ramesh Marasini, School of Art, Design and Fashion</p> <p>Chair: Professor Tansy Jessop, Solent Learning and Teaching Institute TS309/310 (Classroom)</p>
<p>1.7</p>	<p>Pecha Kuchas</p> <p>Higher and Degree Apprenticeships - the why, what and how? Dr Helen Thomas, Academic Services John Barfoot, School of Art, Design and Fashion David Moxon, Head of Apprenticeships (VCO)</p> <p>Secrets of the Masters: advancing and enhancing an online MA Andrew Davey, Modern Languages (University of Southampton) Charlotte Everitt, Modern Languages (University of Southampton)</p> <p>Lessons learned from visiting other student hubs Professor Jenny Anderson, Executive Dean (Student Experience) Chris Vidler and Louise Masters, Student Hub</p> <p>Giving online feedback to 21st century students: ten turnitin QuickMarks my students want to see in feedback Dr Paul Joseph-Richard, School of Business, Law and Communications</p> <p>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</p> <p>Social Media in Teaching Mathematics Vesna Perišić, Mathematical Sciences (University of Southampton)</p> <p>Chair: Catherine Lee, Director of Research and Innovation Palmerston Lecture Theatre</p>

11:30 - 11:45 Refreshment break

The Atrium

11:45 - 12:35 Parallel Session 2

Workshops

2.1	RISE - Rich information set for educators Alexandra Banks, Academic Services Steve Hogg and Helen Sharma, Solent Learning and Teaching Institute Chair: Dr Russell White, School of Media Arts and Technology TS103 (Classroom)
2.2	Developing augmented reality for learning enhancement Dr Debbie Holley, Centre of Excellence in Learning (Bournemouth University) David Hunt and Susan Deane, Learning Technologists (Bournemouth University) Dr Gelareh Roushan, Chair of TEL Strategy Forum (Bournemouth University) Chair: Lesley Strachan, School of Business, Law and Communications TS111 (Classroom)

Presentations

2.3	Awesome lecture capture Lecture capture and impact on student learning outcomes Jonathan Ridley, Chris Patterson and Dee Greig-Dunn, School of Maritime Science and Engineering Lecture Capture: Summative and formative assessment with business and social work students Gavin Tucker and Marietjie Joubert, School of Sport, Health and Social Science Gillian Saieva, School of Business, Law and Communications Lecture Capture 2 Years On: What are the Pros and the Cons from both learning and teaching perspectives? Mary White, School of Business, Law and Communications Impact of Lecture Capture on staff's teaching practice Dr Paul Joseph-Richard and Dr Godwin Okafor, School of Business, Law and Communication, Dr Timos Almpanis, Solent Learning and Teaching Institute Chair: Daran Price, Solent Learning and Teaching Institute TS202 (Classroom)
2.4	Bridging theory and practice Building confidence through self-efficacy in Solent Creatives Caroline Barfoot, Solent Creatives Just engage! An eCampaign in a day Dr Catherine Sweet, School of Business, Law and Communications Designing and implementing professional practice activities for large student groups Kristian Low and Kevin O'Donovan, School of Business, Law and Communications Chair: Dr Carina Buckley, Solent Learning and Teaching Institute TS210/211 (Classroom)

2.5	<p>Engaging through innovative assessment</p> <p>Investigating formative frameworks Dr Dave Barber, Solent Learning and Teaching Institute Susan Patrick, School of Business, Law and Communications</p> <p>Reliability of self and peer assessment of group work in Higher Education Dr Mehdi Chowdhury, Department of Accounting, Finance and Economics (Bournemouth University)</p> <p>Programmatic assessment Paul Jennings, Department of Accounting and Investment (University of Winchester) Julia Osgerby and Alison Tinsley (University of Winchester)</p> <p>Chair: Lisa Dibben, School of Art, Design and Fashion TS302 (Classroom)</p>
2.6	<p>PoP! The power of peers 1</p> <p>Fair shares for all? The role of peer feedback in group assignments Adam Warren, Institute for Learning Innovation and Development (University of Southampton)</p> <p>Wellbees - a peer education project Alison Golden, Student Services</p> <p>Student peer mentors: is this the answer to the support resource issue? Nicolas Papaconstantinou, Solent Learning and Teaching Institute (In collaboration with Steve Sadler, School of Sport, Health and Social Science)</p> <p>Chair: Professor Jenny Anderson, Executive Dean (Student Experience) TS309/310 (Classroom)</p>
2.7	<p>Pecha Kuchas</p> <p>Don't judge a book by its cover... what did we learn from the Human Library event 2015? Andrea Peoples, Student Services Judith Hanley, Employability and Enterprise</p> <p>The Student Hub, a new model for providing support and guidance to Solent students Daniel Inns, Student Hub</p> <p>Peer feedback in a blog writing class Danilo Venticinque, School of Business, Law and Communications</p> <p>Referencing solved! The RefME solution Kathryn Ballard and Hannah Porter, Library and Learning Service</p> <p>The International Business and Marketing Week 2016 Rozenn Ghorbanion and Avril Coates, School of Business, Law and Communication</p> <p>Chair: Osama Khan, Director of Learning and Teaching Palmerston Lecture Theatre</p>

12:35 - 13:30 Lunch and Poster Exhibition

The Atrium

Posters will be on display all day, with presenters on hand to provide further explanation during lunch

13:30 - 14:15 Keynote 2: Professor Tansy Jessop

Professor of Research Informed Teaching, Southampton Solent University
Jane Austen Lecture Theatre

14:25 - 15:15 Parallel Session 3

Workshops

3.1	Inclusive pedagogic practice (what it is and how we do it) Andrea Peoples, Phil Gibson and Jem Cooke, Student Services Chair: Karen Arm, Solent Learning and Teaching Institute TS103 (Classroom)
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3.2	Bright Club: communication through comedy Nikhil Mistry and Dave Christensen, Bright Club Southampton Chair: Lesley Strachan, School of Business, Law and Communication TS111 (Classroom)
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Presentations

3.3	Engaged and retained Keeping everyone in the loop: reflections on the role of the University Student Forum. Karen Wilbraham, Head of Student Experience Ted Aplin and Sara Hender, Student Hub Mapping student engagement opportunities and activities as a whole university. Tom Lowe, Academic Quality and Development (University of Winchester) Cassie Shaw, Winchester Student Union Effectiveness of retention strategies at Southampton Solent University Verity Bird, School of Art, Design and Fashion Chair: Dr Linda Juleff, Head of Graduate Studies TS202 (Classroom)
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<p>3.4</p>	<p>Using virtual space to enhance learning and teaching</p> <p>The Journey of an Idea Rachael Taylor, School of Art, Design and Fashion,</p> <p>RAVE - creating a rich audio visual environment Steve Hogg, Solent Learning and Teaching Institute, Lisa Dibben, School of Art, Design and Fashion</p> <p>Five tips for designing an engaging blended course Stephan Caspar, Dr Sarah Fielding and Tamsyn Smith, Education Innovation team - Professional Services (University of Southampton)</p> <p>Chair: Katie Hornby, Research and Innovation TS210/211 (Classroom)</p>
<p>3.5</p>	<p>Enhancing the accessibility of learning</p> <p>Use of lecture capture for recording assessment briefs Martin Skivington, School of Sport, Health and Social Sciences Edd Bolton, Solent Learning and Teaching Institute</p> <p>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)</p> <p>How the pedagogy of mindfulness enhances the pedagogy of specialist one-to-one learning support Sadhbh O'Dwyer, Access Solent</p> <p>Chair: Dr Timos Almpanis (Assoc. Prof), Solent Learning and Teaching Institute TS302 (Classroom)</p>
<p>3.6</p>	<p>PoP! The power of peers 2</p> <p>Peer mentoring for maths learning at level 4: engaging and collaborative learning Dr Janet Bonar, School of Maritime Science and Engineering</p> <p>Using student peer mentors to facilitate teaching and learning in a collaborative and engaging way Liz George and Desislava Andonova, Employability & Enterprise</p> <p>Mentoring in Sport Matt Johnson and Emily Budzynski-Seymour, School of Sport, Health and Social Sciences</p> <p>Chair: Professor Tansy Jessop, Solent Learning and Teaching Institute TS309/310 (Classroom)</p>

3.7	<p>Pecha Kuchas</p> <p>myCourse - the sequel Roger Emery (Associate Professor), Solent Learning and Teaching Institute</p> <p>Evaluating impacts of VLE use Dr David Barber, Solent Learning and Teaching Institute Stuart Ray and Dr Russell White, School of Media Arts and Technology</p> <p>Learning objects to support information literacy Fiona Mckichan and Kate Stephenson, Library and Learning Service</p> <p>Creating LGBT safe spaces and LGBT allies Judith Hanley, Employability & Enterprise David Wright, Library and Learning Service / LGBT Staff Network Dr Carina Buckley, Solent Learning and Teaching Institute</p> <p>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)</p> <p>From the Naked Choir to the Classroom: an exploration into using students' experience in a TV competition within a 'Developing Confidence' workshop. Gillian Saieva, School of Business, Law and Communications Esther Frake, School of Media Arts and Technology</p> <p>Chair: Professor Jenny Anderson, Executive Dean (Student Experience) Palmerston Lecture Theatre</p>
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15:15 - 15:30 Refreshment break

[The Atrium](#)

15:30 - 16:10 Round table discussion

**Onward and upward with teaching excellence:
getting TEF ready at Southampton Solent University**

[Jane Austen Lecture Theatre](#)

This plenary session will discuss key points raised during the day in relation to TEF. The conversation will be moderated by Osama Khan, Director of Learning and Teaching, and the panel includes:

- Prof Diana Laurillard (UCL)
- Prof Jane Longmore
- Elizabeth Selby
- Caroline Carpenter
- Martin Skivington
- Emily Yillah

16:10 - 16:20 Closing remarks

Professor Jane Longmore, Deputy Vice-Chancellor (Academic)

[Jane Austen Lecture Theatre](#)

16:20 - 17:00 Drinks reception

Please join us to round off the day with good company and a selection of drinks and nibbles.

[The Atrium](#)

Poster exhibition

- **Engaging with practice and developing curricula through experiential learning for students and staff** - Richard Berry, School of Business, Law and Communications
- **'Lets talk about sex': Ending sexual violence at university** - Polly Burton, School of Business, Law and Communications
- **'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
- **Education in 140 Characters** - Dr Ali Hill, School of Sport, Health and Social Science
- **Equality and Employment** - Judith Hanley, Employment and Enterprise
- **Equality, diversity and inclusivity: the Southampton Solent University Residences story** - Andi Maratos, Estates
- **Flipping the Classroom** - Chris Barlow, School of Media Arts and Technology
- **From A(level) to B(TEC): Widening pedagogic strategies for an inclusive learning experience** - Dr Carina Buckley, Solent Learning and Teaching Institute
- **Games-Makerization: creation of the purple and red army** - Lynsey Melhuish, School of Sport, Health and Social Science
- **Get Ready for Southampton Solent University** - Rhiannon Spiller, Solent Learning and Teaching Institute
- **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
- **Learning objects to support digital skills** - Fiona McKichan, Library and Information Service
- **Placements: Employability and Enterprise support** - Louise Helps, Employment and Enterprise
- **Solent Graduate Jobs** - Christina Stone, Employment and Enterprise
- **Teaching in Higher Education: Student Perceptions of Teaching Excellence** - Dominic Cunliffe, School of Sport, Health and Social Science
- **The 'ESE' Measure of Employability Learning and Confidence** - Victoria Simpson, Employment and Enterprise
- **The International Business and Marketing Week 2016** - Rozenn Ghorbanion and Avril Coates, School of Business, Law and Communications
- **The next step to student confidence in applying for jobs in the media industries** - Mark Joyce, School of Business, Law and Communications
- **Turnitin Online Submission - Major enhancements to support Solent grading, marking workflow, group submission and more** - Roger Emery, Solent Learning and Teaching Institute
- **Understanding the role of mindfulness practices in fostering student wellbeing** - Lara Webber, School of Sport, Health and Social Science
- **Using Professional Mentors to build social capital and enhance graduate outcomes within course units** - Liz George, Employment and Enterprise
- **Using Social Media to support student learning - a story from the Library** - Eirini Maranti, Library and Information Service
- **Virtual Reality in Pedagogy** - Gordon Meadows, School of Maritime Science and Engineering

SLTI Seed Funding

Solent Learning and Teaching Institute project funding

Creating a culture of evidence-led practice

Call for funding proposals: 2016/17

You are invited to submit funding proposals for learning and teaching (L&T) projects to conduct research and development projects in 2016/17. The themes for this round of SEED projects are:

- Assessment and feedback
- Student engagement
- Innovative and creative pedagogy
- Teaching for diversity
- Technology enhanced learning
- Research informed teaching
- Disciplinary pedagogies

Funding for each L&T project will be awarded of up to £2,500. The Seed Funding proposal form is available on the portal with guidance for prospective bidders. Please feel free to arrange a conversation about your project idea with members of SLTI - contact us at slti@solent.ac.uk to set up a meeting.

Please send submissions to slti@solent.ac.uk by 1 August 2016. The panel will consider proposals before 5 September, when outcomes will be made known. Mid-year reporting will take place in February, and projects are expected to be completed by mid-July. Seed fund holders are required to present findings at SLTCC 2017, and will be encouraged to publish, disseminate or exhibit their outputs externally.

Solent Learning and Teaching
Community Conference

#SLTCC2016



Dialogue

Southampton Solent University's learning and teaching journal Creative, evidence-led, inspiring.

Call for papers 2016/17

You are invited to submit research articles, case studies, book reviews and opinion pieces to the Editorial Board. All submissions should be related to aspects of learning and teaching (L&T). Please send submissions to slti@solent.ac.uk by 1 August 2016 (please put 'Dialogue Journal submission' as the title of your email). Comments and notice of acceptance will be returned by 5 September, after peer review. Final resubmission are required by 26 September. Dialogue will be published in late October/early November.

More information about author guidelines and submission types and can be found on the following page. Please feel free to contact members of the editorial board for advice before submission.

Dialogue Editorial Board

- Prof Tansy Jessop (SLTI, Editor)
- Dr Timos Almpanis Assoc Prof (SLTI, Associate Editor)
- Dr Flavia Loscialpo (School of Art, Design and Fashion)
- Dr Paul Joseph-Richard (School of Business, Law and Communications)
- Roy Hanney (School of Media Arts and Technology)
- To be confirmed (School of Maritime Science and Engineering)
- Dr Brian Wink (School of Sport, Health and Social Science)
- Dr Carina Buckley (SLTI)
- Dr Dave Barber (SLTI)

Key dates

Mon 1 Aug 2016	Submission deadline
Mon 5 Sept 2016	Return of comments and notice of acceptance, after peer review
Mon 26 Sept 2016	Final submission deadline

Author guidelines

Dialogue Journal Guidelines

Dialogue is Solent's Annual L&T Journal, published in hard copy and online. Dialogue invites colleagues to submit research articles, case studies, book reviews and opinion pieces to the editorial board for consideration. All contributions should relate to aspects of L&T. Guidelines for submission are outlined below according to each type of submission.

Research article

Research articles need to be up to 5000 words including figures, references and appendices. Tables and graphs can be coloured and need to be placed within the right section of the paper. Articles should be in .docx or .rtf format, in single column layout using 1.5 line spacing and 2.54cm margins all around. Harvard referencing system should be followed (Have a look at Succeed@Solent <http://mycourse.solent.ac.uk/mod/book/view.php?id=3381> or Refme for an easy life!)

Case Studies

Case studies provide the opportunity to showcase innovative learning and practice. These should be up to 3,000 words in length. Case studies should outline the context, problem, innovation, its strengths and limitations, and evidence of impact. Case studies may be about any aspect of L&T - pedagogy, assessment, the research-teaching nexus, scenario-based learning or student engagement initiatives. It is anticipated that case studies will have some touchstone in theory and educational literature, but need not be fully fledged research studies.

Book Reviews

Book reviews should be related to aspects of L&T and the higher education context, and be about 500 words in length. A book review should aim to address the following points:

Its intended audience; its main ideas and objectives, and whether these have been accomplished effectively; methods and sources used; gaps and weaknesses; readability, and capacity to influence thinking and practice in teaching. Book reviews should be in .docx or .rtf format, in single column layout, 1.5 line spacing and 2.54cm margins all around. Please rate the book on a 1-5 scale where 5 represents excellence.

Opinion pieces

This is the chance for you to air those untested thoughts, hunches and polemical tendencies about L&T. Opinion pieces are exactly what it says on the tin! Exercise your right to be an armchair educational philosopher. Opinion pieces should be about 500 words in length, avoid moaning or sniping at individuals or groups, but should have full rein in putting controversial and non-conformist educational thoughts out there!

Review process

Research articles and case studies will be reviewed by two members of the editorial board and returned to the authors with feedback and comments. Opinion pieces and book reviews will normally be reviewed by one member of the board with most expertise in the area.

Timeline and submissions

Please submit clearly labelled submissions to slti@solent.ac.uk by 1 August 2016, with the expectation of feedback by 5 September and final resubmission by 26 September. The journal will be published in late October/early November.

Notes

Notes

Get involved with learning and teaching
at Southampton Solent University

Email: slti@solent.ac.uk

 [@SolentLearning](https://twitter.com/SolentLearning)