SLTCC 2018: Abstracts

Keynote

In pursuit of excellence: aligning imperatives and opportunities with orientations to engage

Professor Ruth Pickford, Leeds Becket University

What on earth is excellence? The pressure to be 'excellent' at everything – from research to teaching to knowledge exchange, from 'delivering an excellent student experience' to fostering excellent community engagement, from offering excellent access for all to ensuring excellent opportunities for employment, further study and for students to have 'fulfilling lives' is… a bit daunting.

This talk goes back to basics. What do our students want? What can course teams really do to help students to achieve their goals? What is excellent teaching? What is an excellent student experience? What can we all 'bring to the party'? And how can we work together to achieve 'excellence'?

In this talk, I will argue that there are clear relationships between student engagement, continuation, satisfaction, and outcomes, and that the measures currently used in the TEF can be used systematically and collaboratively to enhance and manage courses. I will also suggest that teaching excellence and excellent academic practice are different but viewing them through parallel lenses enables us to clearly see the relationships between the two.

Parallel session 1 (10:30 – 11:30)

Workshops

1.1 Doing research-informed teaching in Solent's business school - five researchers, in their own words (see also Dialogue journal)

Dr Paul Joseph-Richard, Prof Nic Potts, Dr Whysnianti Basuki, Dr Zahida Shah and Dr Esther Snell, School of Business, Law and Communications

Research and teaching are supposed to be closely linked in universities. Among most academics the belief in a reciprocal relationship is strong. However, it is unclear what form this relationship can take. In this workshop, five research-active teachers, from the School of Business, Law and Communications at Solent University share their own experience of how they successfully integrate research and teaching in their academic practice. It is an interactive workshop on some interesting ways of doing RIT. You are welcome to come learn from those doing RIT.

1.2 Students on a strategy safari

Stephen Brown, School of Business, Law and Communications

Identifying pedagogies to extend students to their limits in terms of developing their inquiry and research skills, is challenging. Traditional summative assessments, where students are given a 'back of the text-book' case-study, often lack realism and relation to real-life local business practice. This session explores how researching and solving 'real-life' strategic management issues faced by locally recognisable organisations can offer relevance, immediacy and perspective to the learner. Participants will hear about the positive learning outcomes and experience-sets achieved from an immersive and innovative assessment that is firmly structured and embedded on current research-informed teaching practice.

Presentations

1.3 Curriculum – not just another brick in the wall

The unexamined curriculum is not worth teaching (with apologies to Socrates)

Prof Tansy Jessop and Claire Saunders, Solent Learning and Teaching Institute

In this presentation, we explore how a systematic consultation and research process about curriculum has contributed to a shared understanding of the nature and purpose of HE and how this might provide the foundation for a curriculum framework. Many universities have devised curriculum frameworks, but few have found ways to embed them meaningfully in the curriculum design of all courses. As we begin the three-year process of leading the implementation, we will describe the large-scale consultation, actively involving both students and staff, which has led us to a central concept of 'personal knowing', and a taste of the curriculum design workshops, which will be used to support course teams in the redevelopment of their curriculum.

Lessons from the zombie apocalypse: studying the complexities of sustainable development

Dr Laurie Wright, Warsash School of Maritime Science and Engineering

Sustainable development is one of the most ubiquitous and contested concepts of recent decades. The complexities of the subject and environmentalism message risk the subject becoming lost. Post-apocalyptic fiction provides safe confines to wrestle with complex political themes - global politics, environmental concerns, ethics, scientific intervention, human trafficking, and social equity. The socio-political commentaries present within this popular genre of film and literature provide insights to the concerns the generation may have for the future.

This session will present the lessons that can be learned from the zombie apocalypse as a vehicle to develop a sustainable development curriculum.

Curriculum design - a back to the future approach

Nigel Lee, School of Business, Law and Communications

All too often curriculum design can become stagnated and not the ongoing developmental process it should be. McKimm and Swanwick (2010) state that "A good curriculum recognises that learning is an active, constructive, and contextual process". This presentation will get you to think differently about curriculum design; exploring the process from the concept of time travel and how thinking in the past, the present, and the future can lead to better construction of curriculum.

1.4 Let's get digital!

Reflection, identity, community: affordances of blogging for social interaction and reflective dialogue (Seed funded project)

Roy Hanney, School of Media Arts and Technology

An evaluation of blogging as a means for developing educational affordances that enhance characteristics of social interaction and reflective dialogue within learning communities. The researcher asks: what are the barriers to developing blogging as a social practice; and seeks to identify positive actions that will enhance the implementation of course blogging. The production of two separate research data sets, from staff and students, allows for a comparison that aims to identify disjunctions between staff conceptions of blogging and that of students. Offering a possibility for determining the particular set of educational affordances required to achieve the aims of the project.

Online ownership and creativity: the efficacy of blogging in the pedagogical context

Dr Sam Christie and Frankie Murdoch, School of Media Arts and Technology

Solent University is trialling blogging as a key tool for developing formative assessment milestones and as part of a teaching methodology that encourages engagement and community among students. Based on the success of blogs as part of blended learning strategies, demonstrated in other educational institutions, Solent is seeking ways to fully incorporate these techniques in the curriculum. This highlights the importance of continuous feedback and development within the creative process. Our presentation aims to share some of our preliminary discoveries, challenges and suggested mitigations regarding this implementation.

Introducing a standard yet flexible framework for embedded information literacy

Hannah Porter and Susan Taylor, Library Services

This presentation and team Q&A will outline plans to enhance and streamline information skills teaching and support for 2018/19. The new offer allows each course to have one intervention per course level. Academics can select from several options: online tutorials to offer ongoing, at point-of-need guidance such as videos, exercises, quizzes and enrichment activities; assignment brief videos providing focussed support; or a workshop to facilitate practical learning. All students will still have access to individual appointments, referencing drop-ins and a LibGuide for their course. This will provide effective and efficient support for students to develop their transferable information literacy competencies.

Micro-lectures with embedded quizzes: an innovative use of lecture capture technology (Seed funded project)

Jean-Baptiste Souppez and Lucía Vazquez Bonome, Warsash School of Maritime Science and Engineering

The results of the year-long implementation of micro-lecture captures with embedded quizzes will be presented. The innovative use of lecture capture enables students to accept a short summary video after each lecture, as part of which they need to engage with a series of quizzes. This has proven to be very beneficial to their engagement with the VLE, support their learning, and enhance the resulting summative results. Come along to find out more.

1.5 Talking through technology – assessment and feedback

Using technology in teaching - mentimeter and lecture capture

Vivienne Prudden, School of Business, Law and Communications

This presentation will aim to explore how lecture capture and mentimeter can be implemented in the classroom to augment our students' learning experience. From demos provided with key skills, learning analytics and the ease of learning with a recording to student feedback, providing students with a voice and enabling a pace to be set. Come along to this session to find out how these two tools could be embedded in your practice to give students an enhanced learning experience.

Digital pedagogy for interdisciplinary critical creative practice: student centred teaching and learning models (Seed funded project)

Amber Lamonby-Pennie, School of Art, Design and Fashion
Dr Mohammed Al-Husban, School of Media Arts and Technology

My research focuses on curriculum development and creative pedagogies for post-digital Creative HE Education; primarily on the relationship of theory to practice and how contemporary culture is being redefined through human computer interaction. This research project involved the tracking of consenting MA students at Solent University and Kingston University, London, to gather original

qualitative data that focused on how MA students create their own digital narratives, learning behaviours, internet usage patterns and innovative creative practices. Research evidences how this occurs and explores pedagogic models that reflect the needs of creative students working within digital convergent culture.

Man-Computer symbiosis in assessment

Dr Caroline Stockman, University of Winchester

Assessments are particularly sensitive educational transactions between educator and student. They often rely on trusting interpersonal relationships. When assessment tools move online, part of the face-to-face contact is lost. The Student Fellowship presented here investigated the implementation of a new e-assessment tool, and how to bring back the human in its process. Garrison, Anderson & Archer (2000) provided a steering framework; in which three overlapping spheres construct a conceptual community of inquiry for HE learning and teaching. With a brief overview of the Fellowship's execution and results, some preliminary top tips emerge.

1.6 Spice up your (teaching) life!

Developing professional capital: from pedagogic solitude to the teacher's takeaway

Dom Thompson and Dave Galloway, Havant and South Downs College

This presentation will report the findings of a small-scale practitioner research study funded by the Education and Training Foundation (ETF) as part of the Outstanding Teaching, Learning and Assessment Project (OTLA). The aim of the project was to break down pedagogic solitude (Schulman, 1993) and create a platform where practitioners can share instances of OTLA. The project itself followed the principles of Joint Practice Development (JPD) (Fielding et al, 2005) where rather than CPD being developed and enforced centrally, teachers were able to take ownership of their own development via the creation and fostering of links between practising professionals. The outcome of this project was the creation of an online platform (www.teacherstakeaway.co.uk) that enables practitioners to view, comment, apply and then create videos that demonstrate instances of OTLA.

In it together: redesigning online delivery to promote peer learning

Andrëa Faustino, School of Business, Law and Communications
Dr Carina Buckley and Dr Dawn Morley, Solent Learning and Teaching Institute

The Business Blended Provision is designed for professional people in work, blending online learning with four face-to-face weekends over the year. However, although the structure of the course works on one level, there are still aspects that could be improved. One challenge is improving students' confidence in their own learning, whilst managing the wide variety in their educational backgrounds and industry experiences. It is proposed that the best way of achieving this would be to build in a better sense of community and support by focussing on improved learning partnerships: between student and student, and student and tutor.

Using creative assessments to enhance employability skills

Lesley Strachan, SimVenture Study Programme
Juliet Tomlinson, School of Business, Law and Communications

This session demonstrates how the use of a business simulation game has been used to creatively assess students through self-reflection, formative and summative feedback. Students engaged in an innovative research project at London South Bank University were given an assessment where they were required to reflect on their learning journey; the research demonstrated clear awareness and development of both hard and soft skills by the students through active engagement with the simulation, reflection and weekly formative feedback. Data showed 84% of students reported teamworking as the most significant skill developed, and 72% reporting increased problem-solving skills.

Chitchat: PechaKucha session

The role of intellectual curiosity in predicting academic performance (see Dialogue journal)

Dr Pamela Pourzanjani, School of Sport, Health and Social Science

The study aimed to build upon previous research by assessing various predictors of academic performance, including intellectual curiosity and motivation. Data was therefore collected from two cohorts of Level 6 undergraduate students. Multiple regression analysis showed that both intellectual curiosity and intrinsic motivation at the beginning of the academic year predicted academic performance. Curiosity also predicted students' estimates of their academic performance. It was concluded that intellectual curiosity is an important variable that should be considered as a key predictor of academic performance. Come and see why!

The collaborative lesson plan

Danilo Venticinque, School of Business, Law and Communications

This is Solent Press case study, an optional unit in the journalism programme group. Since students from Multimedia Journalism, Fashion Journalism and Sports Journalism reach level 5 with significantly different skillsets, it has been a challenge to create an appropriate teaching plan that avoids repetition.

This year, we attempted to address this issue by turning the creation of the lesson plan into a collaborative exercise. Students were asked to vote on the topics they wanted to see covered in the unit and discuss the poll results to create a collaborative lesson plan.

How real is virtual reality: a pedagogical exploration of bridge simulation (Seed funded project)

Captain Zakirul Bhuiyan, Warsash School of Martime Science and Engineering
Dr Md Golam Jamil, Solent Learning and Teaching Institute

We investigated three pedagogical aspects, namely instructional strategies, student engagement and learning outcomes of a Bridge Simulation module offered at a world leading British Maritime Academy. By following a mixed-methods case study approach we collected data through reviewing academic documents, a repetitive survey, three observations and two focus groups. The key outcome of the study is a rich pedagogical discourse on simulation-based education and training in maritime discipline which is largely absent in this particular field of professional education. The findings show best practice of simulation-based pedagogy and also some challenges that impede the quality of the student learning experience.

Student linkup (Seed funded project)

Gergana Tacheva, Solent Conference Centre
Daniel Inns, Student Services

The academic curriculum is not always designed to provide students with everything they need in terms of academic or technical skills and much can be self-directed. Students often learn from sharing and opportunities for peer-to-peer feedback is often incorporated in learning and teaching. The project concept is centred around the need for peer-to-peer communication and collaboration, which students often do not have access to on a dedicated IT platform and providing them with a technological solution.

Parallel session 2 (11:35 – 12:20)

Workshops

2.1 "Assessment Fiestas": engaging staff and students with assessment and feedback

Prof Debbie Holley, Anne Quinney and Dr Ann Luce, Bournemouth University
Hayley Sarien, Stephen Pyne and Dave Hunt, Bournemouth University students

This workshop will offer a 'taster' of creative assessment and feedback techniques we are sharing with staff through our innovative Faculty based "Assessment Fiestas". Underpinned by our student assessment research project, the storyboards created by students have been fed into our Fiesta conversations. We have invited a group of our PGCert students to co-present and share how they were inspired to 'try something different' and engage their own students with moving from education 1.0 to education 3.0.

2.2 Digital inspiration!

Roger Emery, Edd Bolton, Dr Kassie Cigliana and Hannah Watts, Solent Learning and Teaching Institute

The Learning Technologies team will lead a highly interactive workshop session showcasing a range of tools and apps to inspire interactivity both in the classroom and online. Bring your devices: phones, laptops, tablets to fully enjoy the fun. And be prepared to draw cats…

Presentations

2.3 Getting them on board and keeping them on board

Ecological factors and student engagement in programming subjects (Seed funded project)

Dr Olufemi Isiaq, School of Media Arts and Technology
Dr Md Golam Jamil, Solent Learning and Teaching Institute

The presentation explores the impact of ecological factors including learning culture, peer influence, and environmental condition in relation to psychological dimensions of student engagement in a British university delivering programming modules. We followed a mixed-methods approach involving three data collection tools: a survey, focus groups and real-time electronic data from students using a wearable device. The key contribution of our study is an evidence-based explanation of the role of ecological factors in attaining meaningful learning. Additionally, the findings have provided several guiding principles for addressing ecological factors in relation to enhancing student engagement and meaningful learning in programming subjects.

'Why don't they engage?' A review of the factors influencing first year business students' active disengagement and a short research agenda'

Michael Head and Dr Paul Joseph-Richard, School of Business, Law and Communications

This presentation explores the experiences of undergraduates at Solent Business school who chose to leave business management degrees in their first year. Although a number of factors have been identified in the literature for students' attrition in universities in general, why some of Solent University's first year undergraduates fail to progress is yet to be fully understood. By focusing on their lived experiences, this presentation (and a proposed study) capture which factors influence both their disengagement and decision to drop out of university before their second year. We discuss institutional implications of our findings.

What makes doctoral students resilient? Emerging findings from a new study (Seed funded project)

Dr Paul Joseph-Richard, School of Business, Law and Communications
Prof Janet McCray, University of Chichester

Historically, doctoral attrition rate across the globe remains high, between 40% and 50%. Prior studies on this topic have focused on practices of supervisors or on the intentions of non-completers, whilst missing the perspectives of successful PhD completers. Through 12 semi-structured interviews, we captured lived experiences of recent doctoral graduates in two universities. We present preliminary findings of a narrative inquiry study. Analysis reveals an interesting range of individual and institutional factors, including aspects which have not been sufficiently explored before (the role of second supervisor and informal peer networks, for instance) that develop grit among PhD completers.

2.4 You can make it if you try - success in the workplace

The impact of professional doctorates in the workplace

Jane Creaton, University of Portsmouth

With more than 40 graduates from The Professional Doctorate in Criminal Justice since 2007 our project explores the impact of undertaking a professional doctorate on professional practice. The initial phase analysed doctoral theses of successful candidates to identify their intended contribution to practice and tracked their career trajectory development. The second phase involved interviews with the authors of the theses to discuss whether intentions have been realised, perceived impact of the doctorate on their professional lives and how they now understand and conceptualise the relationship between academic and professional knowledge.

This presentation will report on findings and consider the wider implications for the design, development and delivery of professional doctorate programmes across disciplines and institutions.

Fearless females - supporting female students to achieve their potential

Caroline Barfoot and Hannah Bannatyne, Solent Futures

The gender pay gap is very topical at the moment and Longitudinal Education Outcomes (LEO) data has shown that female graduates earn less than men. In addition, evidence from the DLHE shows that although female graduates are much more likely to be employed, they are much less likely to be in professional and managerial jobs compared to their male peers. In response, Solent Futures hosted the 'Fearless Females' conference to coincide with International Women's Day. This workshop will critique this event and explore other ways that we can support female graduates to achieve their potential.

Using professional communities as a powerful learning tool

Joe Appleton and Martin Reid, School of Media Arts and Technology

This presentation is based on the reflections of two Solent computing lecturers. We firmly believe that student relationships with industry practice should go beyond industrial liaisons and the occasional external guest lecturer. We will reveal how we have managed to get students to engage with industry practitioners through the productive use of social media and local meet ups. In doing so, we have exposed students to the latest technological trends and enabled them to become part of a wider professional community beyond their immediate peers.

2.5 Picture perfect – visualising learning

How does skeuomorphism affect the creativity and flow of students in the initial sketching stages of the design process? (Seed funded project)

Alan Manley, School of Art, Design and Fashion

Within the design process a number of techniques can be employed by students and designers to express a form, an idea and a design proposal. These range from the analogue sketch with pencil and paper to the digital computer aided design (CAD) drawings used to 3D print a model. With ever increasing accessibility to digital drawing platforms (tablet computers, mobile devices); there is an opportunity to explore the quality of outputs that these devices can produce. The hypothesis of the research study is that with the use of digital drawing tools that replicate analogue equivalents, students undertaking initial concepts sketches will be more engaged, more creative and more likely to experience a state of 'flow' which is seen to be a measure of both creativity and engagement.

EPHP - a visualisation tool for learning basic web programming - new developments

Dr Nick Whitelegg, School of Media Arts and Technology

During my time teaching programming at Solent, students have frequently struggled with learning web development. During academic year 2016/17, a visualisation tool, EPHP, was introduced to help students visualise the multiple software components of a web application (browser, server and database) and how they interact. This presentation will cover updates to the tool for academic year 2017/18 and assessment of how students have engaged with the tool.

'Now I get it': visually understanding theoretical concepts of work placements

Patsy Morgan, Neil Barker and Pilar Garrido Sanz, School of Business, Law and Communications
Rhian Jones, School of Sport, Health and Social Science

'Now I get it' is the result of a model used to help students understand the theoretical concepts of work placements in a visual way. The Experiential Quadrant Grid (EQG) model was based around four key areas within the work placement and any gaps in the model enabled students to critically evaluate the rationale for the gaps and apply a greater level of understanding, using academic threads. A pilot study was undertaken in 2011 to assess students' understanding, an application to work based learning and the outcomes were very positive. As this model has been used every year since 2004, further research will continue and the findings will be shared in a journal article.

Chinwag: PechaKucha session

How to facilitate students' metacognitive understanding of the effects of alcohol and drug abuse on prenatal development (Seed funded project)

Dr Humaira Hussain, Sarum Academy and Solent University
Dr Pamela Pourzanjani, School of Sport, Health and Social Science

There is limited research assessing the use of the Foetal Alcohol and Drug Affected virtual-baby dolls (FAS/DAS) in education programmes. This research aimed to address this gap by using the simulator dolls with undergraduates and Year 12 and 13 students to educate them about the teratogenic effects of drugs and alcohol on prenatal development. Students were additionally tasked to think creatively about how the dolls could be used to educate others. It was predicted that through hands-on learning with the virtual-baby dolls and higher-order creative thinking, students would develop their metacognitive understanding of the potential risks to the foetus.

Not all teaching takes place in the classroom

Dr Devon Campbell-Hall, School of Business, Law and Communications

This Pecha Kucha introduces some of the ways in which Solent's English degrees engage students in alternative learning activities, which align with our focus on marrying academic, practical and professional life skills. We encourage students to undertake a wide variety of opportunities for pedagogical development, with the goal of creating intellectually curious and independent critical thinkers, interested in international issues relating to our subject.

A building analogy to help students conceptualise academic research, reading and writing

Catherine Turton, Solent Learning and Teaching Institute

Following the success of a Lego activity which is used at Solent to help students conceptualise plagiarism, a building analogy has been developed to encompass the whole academic process. The student (builder) generates new ideas (bricks) as they engage with the learning community and texts. Students discover how assignments fit into the wider learning landscape, how research and reading skills support their studies and how to develop their own academic voice. The project is informed by experiences of students, graduates, academics, and information librarians and will result in images, animations and activities on succeed@solent.

(Get) ready, steady, SOUTHAMPTON!

Andrew Davey, University of Southampton

Get Ready for Southampton is a long-running project at the University of Southampton aiming to prepare international students for life and study in Southampton, run through a customised Moodle environment. The course contains links to resources from Prepare for Success, custom-made resources about the University of Southampton and networking tools for students to make friends and discuss their courses.

In this presentation I will show some of the highlights of the course, how it has developed over time and how our research will continue to enhance the student experience so they are best-prepared to Get Ready for Southampton!

Posters (12:20 – 13:15)

Raise the professional standards of student advisory staff - a need for a qualification?

Mark Byrne, Independent College, Dublin
Dr Ann Bingham, Academic Services

There is an ever-growing need for student support within the HE sector. Is there a need for a professional qualification in this area to ensure that education institutions, staff, students and parents etc can be confident of the robustness and consistency of the institutions advisory support?

MECCing the best of our students: the impact of embedding an industry-accredited qualification on student satisfaction and engagement

Phil Godfrey, Dr Ali Hill and Chris Dunn, School of Sport, Health and Social Science

Making Every Contact Count (MECC) is an evidence-based industry-accredited approach to behaviour change that uses day-to-day interactions to support individuals to make positive changes to their health. Creation of the new Applied Human Nutrition and Health, Nutrition and Exercise degrees provided an opportunity to embed MECC training in one of the Public Health units; quantitative and qualitative data will explore its impact. Potential reasons for the success of embedded training into

a wider-workforce will be discussed, along with the feasibility of the application of techniques used in the course in other subject areas to increase student satisfaction, participation and engagement.

Problem-based learning - so what's the problem?

Paul Exton, Warsash School of Maritime Science and Engineering

In this poster I explore an approach to improving student engagement through the implementation of a problem-based approach. In doing so I seek to identify drivers and outcomes, some of which are subject and course specific, but include others that have wider and general implications.

Moving to audio feedback

Steve Hogg, Solent Futures

With a large volume of student assignments to mark and feedback on, the move to audio feedback was a way of coping with my workload as I can record audio feedback faster than I can type. There was an interesting outcome however in that the students found the feedback more personal and positive and in some cases motivational. This poster draws comparisons between written and audio feedback and student reactions to both.

The importance of asking why

India Lawton, School of Art, Design and Fashion

Faundez believes "all knowledge begins from asking questions" (1989, p.35). "The teachers task in [class] discussions is to model and scaffold discussion within this zone, through prompts, questions, comments" (Sprod 1998, p.463). Through action research I came to recognise this in practice. Regularly using open questioning and catered directed questions to individual students allowed me to check students were engaged, assess understanding, and stretch and challenge individual students. Asking why helps to promote peer learning, professional skills, encourages debate and understanding of others' opinions, form trusting relationships with their peers, and develop their self-esteem in line with Maslow's Hierarchy of Needs (1943).

Developing an online pre-arrival learning package for pre-registration nursing students: part one (Seed funded project)

Pauline Morgan, School of Sport, Health and Social Science

There is a shortfall of nursing across the NHS and AEIs are being asked to look at ways to reduce attrition. Factors relating to attrition include academic failure. This project aims to explore the specific academic challenges faced by first year health care students in the first year of their course, in order to develop supportive resources.

Employing students - campus jobs and micro-placements

Meredith Smith and Matthew Williams, Solent Futures

Many students at Solent University work for the University under the Campus Jobs scheme run by the Solent Futures' team. Campus Jobs enables staff to put forward job opportunities for students to apply to. Students gain experience for their CV, get paid and staff are able to use their skills to complete projects or work. Our micro-placement scheme was piloted for the first time in April, 2018. Find out how the process works for both these initiatives and how we may look to develop these further.

Peer practice exchange in undergraduate research

Jean-Baptiste Souppez and Lucía Vazquez Bonome, Warsash School of Maritime Science and Engineering

Peer practice exchange (PPE) and its benefits to academic staff has been strongly emphasised over the past year. This poster will present the preliminary application of peer practice exchange among

a group of undergraduate students as part of their 3rd year research project. The aim of the poster is to demonstrate how to implement this practice in the supervision of undergraduate researchers.

Post-graduate certificate in teaching and learning in higher education (PGCTLHE) posters

The Whos, who aren't engaging
Leah Appleton, School of Media Arts and Technology

From student to academic: can writing workshops get them there?
Kara Buckley, School of Sport, Health and Social Science

Student engagement, anonymity and learning technologies
Rachel Collins, School of Art, Design and Fashion

Towards enhanced academic referencing and writing for built environment students
Dr Emmanuel Daniel, School of Art, Design and Fashion

Swords, dragons and fireballs: gamifying your higher education class!
Kostas Dokos, School of Media Arts and Technology

Caught in the spider's webinar: an action research project to facilitate discussion beyond taught lessons
Dominic Haynes, School of Sport, Health and Social Science

Make my learners noisy: using an online discussion forum as a catalyst for in-class debate
Martin Hughes, School of Media Arts and Technology

Critical writing among construction management students: an action research approach
Shaba Kolo, School of Art, Design and Fashion

Why are level 4 students like Justin Bieber? A study into engagement with formative assessment
Janey McCulley, School of Art, Design and Fashion

Quiet as mice! Building creative pathways: encouraging musical theatre students to integrate critical thinking with creative practice
Sarah Mepham, School of Media Arts and Technology

"I'm not interested in what I read; it means nothing to me": students' perceptions and experiences of academic reading
Dr Ben Powis, School of Sport, Health and Social Science

The confidence game: "Le Jeu" (Lecoq, 2009) to build student confidence and engagement
Annie Sanger-Davies, School of Media Arts and Technology

What's up doc? Improving student engagement with weekly rushes
Rob Vaughan, School of Media Arts and Technology

Parallel session 3 (14:20 – 15:10)

Workshops

3.1 Scaffolding student learning with embedded online learning objects

Dr Carina Buckley and Catherine Turton, Solent Learning and Teaching Institute
Prof Debbie Holley and Dr Dave Fevyer, Bournemouth University

Three stations will cover the what, how and why of selected applications and resources designed to support lecturers in developing different aspects of students' learning journeys. Covering Biggs's (2003) constructive alignment each station will illustrate an aspect of teaching, learning and assessment and show how these can be embedded within an institutional VLE, or shared electronically with students. Three examples of practice from different subject disciplines will also be provided to help participants visualise the links between each station.

3.2 Moving from a lean-back to a lean-forward paradigm of student support

Mark Byrne, Independent College, Dublin
Dr Ann Bingham, Academic Services

Student retention has become increasingly important within the higher education sector. Many universities have in the past had a "lean-back" attitude to student support (waiting for students to engage with support mechanisms) however it is proposed that a "lean-forward" approach would be more beneficial to both learner and institution. This workshop will explore this further and get us all thinking about the proposed benefits.

Presentations

3.3 Better together!

The power of mentoring

Dessy Andonova, Solent Futures

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. The Professional Mentoring Programme at Solent 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 businesses. The relationship is informal, supporting the mentee to gain "insider" organisational and business knowledge. This workshop will summarise the mentoring schemes coordinated by Solent Futures, and will encourage discussion for the further development of the programmes.

Developing the pedagogic partnership between Solent University and work-based learning mentors in health and social care (Seed funded project)

Kim Irvine, School of Sport, Health and Social Science

The Work Base Learning Mentor supports the Associate Practitioner (AP) students' development in their employed work environment during the two-year Foundation Degree in Health and Social Care with Solent University.

Students' development in practice is influenced by positive or negative support from their Mentor (Gopee 2017), and this study aims to gain a deeper understanding of the current AP Mentor activities and challenges in their role, so as to consider the pedagogic partnership which will result in an enhanced positive WBL experience for AP students with Solent University.

Making professional mentoring accessible to all

Jo Dunn, Hampshire County Council

Having met my 'mentee' at the end of March 2018 we were already 5 months behind the planned programme. He is on the autistic spectrum continuum and was self-sabotaging and the thought of leaving Solent was too much. We turned the suggested programme on its head and came up with our own to support my 'mentee's' needs. 6 weeks of intensive mentoring and he is back on track and wishes he had 'signed up at the beginning'. Come along to this session to hear about what we did differently and how more students can access this support.

3.4 Workin' for a livin'

Are we nearly there yet? A case study into the journey of accidental and aspiring managers as apprentices in pursuit of the destination of the management professional

Claire Hughes and Gillian Saieva, School of Business, Law and Communications

A case study into the journey of accidental and aspiring managers in pursuit of the destination of the 'management professional' and how the SBLC suite of Management and Leadership Higher Degree Apprenticeships lead the apprentices to these successful destinations. The presentation will also discuss supporting the widening participation agenda around Higher and Degree apprenticeships, combining curriculum design that meets the pedagogic requirements of apprentices with developing strong support infrastructures for both the apprentices and their employers through their learning journeys.

The business project for enhancing employability

Sian Campbell, Claire Hughes and Stephen Brown, School of Business Law and Communications

A Business Innovation Project is a live brief provided by an employer to our business and marketing students, giving them the chance to put their skills and training to work on a real-world consultancy problem. The students approach the brief as external consultants - establishing the scope and the obstacles to overcome, conducting research, and delivering innovative solutions, suggestions and plans to meet the client's business objectives. The range of briefs gives students the opportunity to work in their areas of interest, build connections, and develop an understanding of the real-world needs and priorities of organisations. Here we reflect on our experiences of live briefs and the benefits to students in a large, complex, final year unit.

Solent Futures reps

Caroline Barfoot and Kelly King, Solent Futures

Solent Futures work with courses that have low levels of professional and managerial employment in the DLHE survey. In 2017-18, we launched a new initiative - Solent Futures Representatives. Course leaders were asked to nominate a 3rd year student who could act as a voice for their cohort. Their main role is to promote events and share relevant jobs from Solent Graduate Jobs. This has proven to be really successful - it has taken pressure off course teams and encouraged much greater interaction with students.

3.5 The power of inclusivity

BME male students: retention and progression (Seed funded project)

Dr Zahida Shah and Sarah Tarby, School of Business, Law and Communications

In a world where attendance, engagement, retention and progression are key concerns for staff in Higher Education Institutions; where metrics lie behind lecturing and competition for student

numbers increases, how does this work with BME male students? This study aims to explore these concepts in relation to our Black and Minority Ethnic male students and offers innovative methods of retaining students and role modelling.

Teaching, learning and employability for students with autism

Neville Palmer and Dr Jomo Batola, School of Media Arts and Technology

We will seek, through an interactive presentation, to identify common observations on the audience's interaction with young people with Autism and compare them with our own experience in teaching and learning in HE and everyday life. From this we will develop a set of recommendations for future support initiatives in teaching, learning and employability for young people with Autism.

Lecturer perspectives on the 'beating the attainment gap' project Initiatives

Dr Pamela Pourzanjani, School of Sport, Health and Social Science
Alexandra Banks, Academic Services

Universities strive to provide high-quality education for all students irrespective of their demographic characteristics. The Black, Minority and Ethnic (BME) attainment gap is well documented in the sector and at Solent University this was 23.8%, compared to the national average of 15.3%, in 2015-16. Since then a HEFCE-funded project has introduced two initiatives designed to help all students thoroughly understand their assignment requirements to help reduce this gap. Semi-structured interviews were conducted with lecturers who took part in the project to assess their perspectives on the implementation and effectiveness of these interventions, and how the students engaged with them.

Confab: PechaKucha session

JISC digital capability survey pilot

Roger Emery and Hannah Watts, Solent Learning and Teaching Institute

Solent joined the JISC Digital Capability survey pilot and ran the self-diagnostic survey from March to May for both staff and students. This presentation will outline the survey tool, what it measures, what it hopes to achieve and will conclude by revealing the overall results for Solent and offer a comparison with the sector.

Students - "mind the gap"… a collaborative approach to achieving your goals

Neil Barker and Dr Pavlos Arvanitis, School of Business, Law and Communications

A visual model has been developed that shares elements of SWOT and gap analysis where the individual reflects on the situation. It is used to reflect on students' performance against expectations and takes into consideration their attendance, their interaction with feedback. These aspects are discussed with each student over a one-to-one tutorial where emphasis is put on the factors that contribute to over/under performing and how to meet their expectations. Guidance is provided by the tutor to address potential pitfalls and issues so that the student can be pointed in the right direction and possibly access support services available at the University.

The story of internationalisation in the built environment

John Barfoot, Alison Messenger and Denise White, School of Art, Design and Fashion
Alice Kloker, International Office

This is the story so far of the internationalisation of the construction area in SADF. We have created thriving, diverse, inclusive model for internationalisation where:- international students are given

the opportunity to exceed their potential, where visiting international scholars thrive, where SU colleagues practice research informed teaching and their inclusive practice. Our model is producing excellent academic results and has a pipeline of future students into 2020. This presentation will explore why this model has been so effective and suggest how it could be used with future international students coming to SU.

Embedding formative feedback in module design: surprising consequences

Harjinder Virdee, School of Business, Law and Communications

The use of formative assessment is nothing new in preparing students for their summative assessment, yet formative assessment may often be seen as a bolt-on exercise and even an after- thought! To fully reap the benefits of formative assessment it is paramount that it be fully embedded into the module work programme. This PechaKucha presentation aims to explain why.