

SOLENT
UNIVERSITY



**IN PURSUIT OF EXCELLENCE:
EMBEDDING 'BEST PRACTICE'
THROUGH CURRICULUM REVIEW**

SOLENT LEARNING AND TEACHING
COMMUNITY CONFERENCE 2018
FRIDAY 22 JUNE | THE SPARK

CONFERENCE INFORMATION

ASSISTANCE

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

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 the registration desk for the Wi-Fi username and password.

CONTEMPLATION ROOM

The Pod (TS318) is a designated quiet space for the duration of the conference so please feel free to use it throughout the day.

DIALOGUE 2018/19

The call for papers is now open for the 2018/19 edition of Solent's academic learning and teaching journal. Further details are outlined at the end of the programme.


SLTI SEED FUNDING 2017/18

The call for submissions for the next round of research and development seed funding opens during the conference. See the end of the programme for further details.

CONTACT US

E. slti@solent.ac.uk

www.solent.ac.uk/sltcc

 @SolentLearning

Tweet about the conference using **#SLTCC2018**

Water bottles may be refilled at the water points next to the main stairs.

WELCOME

A warm welcome to the Solent Learning and Teaching Community Conference 2018 (SLTCC 2018). This year's conference will build on the success of last year's excellent event where we saw over 250 delegates investigating how they could use transformative pedagogy to inspire student achievement.

SLTCC 2018 will consider ways of embedding best practice in our pedagogic approach through curriculum review, which will continue to be a top priority throughout the University in the coming years.

It will be a day filled with around 70 presentations, including some from neighbouring institutions, as well as from further afield. The sessions will celebrate innovative practice and have been designed to engage, include and inspire curriculum development. This programme captures the process at the heart of Solent's mission to transform lives.

I hope that the topics we explore at SLTCC 2018 leave you with inspiration, encouragement and enthusiasm as we work to move Solent forward with even more learning and teaching successes through enhancing and strengthening our practice and embedding Solent's real-world curriculum framework.



Professor Graham Baldwin
Vice-Chancellor
Solent University

INTRODUCTION

"It's all about the team having curry on a Friday evening..."

Professor Graham Gibbs

As a continuation of last year's fantastic conference on transformative pedagogy, let's work out how we can use best practice to redesign the curriculum using Solent's real-world curriculum framework. We want this framework to foster 'personal knowing' and enable staff to get the best out of their students through intellectual inquiry and co-creation.

What could be better than coming together to share exciting ways of teaching to empower students to learn effectively? Let's make SLTCC 2018 a day that inspires creativity, embraces new ideas and encourages collaborative approaches to learning and teaching.

With a keynote, teachers and supporters of learning from different disciplines and institutions showcasing their best practice, it is sure to be a brilliant day to celebrate the diversity in our pedagogic design, to learn from each other, and to be inspired.



Osama Khan
Pro Vice-Chancellor, Students and Teaching
Solent University

KEYNOTE SPEAKERS



RUTH PICKFORD

Professor Ruth Pickford is a National Teaching Fellow, Principal Fellow of the HEA and Director of Learning and Teaching at Leeds Beckett University. A psychologist and systems engineer, much of Ruth's work focuses on the connections between people and processes in higher education.

She has led a number of national research projects and has co-written books on assessment and teaching. Her research focuses on student and staff engagement and learning and teaching strategy. Ruth's unusual take on higher education has led to many invitations to speak across the UK, Australia and the USA.

IN PURSUIT OF EXCELLENCE: ALIGNING IMPERATIVES AND OPPORTUNITIES WITH ORIENTATIONS TO ENGAGE

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.

Professor Ruth Pickford

Director of the Centre for Learning and Teaching
Leeds Beckett University

PROGRAMME OF EVENTS

SUMMARY

8.30 – 9.15am	Registration and refreshments
9.15 – 9.40am	Welcome
9.40 – 10.20am	Keynote 1
10.20 – 10.30am	Move to session
10.30 – 11.30am	Parallel session 1
11.30 – 11.35am	Move to session
11.35am – 12.20pm	Parallel session 2
12.20 – 1.15pm	Lunch and poster exhibition
1.15 – 1.30pm	HEA awards celebration
1.30 – 2.15pm	Launch of Solent's real-world curriculum framework and academic career pathways update
2.15 – 2.20pm	Move to session
2.20 – 3.10pm	Parallel session 3
3.10 – 3.20pm	Move to session
3.20 – 4pm	Round table discussion
4 – 4.15pm	Closing remarks
4.15 – 5pm	Drinks reception

DETAIL

8.30 – 9.15am	<p>REGISTRATION AND REFRESHMENTS</p> <p>Please sign up for your parallel sessions on the way to tea and coffee!</p> <p>The Atrium</p>
9.15 – 9.40am	<p>WELCOME</p> <p>Professor Julie Hall, Deputy Vice-Chancellor (Academic)</p> <p>Jane Austen Lecture Theatre</p>
9.40 – 10.20am	<p>KEYNOTE: In pursuit of excellence: aligning imperatives and opportunities with orientations to engage</p> <p>Professor Ruth Pickford</p> <p>Director of the Centre for Learning and Teaching, Leeds Beckett University</p> <p>Jane Austen Lecture Theatre</p>

10.30 – 11.30am PARALLEL SESSION 1

WORKSHOPS

1.1	Doing research-informed teaching in Solent's business school - five researchers, in their own words (see <i>Dialogue</i> journal)
TS111	Dr Paul Joseph-Richard, Prof Nic Potts, Dr Whysnianti Basuki, Dr Zahida Shah and Dr Esther Snell, School of Business, Law and Communications
1.2	Students on a strategy safari
TS113	Stephen Brown, School of Business, Law and Communications

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
	Lessons from the zombie apocalypse: studying the complexities of sustainable development Dr Laurie Wright, Warsash School of Maritime Science and Engineering
TS210	Curriculum design - a back to the future approach Nigel Lee, School of Business, Law and Communications
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
	Online ownership and creativity: the efficacy of blogging in the pedagogical context Dr Sam Christie and Frankie Murdoch, School of Media Arts and Technology
	Introducing a standard yet flexible framework for embedded information literacy Hannah Porter and Susan Taylor, Library Services
TS211	Micro-lectures with embedded quizzes: an innovative use of lecture capture technology (Seed funded project) Jean-Baptiste Soupez and Lucía Vazquez Bonome, Warsash School of Maritime Science and Engineering

<p>1.5</p> <p>TS212</p>	<p>Talking through technology – assessment and feedback</p> <p>Using technology in teaching - mentimeter and lecture capture Vivienne Prudden, School of Business, Law and Communications</p> <p>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</p> <p>Man-Computer symbiosis in assessment Dr Caroline Stockman, University of Winchester</p>
<p>1.6</p> <p>TS101</p>	<p>Spice up your (teaching) life!</p> <p>Developing professional capital: from pedagogic solitude to the teacher's takeaway Dom Thompson and Dave Galloway, Havant and South Downs College</p> <p>In it together: redesigning online delivery to promote peer learning Andr�a Faustino, School of Business, Law and Communications Dr Carina Buckley and Dr Dawn Morley, Solent Learning and Teaching Institute</p> <p>Using creative assessments to enhance employability skills Lesley Strachan, SimVenture Study Programme Juliet Tomlinson, School of Business, Law and Communications</p>
<p>1.7</p> <p>Palmerston Lecture Theatre</p>	<p>Chit-chat: PechaKucha session</p> <p>The role of intellectual curiosity in predicting academic performance (see <i>Dialogue</i> journal) Dr Pamela Pourzanjani, School of Sport, Health and Social Science</p> <p>The collaborative lesson plan Danilo Venticinque, School of Business, Law and Communications</p> <p>How real is virtual reality? A pedagogical exploration of bridge simulation (Seed funded project) Captain Zakirul Bhuiyan, Warsash School of Maritime Science and Engineering Dr Md Golam Jamil, Solent Learning and Teaching Institute</p> <p>Student linkup (Seed funded project) Gergana Tacheva, Solent Conference Centre Daniel Inns, Student Services</p>

11.35am – 12.20pm PARALLEL SESSION 2

WORKSHOPS

2.1	"Assessment Fiestas": engaging staff and students with assessment and feedback
TS111	Prof Debbie Holley, Anne Quinney and Dr Ann Luce, Bournemouth University Hayley Sarien, Stephen Pyne and Dave Hunt, Bournemouth University students
2.2	Digital inspiration!
TS110	Roger Emery, Edd Bolton, Dr Kassie Cigliana and Hannah Watts, Solent Learning and Teaching Institute

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
	Why do they leave? A review of the factors influencing first year business students' decisions to drop out of university and a short research agenda Michael Head and Dr Paul Joseph-Richard, School of Business, Law and Communications
TS210	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
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
	Fearless females - supporting female students to achieve their potential Caroline Barfoot and Hannah Bannatyne, Solent Futures
TS211	Using professional communities as a powerful learning tool Joe Appleton and Martin Reid, School of Media Arts and Technology

2.5	<p>Picture perfect – visualising learning</p> <p>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</p> <p>EPHP - a visualisation tool for learning basic web programming - new developments Dr Nick Whitelegg, School of Media Arts and Technology</p> <p>'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</p> <p>TS212 Rhian Jones, School of Sport, Health and Social Science</p>
2.6	<p>Chinwag: PechaKucha session</p> <p>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</p> <p>Not all teaching takes place in the classroom Dr Devon Campbell-Hall, School of Business, Law and Communications</p> <p>A building analogy to help students conceptualise academic research, reading and writing Catherine Turton, Solent Learning and Teaching Institute</p> <p>Palmerston Lecture Theatre (Get) ready, steady, SOUTHAMPTON! Andrew Davey, University of Southampton</p>

12.20 – 1.15pm	<p>LUNCH AND POSTER EXHIBITION (see page 11 for exhibition details) Now is your opportunity to ask the poster presenters about their work while you enjoy your lunch. The Spark atrium</p>
1.15 – 1.30pm	<p>HEA AWARDS CELEBRATION Jane Austen Lecture Theatre</p>
1.30 – 2.15pm	<p>LAUNCH OF SOLENT'S REAL-WORLD CURRICULUM FRAMEWORK AND ACADEMIC CAREER PATHWAYS UPDATE Jane Austen Lecture Theatre</p>

2.20 – 3.10pm PARALLEL SESSION 3

WORKSHOPS

3.1	Scaffolding student learning with embedded online learning objects
TS113	Dr Carina Buckley and Catherine Turton, Solent Learning and Teaching Institute Prof Debbie Holley and Dr Dave Feyver, Bournemouth University
3.2	Moving from a lean-back to a lean-forward paradigm of student support
TS113	Mark Byrne, Independent College, Dublin Dr Ann Bingham, Academic Services

PRESENTATIONS

3.3	Better together!
	The power of mentoring Dessy Andonova, Solent Futures
	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
TS111	Making professional mentoring accessible to all Jo Dunn, Hampshire County Council
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
	The business project for enhancing employability Sian Campbell, Claire Hughes and Stephen Brown, School of Business, Law and Communications
TS202	Solent Futures reps Caroline Barfoot and Kelly King, Solent Futures

<p>3.5</p> <p>TS212</p>	<p>The power of inclusivity</p> <p>BME male students: retention and progression (Seed funded project) Dr Zahida Shah and Sarah Tarby, School of Business, Law and Communications</p> <p>Teaching, learning and employability for students with autism Neville Palmer and Dr Jomo Batola, School of Media Arts and Technology</p> <p>Lecturer perspectives on the 'beating the attainment gap' project Initiatives Dr Pamela Pourzanjani, School of Sport, Health and Social Science Alexandra Banks, Academic Services</p>
<p>3.6</p> <p>Palmerston Lecture Theatre</p>	<p>Confab: PechaKucha session</p> <p>JISC digital capability survey pilot Roger Emery and Hannah Watts, Solent Learning and Teaching Institute</p> <p>Students - "mind the gap"... a collaborative approach to achieving your goals Neil Barker and Dr Pavlos Arvanitis, School of Business, Law and Communications</p> <p>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</p> <p>Embedding formative feedback in module design: surprising consequences Harjinder Virdee, School of Business, Law and Communications</p>

3.20 – 4pm	<p>ROUND TABLE DISCUSSION</p> <p>Question time: Solent’s real-world curriculum framework</p> <p>Our panel will delve into the curriculum framework from their perspectives and give insight into the journey we have been on so far.</p> <p>With audience participation encouraged, this plenary session is an excellent chance to comment or ask any questions you have about the implementation of Solent’s real-world curriculum framework. The conversation will be moderated by Osama Khan, Pro Vice-Chancellor, Students and Teaching.</p> <p>Prof Julie Hall Prof Tansy Jessop Prof Syamantak Bhattacharya Dr Michelle Jones Sebastian Graves-Read Jane Austen Lecture Theatre</p>
4 – 4.15pm	<p>CLOSING REMARKS</p> <p>Professor Julie Hall, Deputy Vice-Chancellor Jane Austen Lecture Theatre</p>
4.15 – 5pm	<p>DRINKS RECEPTION</p> <p>Please join us to round off the day with good company and a selection of drinks and nibbles. The Spark atrium</p>

POSTER EXHIBITION SESSION 12.20 – 1.15pm

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

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

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

Moving to audio feedback

Steve Hogg, Solent Futures

The importance of asking why

India Lawton, School of Art, Design and Fashion

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

Employing students - campus jobs and micro-placements

Meredith Smith and Matthew Williams, Solent Futures

Peer practice exchange in undergraduate research

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

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

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

Paul Exton, Warsash School of Maritime Science and Engineering

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 Mephram, 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

DIALOGUE

SOLENT UNIVERSITY'S LEARNING AND TEACHING JOURNAL CREATIVE, EVIDENCE-LED, INSPIRING

CALL FOR PAPERS 2018-19

Delegates 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.

Current information about the submission process and guidelines for authors are available on the learning and teaching pages of the Solent website (www.solent.ac.uk/lat). Please feel free to contact members of the editorial board for advice.

Dialogue editorial board

- Professor Tansy Jessop (editor)
- Dr Ronan O'Beirne (associate editor)
- Christel Pontin (production editor)
- Karen Arm
- Dr Dave Barber
- Dr Carina Buckley
- Fiona Cooksley
- Roy Hanney
- Dr Paul Joseph-Richard
- Osama Khan
- Dr Dawn Morley
- Claire Saunders
- Dr Flavia Loscialpo
- Jonathan Ridley
- Dr Brian Wink

Key dates

Fri 22 June 2018	Call for submissions opens
Fri 28 Sept 2018	Submission deadline
Fri 2 Nov 2018	Return of comments and notice of acceptance, after peer review
Fri 30 Nov 2018	Final submission deadline

For more information about *Dialogue*, please email slti@solent.ac.uk

AUTHOR GUIDELINES

Research article

Research articles should be up to 5000 words including figures, references and appendices. Tables and graphs should be saved as jpegs and 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. The Harvard referencing system should be followed (<https://bit.ly/2HV1jhX>).

Case studies

Case studies provide the opportunity to showcase innovative learning and teaching practice. These should be up to 3,000 words. They should outline the context, problem, innovation, strengths and limitations, and evidence of impact. Case studies may be about any aspect of learning and teaching – pedagogy, assessment, the research-teaching nexus, scenario-based learning or student engagement initiatives and have some grounding in theory and educational literature, but need not be fully fledged research studies.

Book reviews

Book reviews should be related to aspects of learning and teaching, and the higher education context, and be about 500 words in length. They should aim to address the following points:

- The intended audience
- The main ideas and objectives and whether these have been accomplished effectively
- Methods and sources used
- Gaps and weaknesses
- Readability
- 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 learning and teaching. 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 nonconformist 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 the single member of the board with most expertise in the area.

SEED FUNDING 2018/19

Creating a culture of evidence-led practice with seed funding for learning and teaching research

Staff involved in learning and teaching across the University are invited to submit funding proposals for research and development projects.

The themes for seed projects are:

- Assessment and feedback
- Student engagement
- Teaching for diversity
- Technology-enhanced learning
- Research-informed teaching
- Creative pedagogies
- Curriculum

Funding for each learning and teaching project will be awarded up to £2,500. Please feel free to arrange a conversation about your project idea with SLTI colleagues – contact us at slti@solent.ac.uk to set up a meeting.

Please send submissions to slti@solent.ac.uk by Monday 17 September 2018, using the application form. For application form and panel criteria, visit www.solent.ac.uk/lat

The panel will consider proposals using certain criteria by Monday 1 October 2018 and outcomes will be made known by Wednesday 3 October 2018. Mid-year reporting will take place on Monday 4 March 2019, and projects are expected to be completed by Wednesday 31 July 2019. Seed fund holders are required to present their findings at SLTCC 2019, and will be encouraged to publish, disseminate or exhibit their outputs externally.

Please note: all applications must be accompanied by an approved ethics release checklist (ERC). If your ethics application needs to be submitted to the panel, approval may take up to two weeks – please factor this time into your submission, as seed funding applications cannot be accepted without an approved ERC. The ERC route for your research will depend on your subject and project design.

SEED FUNDING 2019/20

The seed funding calendar is going to be revamped for 2019/20 to allow colleagues to start projects from the September and run them over the whole academic year. Funding will be allocated the February prior to the project start date, and funds released from August 2019.

You will also have the opportunity to submit your findings to Solent's learning and teaching journal, *Dialogue*, or publish in a peer-reviewed higher education journal.

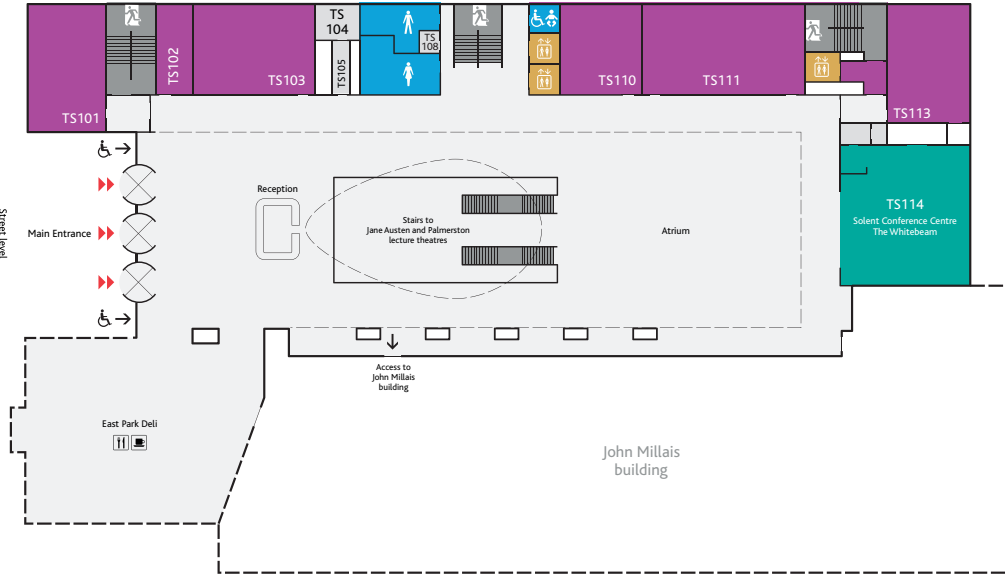
30 January 2019	Application close
20 February 2019	Decision panel
25 February 2019	Outcomes of bids made known
September 2019	Project starts
19 June 2020	Solent Learning and Teaching Community Conference 2020 – project output
September 2020	Submit findings to <i>Dialogue</i> journal

SPARK FLOOR PLANS

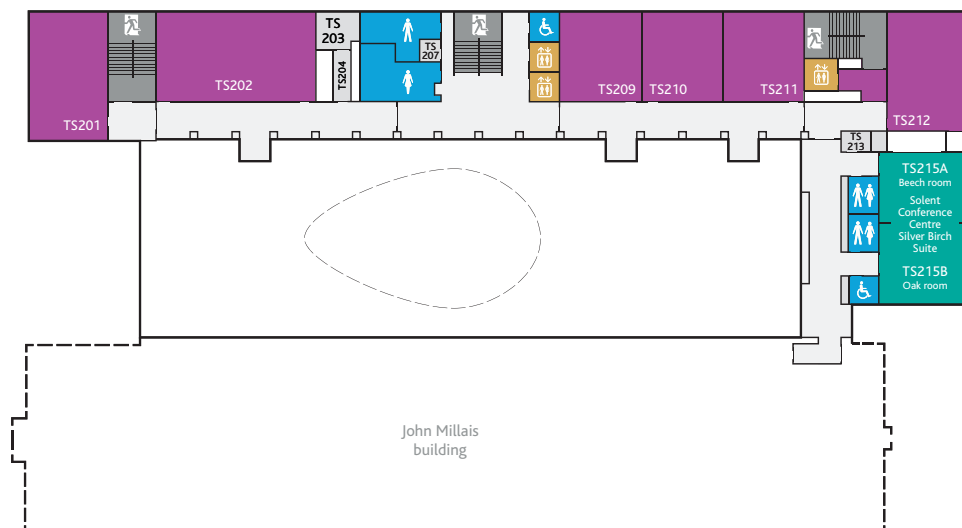
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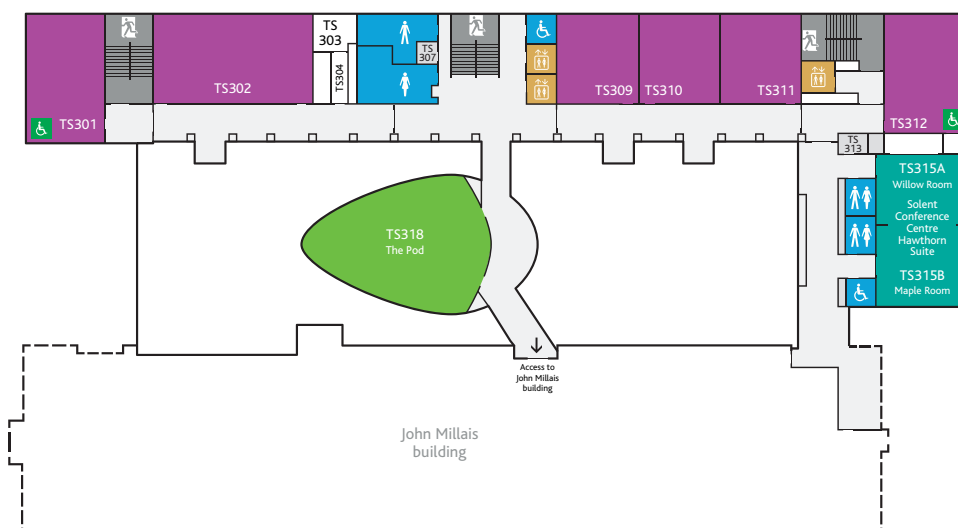
LEVEL 1 (STREET LEVEL)



LEVEL 2



LEVEL 3



NOTES



Get involved with learning and teaching at Solent University

E. slti@solent.ac.uk

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

www.solent.ac.uk/LAT

#SLTCC2018