

## SLTCC2019 Abstracts

10.15 - 11.30am PRESENTATIONS PARALLEL SESSION 1

### Work readiness - here and beyond [TS201]

#### Placements: embedded as the norm?

Michael Head and Claire Hughes, School of Business, Law and Communications

This presentation explores the barriers facing students securing short term placements and gaining vital work experience in an complex and competitive graduate market. We know from research undertaken on the subject (Fishman et al 2017 and NCUB 2016) that work placements have a huge benefit to all stakeholders (Student, Employer and University) so why do students opt not to go? Delegates will gain an understanding into the challenges facing students and the course team with an insight into how we have begun to overcome these.

#### Towards enhancing the student journey: the impact of work placement on student achievement (Seed-funded project)

Dr Obi Ede and Gill Cashell, School of Business, Law and Communications

Universities have made considerable investment (time, financial and otherwise) towards improving the quality of teaching and learning. This is geared towards improving the student experience and overall possibilities of graduates being employed. One of the means through which universities improve graduate employability is through work placements. This is believed to have been influenced by two policy reviews of the provision of higher education in the United Kingdom. These reviews are the Dearing review of Higher Education (1997) and the UK Government's Department for Education and Skills' White Paper on Higher Education (2003). Both policy reviews stress the need for industry involvement in the education of undergraduates. Despite the above, students appear to be focused on the short-term goal of obtaining a degree as quickly as possible.

The major aim of this study is to investigate whether students who complete work placement as part of their degree course achieve a higher classification of degree than those who do not go for placement. The study will also assess whether returning from work placement reduces non-attendance rate.

The secondary data is based on academic performance of the business students from the School of Business, Law and Communications (SBLC) that graduated in 2017 and 2018. Data collected includes students' grades throughout their programme in Solent University. The primary data involves the use of questionnaires administered to current final year students as a means to understanding the differences, if any, on factors influencing lecture non-attendance between placement and non-placement students.

This study will employ different analytical techniques in order to arrive at the findings and conclusions made. Using a paired sample test, the preliminary findings from the secondary data have shown a high statistically significant difference in grades of work placement students. It also shows that 69 percent of those that went on work placement achieved a

first class degree, while 37 percent of non-placement students achieved the same degree classification. This provides the basis for further analysis to be performed.

## Placements - What you need to know as an academic

Kelsey Killoran and Louise Helps, Solent Futures

Do you manage a placement unit or are you responsible for placements on your course?

If so, there are a number of things that you should be checking to keep your students safe on placement.

Solent futures are here to support you with this and in this session we will cover the following points:

- What is required of you as a placement tutor;
- The support we provide - including sessions and resources available for both you and students;
- How to use the placement app as an academic;
- Health and safety, risk assessment and due diligence for placements;
- The differences for placements abroad.

The university has a duty of care to our students and our academics that support placements are a key part of the university being able to fulfil our obligations.

As a placement tutor you are responsible for ensuring that the placement is appropriate for the student, that it has been correctly risk assessed and that the student is fully prepared for their placement. To assist you with doing this the Placement App is a simple and efficient way to collect the placement details that the university requires before a student goes on placement. Students have to register their placement and we need you as academics to help us engage the students in this vital process.

Solent futures want you to feel confident signing off and supporting your students while on placement. This session is your first step.

## How to engage students and get them returning to the classroom

Lesley Strachan, SimVenture

This paper examines the use of a business simulation game to test its effectiveness in engaging students so that they return to the classroom each week to improve their skills.

Design/methodology/approach: A mixed approach using two on-line surveys conducted before the unit started, and on completion. A quantitative method facilitated measurements of student engagement. Qualitative data allowed students to reflect on their experiences of working in an interactive and engaging digital learning environment.

Findings: Three different modules across three universities took part in the research project. Key emerging themes show that students demonstrated an increased engagement in their studies because they were working in multi-disciplinary self-directed learning teams operating a virtual business and therefore took ownership and responsibility to each other within the business. Attendance was over 90% at every session and reasons for this

were as a result of their interest and engagement with the operating of the business and because they took ownership of their learning.

Research limitations: This research project was limited to three university modules. A cross university research project is currently being set-up which will add further value to the research project.

Practical implications: Students can articulate the skills and behaviours they have acquired by operating a virtual business and are able to identify the skills required in the 'real world' and are able to transfer those skills into the workplace. Though they do give students the experience of making business decisions and learning from them.

Social implications: An increase in students' social capital is likely to enhance their CV, interview technique and career decisions because students are more aware of the skills required to operate a business. They also are more aware of the need to 'turn up for work'.

Originality/value: This paper will be of value to institutions wishing to evaluate the use of serious business simulation games to increase interest and engagement in the subject matter which in turn will lead to increased attendance in the classroom.

## **Feed back, feed forward [TS113]**

**Listening to improve: using dialogue to facilitate student-centred assessment**  
(Seed-funded project)

Martin Hughes and Matthew Lea, School of Media Arts and Technology

Student feedback often suggests that assessment processes require more transparency and consistency in design and implementation. Across the HE sector, data from the 'Assessment and Feedback' and 'Student Voice' sections of the N.S.S. regularly attain some of the lowest scores.

Addressing this challenge became a key objective in our school's N.S.S. action plan. Our project coincided with both the university's overarching strategy of academic improvement and our own upcoming Curriculum Review.

Our overriding aim was to place Student Voice at the heart of the redesign of improved student-friendly assessment criteria. We wanted the students on our BA (Hons) Media Production degree to really understand their units' assessment criteria. We believed they should be fully-involved in making them more accessible and so we worked collaboratively with students to make the assessment process and supporting documentation as optimised as possible. Come to our presentation to find out how students influenced the redesign.

**Blending theory and practice to enhance learning**

Jacqueline Campbell, School of Business, Law and Communications

Students are not here to just learn about theory. They are here to stretch their minds beyond the classroom, to engage with theory and acquire the skills and confidence that will enhance their personal and professional lives. By attending this talk, you will learn how using a constructivist and problem based learning approach can increase student engagement and improve student outcomes (Smith, E.B. 2015) through a process referred

to as metacognition involving 'awareness, cognitive monitoring and a change in beliefs' (Baker & Brown 1984) (Fusco & Fountain 1992). Learners with no previous theoretical knowledge, were able to, through weekly formative peer-based learning opportunities with immediate tutor feedback, build their knowledge and understanding of real world accounting and finance industry practices (Black & William 2001).

Following the production of two 'A' standard informal summative coursework assessments (NFER 2007), one of my students proudly told that he had 'challenged his CEO, in front of 300 people, regarding the company's aggressive revenue targets, in an industry with high profile failures'. This resulted in an email from the CEO to his MD complimenting his knowledge and confidence, something he felt he gained through our assessment activities. Students learning from real world activities - what more can you ask for?

### **Brief but beautiful: closing the feedback loop on short courses in marine engineering**

Dr Carole Davis and John Gouch, Warsash School of Maritime Science and Engineering

Warsash School for Maritime Science and Engineering offers a range of short courses in marine engineering. Expectations are high and as with most specialist courses if the teaching team is not seen to be responding to student feedback then reputations and credibility as leaders in vocational pedagogy becomes threatened.

Through data obtained from written and oral student evaluations collected over a 6-month period we reveal the effects of our teaching and the teaching environment on students' learning. In collecting information about our work, we are able as a School to make judgements about which actions, we should take to improve practice.

Feedback is obtained mainly through questionnaires completed by students although 'incidental feedback' throughout the short course has become a compelling and important source of evidence. As the presentation will show It has opened up valuable opportunities to become aware and develop further effective approaches to teaching and to address problems before they affect the student experience. This is not to suggest that all feedback can or should be acted on but rather it is known and considered.

The course leader has produced comprehensive and immediate RAG ratings to enable the course team to evaluate teaching and to promote an integrated and comprehensive action plan which aligns to student feedback. A RAG rating uses the colour of traffic lights (Red, Amber, Green) to signal ratings and concerns. It has been developed into an agile tool by considering student issues and how best to explain and respond in an accompanying, detailed narrative. Ongoing action plans with checks and balances have been drawn up. The overall approach to evaluation is predicated on encouraging an open and honest dialogue with our students along with a willingness to interrogate and reflect on practice through an action research approach.

## Reflection for development [TS201]

### The interaction diet in practice

Andr a Faustino, School of Business, Law and Communications  
Dr Carina Buckley, SLTI

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 can be improved. One challenge is improving students' confidence in their own learning, whilst managing the wide variety in their educational backgrounds and industry experiences. A key part of this is reconciling the barriers inherent in the student learning cycle, developing a student identity, individual motivations and levels of engagement - with providing an individual learning experience.

This has led to the development of a new learning and teaching strategy: The Interaction Diet. The aim is to increase student confidence in their own learning much sooner in the learning journey and deepen the learning that takes place off-campus. 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.

Having implemented various changes to promote more peer interaction and personal academic confidence, we are now at a stage where we are evaluating the benefits realised to the students so far having made changes to the learning and teaching strategy. This includes a recognition that peers can be a valuable learning resources, as well as tutors. This presentation will be of interest to anyone interested in Technology enhanced learning, with a focus on the student learning journey.

### Developing professional and bespoke training courses in Acoustics: challenges and successes

Juan Battaner-Moro, School of Media Arts and Technology

Solent Acoustics is a Solent University enterprise centre created in 2011 by academics in the field of Acoustics with the purpose of generating external revenue from consultancy and professional training. This presentation introduces the challenges and successes of running unconventional professionally-accredited and bespoke courses in a University environment, the existing Teaching and Learning research in the area and the benefits that these type of external courses offer to our undergraduate students.

### The soul of reflective practice

Curie Scott and Jo Trelfa, University of Winchester

Reflective practice is central to 'real world' learning pedagogy. Reflective practice is integral to the theory-practice discourse in various educational settings and there is often an embedded assessed element. One common process is the use of reflective diaries or journaling to enable students to reflect on the understandings which have been implicit in their "actions and understandings" (Schon, 1983, p61). However, it is evident that students utilise reflective schema to pass the assessment; in this way, they participate somewhat

superficially in creating an appropriate artefact without deeper or even actual reflection. These shortcomings arguably mean that the soul of reflective practice is lost.

This presentation is based on a forthcoming collaborative chapter 'Getting to the soul': radical facilitation of 'real world' learning in higher education programmes through reflective practice. It draws two separate doctoral studies interested in the lived sense-making experience of reflective practice. In this workshop, Jo Trelfa and Curie Scott invite you to consider different forms of reflective practice.

## **PechaKucha session [Palmerston Lecture Theatre]**

### **Class matters at Solent**

Karen Arm, SLTI

Widening participation of students from socially disadvantaged backgrounds is a key focus at Solent University. Yet social class is rarely acknowledged beyond admission processes. Although discussions of inclusive learning and teaching are rife within the institution, these tend to overlook issues of class focusing instead on the inclusion and support of students with legally protected characteristics under the Equality Act 2010 (namely disabled, BME, mature, LGBT learners). Indeed, there is an implicit assumption operating within HE that, once at university, the effects of class background are diminished.

A Seed-funded project at Solent University has challenged such a notion by researching the classed experiences and outcomes of HE students. The project consists of three interlinked phases. In the first phase of the project, a review of the sociological literature on class in HE was undertaken. In phase two, quantitative analysis of student record data at Solent University has been conducted to examine which disciplines socially disadvantage students are concentrated in and how class impacts on degree attainment in these contexts. In the third phase of the project, two disciplinary case studies are being selected for qualitative inquiry to explore how social class shapes learning identities and pedagogic experiences.

This presentation will draw on the outcomes of the first two phases of the project to demonstrate why class matters at Solent and why it needs to be surfaced in discussions of inclusive learning and teaching in the institution.

### **Re-tooling the toolkit: upgrading the EAP toolkit for today's students**

Andrew Davey, University of Southampton

The EAP (English for Academic Purposes) Toolkit, developed by eLanguages at the University of Southampton and licensed since 2004, has been undergoing a major refreshment project this year. The resources within it are used in a mixture of classroom, blended and self-study settings, primarily by students whose first language is not English. In this presentation I will detail the history of the EAP Toolkit, why it works and the pedagogic learning model it is based on. I will explain why usability and accessibility are of vital importance, and demonstrate how the Toolkit can be used in a range of different contexts.

I will look to the future with the new developments we have been adding over the past few months, including expanding the Toolkit with additional resources, a new visual

approach, responsive feedback and strategies for increasing student usage. I will also suggest ways to encourage students to use self-access online resources effectively through a range of publicity channels, and reflect on where these have been most successful.

### Bringing our whole self to work: spirituality in the seminar room

Dr Sabine Bohnacker-Bruce, University of Winchester

This Pecha Kucha will introduce some ideas from a seminar on 'Spirituality and bringing our whole self to work', delivered as part of an optional Level 6 Business Ethics module.

Spirituality is broadly understood as human beings' inherent inclination, capacity and yearning for connectedness and meaning, distinct from particular religions or belief systems but frequently interrelated with these. The presentation will include tasters of some activities used with students.

Participants will also be invited to reflect on their experience of the session, give feedback and contribute ideas for future development of this approach.

### How does skeuomorphism effect 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 design research there is a legacy of research being done within the area of sketching which identifies that the sketching phase of a design process being an integral and important stage of a students' creative process (Verstijnen et al., 1998; Schon, 1987; Goel, 1995). This was established in an era of design without the use and proliferation of modern technology that has digitized the process of drawing and sketching.

Subsequent research within design research and within Human Computer Interaction (HCI) has identified that there is a requirement to identify digital sketching as a separate and distinct tool away from traditional analogue sketching skills (Dorta and Perez, 2007; Bilda and Demirkan, 2003). Further research into the effectiveness of digital sketching versus traditional sketching has been undertaken and has mainly focused on the quality of the drawings being produced, the fluency of the practitioner and the speed of the uptake in the digital technique (Pei et al., 2001; Evans and Aldoy, 2016, Self et al., 2016).

There is however a gap in the research where a comparison needs to be tested to identify the creativity of outputs between the analogue and digital sketching techniques. The identification of whether or not the skeuomorphic representation of traditional skills in digital desktop drawing computers would be useful to identify and is unpacked in the following research objectives:

- Objective 1 - to identify how quickly analogue fluency is translated on digital technique.
- Objective 2 - To measure the creative output of a design task done using both traditional and digital techniques and determine which one is conducive to creativity.
- Objective 3 - To identify the value of digital sketching in the design process and where it best fits as a tool for creative output.

The research proposed will contribute to design research that is concerned with design practice, HCI and creativity. The original contribution to knowledge will manifest itself by identifying the skeuomorphism in sketching and making direct comparisons in how traditional skills compare to state of art digital counterparts.

### Teaching and learning strategies for audience response

Edward Bolton, SLTI

In the academic year 2018-19 we have piloted the use of Mentimeter, a web-based audience response system that utilises mobile phones.

The tutors have now been directed on how to use the system and this presentation will show how these tutors have used these to support teaching and learning.

Tutors have ranged their use: feedback, testing understanding, starting discussions, games based learning and flipped learning.

We will present how these approaches have affected the way that tutors have designed their teaching and the practical implications of this.

We also looked at student and staff attitudes towards student owned devices, and students feedback on these as a tool for interaction.

**11.30am - 2.15pm**

**WORKSHOPS**

**PARALLEL SESSION 2**

### Active learning for academic literacies [TS101]

Catherine Turton and Dr Carina Buckley, SLTI

In this workshop we will showcase a new resource for Solent tutors, curated by the Instructional Design team. Our aim is to help develop a new active approach to learning and teaching at Solent, anchored in peer-to-peer and student-tutor interaction, which means empowering tutors to discover and share tried and tested active learning strategies. As such, this resource brings together examples of learning and teaching best practice from across Solent, organised in a step-by-step guide for designing units, assignments and teaching interactions. The resource also provides prompts for reflection, demonstrations of interactive teaching tools and links to related services across the university.

The session starts with a brief tour of some of the most innovative practice in research informed teaching, real world learning and blended learning. We will explore how well-designed activities help develop student confidence, engagement and academic literacies. Afterwards, participants will be invited to engage in a practice exchange. Using prompts and following a structured enquiry format, each participant can bring an active learning challenge to the table, exploring the heart of the issue and discovering potential solutions from across disciplines.



## **Cracking the code: an integrated approach to developing students' reading and writing capabilities** (Seed-funded project) [TS103]

Dr Ben Powis, School of Sport, Health and Social Science  
Claire Saunders, The Open University

One of the key barriers to student learning in 21st century higher education is academic reading and writing (Arum and Roksa, 2012). The problem is accentuated on highly applied and practical courses and in new universities with diverse intakes of students. This workshop directly addresses the problem using an embedded approach to academic and critical literacies, situating these skills in meaningful contexts so that students not only better understand their subject but can read, write and talk about it with confidence (Wingate, 2006; Lea, 2004).

This interactive workshop, based on research with Football Studies' students, invites participants to engage in code-breaking and text analysis, in pursuit of supporting academic literacies. The approach demonstrates inclusive practice in ensuring that students from diverse backgrounds develop strong academic literacies, and also encourages students' active participation in their learning through the embedding of academic literacies in the curriculum.

Using a theoretical framework of critical literacy (Luke, 2000; Wilson, 2004), we identify four roles of readers in relation to texts: code-breaker; text participant; text user and text analyst - and use these to explore how an embedded approach can help to develop students as critical readers and writers. Using our experience of embedding academic literacy in module design, we will engage workshop participants in active reading tasks and low-stakes writing activities that will help students not just to "code-break" academic texts, but to grapple with their meaning, ask critical questions and begin to develop their own academic writing voice.

## **Culture change: signature, technical and showstopper challenges** [TS110]

Prof Debbie Holley, David Hunt, Stephen Pyne and Tracey Webb, Bournemouth University

When considering our increased reliance on technology, the OU Innovating Pedagogy Report (2019) discusses the predicted impacts of technology in the future of education, arguing that 'The role of the teacher is overlooked, or presented as something that will in future be simulated by a machine.' However, technology can be utilised to automate administrative tasks, implementing a learning culture that frees up staff to focus on pedagogy/ student engagement. Creating a shared understanding of the needs of 21C learners underpins the culture change work undertaken at Bournemouth University as part of our VLE implementation.

This workshop offers key findings from our anonymous 'culture change survey', where staff feed back on a series of blended learning activities which support their transition to the new VLE. A main follow-on action was re-conceptualising the use of tools from the student perspective. By engaging with our 'hackathon' style workshop (loosely following the analogy of the TV 'Great British Bake off'), participants will be encouraged to view technology tools and ideas through a different lens.  
All welcome, no technology skills needed.

## Challenges:

- ‘Signature challenge’- Facilitators will showcase how personalisation has been incorporated using the ‘Intelligent Agents’ tool within the VLE, enabling the monitoring of student progress/engagement. Delegates will identify tried and tested tools that they have adopted to increase student engagement.
- ‘Technical challenge’- Facilitators focus on discussion forums and their use in setting student expectations/reducing email traffic. Delegates then debate the potential usage of existing educational technologies, and feed back on innovative ways to enhance teaching practices.

Three group activities which delegates will visit in turn engaging in a mini ‘hackathon.

- ‘Showstopper challenge’- Facilitators will showcase virtual worlds in healthcare for teaching/revision currently in use at BU. Delegates will be encouraged to identify concepts where this technology could be utilised in their disciplines.

## Engagement monitoring sneak preview [TS113]

Hannah Bradberry, Project Management Office

Alexandra Banks and Louise O’Donoghue, Student Services

*In collaboration with SEaTS*

An exclusive chance to see Solent University’s new learning analytics capabilities! Following three years of investment, the project will culminate next year in the business roll-out. This session is your opportunity to take an early look at the system! Engagement Monitoring will:

- Empower students to take charge of their own success;
- Use sophisticated machine learning to identify students in need of support;
- Improve retention and assist students in achieving their goals;
- Provide new business intelligence around the factors that influence student success.

Come along to see how!

This presentation will showcase the features of the engagement monitoring system and explain how staff and students can use it to maximum effect. Plans and timescales for the pilot will also be shared.

## Putting students at the centre of the learning journey: accounts and practices from tourism and events courses (Seed-funded project) [TS201]

Dr Alberto Amore, Dr Pavlos Arvanitis, Kevin Chambers, School of Business, Law and Communications

Dr Mohammed Jamil, SLTI

Alternative approaches to teaching can enhance students’ learning journeys. In this reframed process, teachers acknowledge their positionality as enablers of knowledge and put student diversity as variable in the design and delivery of course content. This process is suited for the implementation of alternative and real-world learning processes. The latter can help students better understand the complexities of the subject and the socio-constructionist nature of the learning environment in higher education.

The workshop presents alternative approaches currently in use at courses in tourism, air travel and events at Solent University. First, it presents the conceptual and theoretical underpinning behind the practices designed for a selected array of units in tourism, air travel and events. Second, it illustrates a seminar design methodology and implementation over contemporary issues in tourism and air travel. Participants are invited to join in a brief problem-based seminar activity and work in groups of a selected task.

The third part of the workshop focuses on the importance of including students in the process of assessment co-creation to overcome barriers and misconceptions about assignment briefs. Informal discussions with students suggest that they could and should contribute to unit design. This part of the workshop examines what happens when students design their own assessment. The task is for participants to unpick the meaning of an existing assessment brief before putting it back together as co-creators of a revised brief and assessment criteria.

This workshop applies to the wider field of the social sciences and can also be transferred to other disciplines. Participants are encouraged to come and contribute in re-building concepts and re-framing assessment briefs and thus be part of the learning journey.

### **Rethinking project-based learning in a changing higher education landscape: design thinking as a paradigm for media making [TS301]**

Roy Hanney, School of Media Arts and Technology

Design Thinking is an approach to the development of skills in creativity and innovation that is well established in the fields of design and architecture. It has similarities with other pedagogic approaches such as problem-based learning (PbBL) in that some of the core features of Design Thinking include the posing of ill-defined or wicked problems, solution-focused strategies, abductive reasoning, and practical prototyping of solutions.

The deployment of projects as a means of structuring learning in media practice education is a long-established practice and aims to achieve similar goals, even though it is often overly focused on assessable outputs rather than the learning experience. Such that projects become mere administrative containers for structuring activity and their use lacks a firm pedagogic foundation. As an approach which places creativity, innovation and critical thinking at its heart, Design Thinking offers a potential way into thinking through the experience of project working for media practice students that enhances learning and places process at the heart of its pedagogic discourse.

The workshop aims to model the Design Thinking approach through the undertaking of a participatory-action-research activity in order to not only model the Design Thinking approach for the purposes of knowledge transfer, but to evaluate the possible challenges faced in translocating this approach to a different field of practice. In this case that of media practice education as expressed through the framework of project-based learning (PjBL).

The outcomes of the workshop will not only provide an introduction to the Design Thinking approach but will also shine a light on any challenges that may be faced for educators wishing to transpose the approach to their own subject disciplines. The data from the workshop will be collated, analysed and evaluated leading to a rapid review (blog post) and later, the writing a full journal article is intended.

### Speed dat(a)ing: find your perfect data match [TS302]

Kathryn Ballard and Susan Taylor, Library and Learning Service

This workshop will showcase some of the more interesting and cross-subject area resources that Solent University library subscribes to. It's not just books and journals that students and staff have access to but a whole range of professional and data-driven resources. Attendees will have a look at resources that provide access to the demographics that drive key market research data. They will access statistics on almost any topic as ready-made graphs and charts, or view infographics, industry reports and more. There is the chance to view how the muscles work as a human climbs stairs as well as the opportunity to compare financial data from companies of interest.

The workshop will take a speed-dating format where attendees will work in small groups to move round some of the resources on offer and find out the answers to questions they didn't realise they wanted to ask. They will be encouraged to reflect on whether these resources could be incorporated into their own teaching or research interests. Attendees could come away with a new idea for how to support student research and access to information for topics they teach.

Interactive tutorials tailored for each resource will guide attendees through what they need to know. These tutorials will be developed using LibWizard, a new tool the library is introducing to develop online, interactive tools to help users enhance their digital literacy capabilities. Attendees will get the added benefit of seeing how LibWizard works and be encouraged to feed back ideas for how it can be used creatively to underpin support for the development of their students' digital capabilities.

### “The living CV has made me feel confident and aware of how my course is benefitting me”: helping students connect university learning with future work [TS312]

Lisa Dibben, School of Art, Design and Fashion Dr Dawn Morley, SLTI

The "Living CV" is a concept born from the idea that students are often unaware how their academic learning can be presented as employability skills in job applications (Dibben and Morley 2018, in press). This pedagogic initiative encourages students to translate their learning outcomes into CV outputs, so their hidden learning becomes explicit to themselves and future employers. Currently, graduates may be employed in work that does not match their skill sets and demonstrate lack of confidence and disengagement in "work readiness" as undergraduates.

During 2018, a mixed methods study (n=127) was conducted at Solent across all three years of fashion degrees. Students completed a pre and post questionnaire before and after a presentation on the Living CV and their views were further explored in a focus group and interviews. Results found that the Living CV presentation heightened students' awareness of the applicability of their programme learning to their future employability.

The workshop will explore, through discussion and collaborative learning, how work literacy strategies, such as the Living CV, can be used to aid students' transition from higher education to the world of work whilst also encouraging engagement at university. Delegates will identify any barriers that may prevent students connecting their university learning with the world of work and these will then be sorted into overall discussion themes in the wider group. Following a critique of the living CV initiative, delegates will

be given a theme to discuss how curriculum design and pedagogy can mitigate against these barriers so students can articulate their experience in written, oral and physical forms

Dibben, L and Morley, D.A (2018) "Using the Living CV to help students take ownership of their learning gain" IN Diver, A (ed) *'Employable scholars in Higher Education: Challenges and choices in times of austerity'* (Edited collection, Springer) (in press).

**1 - 1.30pm**

**DEMONSTRATIONS**

**TS111**

### **Assistive technology at Solent**

Tina Oze, Lucy Porcher and Jennie Nunn, Student Services

This demonstration will give you the opportunity to try out the assistive technology software that your students may be using as part of their independent learning. Access Solent staff will be there to show you how it all works.

Three different types of assistive technology are available to try at the SLTCC: mind mapping, text to speech and speech to text.

These can be used to support planning and writing assessments, proofreading, reading texts and organising ideas or notes. Come along to inform yourself, so that you can inform your students.

### **Engagement monitoring sneak preview**

Hannah Bradberry, Project Management Office

Alexandra Banks and Louise O'Donoghue, Student Services

An exclusive chance to see Solent University's new learning analytics capabilities! Following three years of investment, the project will culminate next year in the business roll-out. This session is your opportunity to take an early look at the system! Engagement Monitoring will:

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- Improve retention and assist students in achieving their goals
- Provide new business intelligence around the factors that influence student success

Come along to see how!

This demonstration will showcase the features of the engagement monitoring system and explain how staff and students can use it to maximum effect. Plans and timescales for the pilot will also be shared.

## Library interactive quizzes and tutorials inspiring active learning

Celia Forrester and Kate Stephenson, Library and Learning Service

Active learning in the form of interactive online tutorials and quizzes inspire students to engage more readily with content. This presentation is an opportunity to demonstrate how the Information Librarians can create in-depth interactive online quizzes and tutorials which can pull in live content such as online library resources, website resources, images, videos or any type of interactive or rich text content.

The content is created in LibWizard which is an online tool that combines quizzes, tutorial and assessment functionality. It is used by the Information Librarians to create instructional online activities in a fun, fully "hands-on", highly interactive way, on a platform which is very easy for students to use and navigate and requires no extra login.

The quizzes and tutorials have the ability and functionality to add instructions, engage with a variety of question types such as dropdown fields, checkbox, rating and text blocks. The questions can be included at any point in a tutorial, along with easy to follow instructions, all in real-time context.

All content created can be embedded, ready to use, straight into your unit pages on SOL and can be designed uniquely for individual subjects or topic areas. The activities will assess the users' understanding of the content that they're interacting with and instant feedback options allow users to immediately see if their actions are right.

After demonstrating different quizzes and tutorials within different subject areas, the information librarians would look to encourage suggestions from attendees of further ideas and topics that can be created, and how each information librarian can make them specific to attendees own subject/topic areas, thereby enriching their students' studies.

## LT life hacks: quick tips for making the most of your learning technologies

Dr Kassie Cigliana, Matt Dean and Nick Papaconstantinou, SLTI

In recent years, learning and teaching at Solent University has become increasingly integrated with a variety of online learning technologies, and academic staff are offered an immense variety of digital tools which they can use to enhance the learning experience for students. New ways of expanding traditional classroom learning are now readily available for academic staff to adopt, including Solent Online Learning (Moodle VLE), Turnitin, Panopto and others. Yet, the introduction of each new tool brings a new learning experience for both lecturers and students in how to best utilise these technologies to facilitate learning.

In order to support the integration and utilisation of these digital tools, Solent's team of Learning Technologies Advisors work with academic staff and students to promote new technologies and advise on new ways to utilise existing technologies. In this session, the team would like to present some of their most valuable tips and tricks for navigating and utilising these digital systems, inspired by our own experiences of working with lecturers to streamline the use of these tools for learning and teaching. We hope that such ideas can be used across schools and disciplines, in order to facilitate the adoption of blended learning for academic staff and to enhance engagement with these online systems. All technologies showcased will also promote the pedagogically supported 'SOL Baseline' which promotes a consistent, user-friendly, and accessible online learning experience for

students. The presentation will include tips on using these learning technologies, including Solent Online Learning (Moodle VLE).

### Solent's access and participation plan

Karen Wilbraham, Student Services

Solent University has widening participation in its DNA: it is at the core of what we do and we are proud of our commitment to diversity and inclusivity. Solent's vision is to "enable learners from all backgrounds to become enterprising citizens and responsible leaders, while also promoting economic and social prosperity for the communities it serves".

The Office for Students has set out bold ambitions for higher education providers in relation to access and participation, focusing on eradicating gaps in access, success and progression for underrepresented groups. Access and participation plans set out how providers will improve equality of opportunity for underrepresented groups to access, succeed in and progress from higher education. They are key strategic documents which set stretching, outcomes-based targets focusing on the gaps in access, success and progression for underrepresented groups.

Solent has developed a robust and ambitious access and participation plan, which is student focused and demonstrates continuous improvement in reducing gaps in access, success and progression over the five years of the plan. We take a whole provider approach to create an inclusive approach from which all students benefit. Staff from Schools and services are involved; there is clear and explicit leadership and provider commitment to access, success and progression; we are taking a pragmatic approach to change, developing a culture and structure that promotes and supports inclusivity and consistency. We work with the Students' Union and students from a range of backgrounds in the development, implementation and evaluation of the Plan.

Our access and participation plan will be available at the conference, alongside a poster setting out our promises. We are asking you to commit to supporting Solent's approach to access and participation, and to provide input to the development of strategic measures to reduce and ultimately eliminate the gaps.

### The clothing closet

Judith Hanley, Solent Futures

The Clothing Closet is a service that gives students access to free professional clothing.

At Solent Futures, we understand that the expense of a new outfit for job interviews, careers events or starting a new job can put pressure on tight student budgets. We have therefore set up the Clothing Closet to help ease this burden.

Many of the clothes have been donated from staff and students and a good proportion of them are unworn. Any clothing donations that we receive which are not suitable to go into the closet we bag up and donate to our partner charity CLIC Sargent. In return CLIC Sargent offer voluntary opportunities for our students as well as clothing that they have had donated which we may need in the closet.

Come along to this demonstration to find out more about the clothing closet, how you and your students can get involved as well as things the closet can do for you.

## Undergrad research 101: developing student researchers at Solent

Christel Pontin, SLTI

Jean-Baptiste Soupez, Warsash School of Maritime Science and Engineering

Have you got students with great research ideas and nowhere to share them? With undergraduate research in HE growing in the past decade, the opportunities for universities, academics and students have rapidly expanded. As one of the leading universities presenting student research at the annual British Conference of Undergraduate Research (BCUR), Solent has embraced this practice. Combining the academic and learning and teaching perspective, the information on this stand will tackle the whole undergraduate research cycle. Firstly, we'll introduce the benefits for staff and students, focusing on the motivations behind developing research and inherent outputs.

We'll explore why past students have applied to present their research at BCUR and use their reasoning to encourage future students to do the same. Then, we'll outline the support provided at Solent University throughout the process. Finally, we'll discuss the practical and tangible outcomes for the students, building on graduate testimonials and thematic analysis of surveys collected at BCUR 2019. Come along and never let your students miss out again!

**1 - 1.30pm**

**POSTERS**

**The Atrium**

## Adjustments for students with additional needs: understanding difficulties and supporting academic achievement

Beata Buczkowska and Rebecca Harris, Student Services

Access Solent introduction to the disability service and what type of support is available for students also how to support students with specific conditions such as specific learning differences, ADHD, autism spectrum and mental health difficulties.

There is a legal obligation under the Equality Act 2010 for the University to make reasonable adjustments to teaching and learning so that students are not disadvantaged.

The purpose of the session is to provide university staff with information and knowledge on how different conditions can impact students, including how they behave and how they learn. The session will also include guidance around reasonable adjustments and recommendations of strategies to support students to achieve their full academic potential.

## 'Career shaped by Solent': an employability-focused companion guide to the real-world curriculum framework

Victoria Simpson, Solent Futures

Since last year's launch of Solent's Real-World Curriculum Framework, Solent Futures have been encouraged to identify links between framework dimensions and the employability and enterprise support available to courses. This has led the University's team of Careers



Advisers to begin working on a project to create an 'employability-focused companion guide to the framework' - Career shaped by Solent.

Having attended SLTI-led course curriculum review workshops with a variety of subject groups, and listened to staff discussion and debate, Advisers have revised a set of employability-focused statements for each dimension, compiling a document of information that captures relevant Solent Futures services, broader careers resources, and Higher Education employability frameworks.

This presentation will provide a brief overview of the developing resource, and seek ideas and opinion from the audience regarding its usefulness to course teams and methods of practical application to support student achievement and positive graduate outcomes.

### How the Student Achievement Team boost your NSS

Louise O'Donoghue and Sarah Longbottom, Student Services

The Student Achievement Team have used data to develop a series of initiatives to support Level 6 students with their achievement and to add value to their final level of study. This includes identifying students on the cusp of a degree classification, providing Achievement Health Checks to students, undertaking class visits to discuss regulations and support available and more. This presentation showcases the initiatives we currently undertake to support NSS and we hope it will encourage further engagement from Schools. We also welcome feedback and discussion on how to develop this work collaboratively.

### Improving academic achievement using study skills

Louise O'Donoghue and Sarah Longbottom, Student Services

When students struggle academically, they can become disengaged and may even withdraw. There is already excellent study skills support provided across Solent through Succeed@Solent, Access Solent, Language support and much more. In 2018/19 the Student Achievement Team supported students by developing and coordinating a programme of study skills sessions to improve achievement and retention. We would like to enhance this and further utilise the wider experience and knowledge that exists across the University from both academic and professional services staff. We will continue to coordinate study skills and by doing so we can promote what is offered for students and investigate those areas that need further development. This poster aims to highlight what is currently available, how it can benefit students and positively impact the student experience. Is there something you can offer? Please come along to share your ideas and find out more about study skills at Solent and how you can promote this programme of support.

### Jisc information stand

Sarah Knight

*Please visit for more information.*

## QAHE's experience of supporting foundation year students

Joanne Dennison and Frances O'Neil, QA Higher Education

Our lives seem to be becoming busier and busier and we often have to juggle many different tasks at the same time, whether at home or at work. If we add studying a degree into the mix, then life can get even more hectic and time management can quickly become very tricky. At QAHE we are part of widening participation and the students I have met so far all need to be able to demonstrate these excellent juggling skills. Our student profile can include international students, students from different educational backgrounds and those who may have been out of education for an extended period of time. Therefore, in order to ease their transition into Higher Education, we need to be able to offer them the right academic support and with that in mind, our Academic Community of Excellence (ACE) was established in October 2017.

The ACE team are a team of skills tutors who offer guidance and advice on the many aspects of academic life including academic reading and writing skills, research skills, VLE know-how, interpersonal skills, coping strategies and time management. Also, thanks to the ACE team's orange t-shirts offering high visibility, we have become 'signposts' and can direct students to the right department and/or person as required. All these factors can help to make the student feel involved and less isolated, which are both two of the fundamental reasons why students can drop out of university, particularly during their 'critical first year' (Tinto, 1999). In this poster, we would like to share the QAHE foundation programme experience, the ACE team's insights and lessons learned along the way, all with the happy consequence of an increase in retention rates.

## SEAtS information stand

John Neary

*Please visit for more information.*

## Strategies to engage students in meaningful learning experiences (Seed-funded project)

Will Zoppellini, Dominic Cunliffe and Jon Cooper, School of Sport, Health and Social Science

The term 'engagement' has become a catchphrase within the HE learning environment, used by teaching practitioners to describe how they hope students will behave in their contact sessions. The term represents the energy, time and enthusiasm that teachers hope students are able to give in their learning activities. It is also the term teachers hoped to be described as by the students themselves, but what does this transpire to in reality? This research explored the student perceptions of classroom strategies to ascertain what students believed motivated them to learn and gave them enjoyable learning experiences.

The data was collected in two stages. Stage one included the recording of classroom sessions and students completion of the critical incident questionnaire (CIQ) on a weekly basis for 7 weeks. The CIQ identified which activities or parts of the lesson were deemed engaging and short answers on why. The video was analysed using sports code to pinpoint moments of engagement, disengagement and confusion from students based on the CIQ responses. Stage two of data collection involved focus groups with the students using clips

of video to further comment on as well as questions based on video analysis and CIQ results.

Findings were that activities such as group work, formative presentations and class debate all ranked high with student engagement. However, the manner that these activities were delivered greatly impacted on how they were received, from sufficient resources or the actual content of discussion, to how many students were put into sub-groups for discussion. Recommendations for activities and formats for seminars are given in short examples. As well as recommendations for planning engaging topics for discussion.

### Using Microsoft Teams to enhance the digital learning environment

Tamsyn Smith and Charlotte Everitt, University of Southampton

During 2017-18, a team from across the University of Southampton migrated the Online MA in English Language Teaching, an online programme aimed at practising English Language teachers in 25 countries around the world, to a new platform. The aim of this migration was to enhance and streamline the delivery of the programme. It also provided the opportunity to revise the structure of resources and improve the accessibility of materials. Now almost one year on from the relaunch of the course, course designers, academic staff and students are settled into the new course environment and are exploring ways to maximise use of the course's new technological affordances in ways that enhance the learning experience and digital literacies of course participants.

This poster will illustrate challenges we have encountered, as well as drawing out aspects from the project to make recommendations for courses seeking to enhance their digital learning environment and improve the digital literacies of their learners.

The poster will:

- Illustrate how the move was managed to allay fears of staff and students;
- Include testimonials from staff and students involved in the project;
- Show the new version of the course;
- Demonstrate Microsoft Teams, including;
  - chat and discussion features;
  - how it can be used for webinars and tutorials with Skype for Business which includes screen-sharing functionality;
  - the MS Teams app;
  - accessibility features of Teams including the immersive reader;
- Discuss how content sharing apps such as Padlet walls can be used.

### Using simulator dolls to enhance understanding of teratogenic effects on antenatal development

Dr Pamela Pourzanjani and Jan Parker, School of Sport, Health and Social Science  
Dr Humaira Hussain and Dr Luisa Cescutti-Butler, Bournemouth University

Alcohol consumption and drug abuse during pregnancy can have numerous adverse health consequences for the developing foetus, including foetal alcohol syndrome (FAS) and teratogenic effects, increased morbidity and mortality and a high incidence of birth defects that can have long-term consequences. Therefore, it is important to assess ways of increasing knowledge and understanding of these effects. There is limited research

assessing the use of the Foetal Alcohol and Drug Affected virtual-baby dolls in education programmes to highlight the detrimental effects. However, using simulators as health promotion and sociotechnical change is increasing due to the growing reality that smoking, alcohol and illicit drug use in women of reproductive age is increasing and the continued use of drugs during pregnancy is common (Whittaker, 2003).

The current research aimed to build upon previous research by Dr Hussain and Dr Pourzanjani to assess the use of simulator dolls to educate students about the teratogenic effects of drugs and alcohol on prenatal development. The current study compared four groups of students: college students (Year 12 and 13) and undergraduates from Psychology, Midwifery and Social work. A mixed-methods approach firstly compared knowledge prior to the teaching session with knowledge afterwards. Qualitative data was then sought to determine the students' perceptions of how the simulator dolls had aided their understanding in order to provide more depth to the quantitative findings. It was predicted that interaction with the simulator dolls and higher-order creative thinking about their use to educate others, as well as how this might be beneficial within their discipline area, would help students develop their metacognitive understanding of the potential risks to the foetus and to enhance their professional practice.

**2.30 - 3.30pm**

**PRESENTATIONS**

**PARALLEL  
SESSION 3**

### **Breaking down invisible walls [TS101]**

**Black and minority ethnic male students: identity, belonging, space and retention strategies**

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

Changes within the Higher Education sector during the past 10 years have impacted on the ways in which universities generate income. A key source of this income is through student numbers. However, universities are developing a variety of strategies to recruit large number of students, including lowering degree tariffs of entry, which is leading to increased competition for students.

As such, innovative and creative ways of engaging and recruiting students has become an essential part of university activities, not least to keep ahead of the competition. However, the job is not complete with merely recruiting students. What about retaining them?

Recruiting large numbers of students also necessitates in developing strategies for retaining the students, not merely through academic learning and support but also through the pastoral aspect of student needs. Losing students within the first semester of their study can not only impact on the students learning but also on the universities' income, therefore recruitment and retention must be available as a package.

Here at Solent we are particularly keen to consider both aspects and have been undertaking research for the past 2 years to identify strategies for retaining a particular

cohort of students, Black and Minority Ethnic Male (BME) students. This cohort is of particular interest due to the large numbers dropping out before the end of semester 1.

Statistics have shown this group to be at risk of 'dropping out' of university studies, with this in mind we have been undertaking research with the students themselves to identify risk factors and develop appropriate strategies to support and retain them.

This presentation seeks to address the issues of retention and BME male students at Solent University. Primary research has been conducted over a period of 2 years, using both qualitative and quantitative techniques to draw out and follow up any emergent themes. It aims to demonstrate the sense of belonging or lack of it amongst the students; identity issues and the space. In this case the concept of 'space' refers to the Higher Education Sector in general and Solent University in particular.

### **All that's gold doesn't necessarily glitter: autism and fulfilling potential**

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

In today's Western society great importance is placed on the individual. Personal promotion and presentation are seen as attributes that are idealised in society and employability. But to which technical abilities might presentation and self-promotion necessarily be proportional to?

Some people may experience communication challenges that mean that they may have difficulty with presentation and promotion. Nevertheless, they may have excellent technical knowledge and ability, perhaps more than someone who has optimum communication skills.

While some communication difficulties may relate to self-confidence issues and be effectively addressed through practice, other communication issues may relate to an inherent disability such as Autism.

A modern dual approach to assist in revealing the 'gold that does not glitter' might be to rely on educationalists investigating ways to improve the presentation skills and personal self-confidence of people with inherent communication difficulties, while cooperating with employers to raise their awareness of the potential of people who may be highly skilled and motivated technically, but impaired in presenting this. Yet this approach still implicitly expects people with Autism to align their communication and presentation skills to the general population, thus explicitly reducing the expression of diversity.

We propose to explore a flipped version or dual approach whereby employers would adapt their communication and presentation expectations and evaluative processes to provide people with Autism with environmental and procedural conditions conducive to them being able to reveal the true glittering of their gold and thus benefit from their contribution.

We propose to discuss these issues, drawing from the literature, the audience and our own teaching experience. From this we will develop a set of recommendations for future support of joint initiatives with employers, professional organisations or other key stakeholders.

## Mapping diversity in the hidden curriculum

Dr Stuart Joy and Dr Terence McSweeney, School of Media Arts and Technology

In October 2016, the Department for Education published the report titled "Working in partnership: enabling social mobility in higher education", with the aim of identifying practical ways to address inequality in higher education. The resulting recommendations recognise that, while universities have made significant progress with policies designed to widen access to students from black and ethnic minority (BME) backgrounds and other groups who face discrimination, further work needs to be done to tackle the attainment gap. One way of addressing and monitoring diversity and inclusion is to consider how these elements are addressed within the university's course provision.

Curriculum design in higher education often remains structured around the notion of a 'traditional' student. However, this model is no longer appropriate given that the student body consists of an increasingly diverse community of learners whose members possess a wide-ranging degree of difference in age, ethnicity, gender, disability, nationality, sexual orientation and socioeconomic status. It is necessary, therefore to disrupt pedagogised norms by interrogating existing teaching and learning habits associated with the 'traditional' student. This talk, then, reports findings from a mapping project designed to consider where, when and how inclusivity was communicated as part of a 'hidden curriculum'.

By analysing the range of screenings included as part of the BA (Hons) Film, BA (Hons) Film and Television, and BA (hons) Film Production degrees, the results indicate that mapping provides a way of comparing courses, levels and specific units highlighting aspects of the hidden curriculum which need attention. The results provide an incentive for course and unit leaders to ensure that issues of inclusivity and diversity are transparently addressed in all courses.

## Halving the attainment gap: a BTAG project

Alexandra Banks, Student Services

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

The Beating the attainment Gap Project (BTAG) is a two year, OfS funded project, led by the University of Derby and in collaboration with the University of West London. The project involved implementing two classroom-based interventions focusing on deconstructing assessment that had been proven to be effective in reducing the attainment gap at Derby. 38 units took part in the pilot here and both students and staff participated in detailed evaluation of the interventions and a cross-university group of 31 managers participated in the appreciative inquiry element of the project. The project has been part of a wider cross-university action plan to reduce the attainment gap at Solent.

In this session we will look at the outcomes of the project, progress to date and lessons learnt. We will discuss the next steps for Solent as we continue our progress towards our target of halving the attainment gap in 5 years.

## **Technology in teaching [TS113]**

### **How does technology help education in health?**

Diogo Miranda, Research, Innovation and Enterprise

What does technology (actually) do for education? Our central argument is that learning is not so much a matter of information delivery, but of information processing. We will briefly introduce 3 successful initiatives in health education currently ongoing at Solent University aimed for students of all ages. Interactive educational technologies that optimise resources, improve students' engagement, and increase knowledge retention.

- Virtual Human Project - 3D animated sequences of the human body, 3D interactive archives, and 3D printing.
- Public Engagement - science festivals and interactive learning environments
- Young-Doctor Project - an innovative educational model

We will set-out an interactive learning environment similar to those used in the science festivals for the audience interaction. Find out how to adapt teaching to different learning paces, stimulating as many senses as possible. Finally, we will show how the appliance of a single innovative educational model affects the overall performance and engagement of the students.

### **Assessment methods have moved on but assessment feedback has not: a study of student responses to feedback and the use of digital technologies in providing effective feedback**

Martin Hoskin and Simon Bond, Havant and South Downs College

The use of digital technologies in teaching and learning is ever advancing, yet the way in which assessment feedback is provided appears to lack the same level of development. With increased time constraints on delivery and assessment, coupled with often strict and varied guidelines for feedback given by awarding organisations, the potential benefits of digital feedback, in terms of the effectiveness and efficiency, to both practitioner and students are appealing.

The primary focus of this study is to assess student engagement with digital feedback, in contrast to the more traditional written feedback model. Initial surveys of what feedback means to the learner and how they view and engage with the most common written feedback model, will provide a clear starting point and overview of the students involved. We anticipate a mixed response with the initial surveys due to the wide and varied quality of feedback students have been exposed to on their current programmes. Audio and visual feedback of assessed work will be provided, through the use of Google for Education add-ons, Kaizena and Screencastify. Further surveys will then be conducted to ascertain any change in students' perception and engagement. It is anticipated that there will be a higher level of engagement and satisfaction with the usefulness of digital feedback methods when compared to the more traditional written form.

The outcome of this study will hopefully provide a foundation for future research and pose further research questions surrounding the use and implementation of digital technologies for feedback from both the student and practitioners' viewpoint. Considerations surrounding the effectiveness and efficiency for practitioners and whether digital

feedback actually aids student progress and changes student behaviour, will no doubt arise in the course of this study and may give a context for future areas of research.

This session will give you a chance to hear about our research into digital feedback and discuss the impact that this has had from a student perspective. We will also share some ideas of how digital feedback can be taken forward and adopted in your organisation.

### Developing an assessment and feedback toolkit to support innovation in policy and practice

Anne Quinney, Dr Ann Luce, Prof Debbie Holley, Prof Dai Hounsell and Vince Clark, Bournemouth University

Informed by the conclusion of Ball et al (2012 p8) that assessment practice in most universities has not kept pace with other far-reaching changes in HE and that “a radical rethink of assessment practices and regulations” and a “holistic and proactive approach” is required, the Centre for Excellence in Learning (CEL) at Bournemouth University bravely took up this large-scale challenge.

Implementing this vision involved addressing both global and local dimensions of assessment in higher education (Hounsell & Zou 2017). The approach combined radical change to institution-wide assessment policy based on assessment for learning principles (Sambell 2011), and emphasized partnership and collaboration in the developing the Toolkit as an Open Educational Resource. The principles-based and evidence-based strategy focused on rebalancing summative and formative assessment tasks; a broader menu of assessment types; and promoting technology-enhanced learning strategies facilitated by a new VLE. The team drew on tested leadership strategies (Quinney et al 2017) and invited large-scale engagement through internal and external events to critically inform the process, supported by the expertise of Dai Hounsell, Visiting Professor.

We will share critical reflections on our approach and demonstrate the Toolkit. Participants will be encouraged to consider potential toolkit content and possibilities for toolkit design and construction.

### Machine Learning: A unified approach to student success

Neil Trueman, SEAtS

*Please ask at the SEAtS stand for more information.*

## **Real learning for real people [TS101]**

### Preparation, practice and performance: how can real-world learning be implemented in applied higher education pedagogies?

Dr Dawn Morley and Dr Mohammed Jamil, SLTI

Contemporary higher education policies are creating a culture of expectation that students should gain a value-added experience which is transferrable to lifelong learning or graduate level employment. In response, Solent University authors are contributing



chapters to a Palgrave Macmillan edited collection; "Applied pedagogies - real world learning and innovation in higher education" (due out in 2020) that showcases excellence in this emerging field. The presentation poses the question whether existing higher education curricula, that link to work experience or applied examples, are only accessing part of the potential of applied pedagogies.

The editors of the book will be presenting the background to the publication but also their ongoing research with the authors on how real-world learning can be defined and applied to make student learning more authentic, timely and applicable in both the immediate and long term.

Using the evidence attained so far, presentation participants will be led to critique their own applications of applied pedagogies within their disciplines. In particular, the workshop will help participants to address three areas: (i) how their present curriculum design reflects real world learning (ii) the types of pedagogy that enhance the application of university learning to practice and (iii) strategies to enhance their students' long-term work readiness across programmes of study.

Following the presentation, interested participants will be invited to join a newly formed special interest group related to applied pedagogies in higher education.

### Accommodating learners with long-break of studies (mature students): understanding innovative pedagogies

Dr Aliar Hossain, Northumbria University

The term 'long-break of studies' indicates mature students or adult returners who have been out of education for several years or at least 3 years at some point in their formal education (University of Edinburgh, 2015 & University of Bedfordshire, 2019). During this long period of time, learners might go back to work or start-up a business to apply their knowledge.

The HE sector is getting smaller and universities are aiming to provide an international experience and create a global community in the classroom (Times Higher Education, 2018). The reality is of course too complex when we are forming a class with international students and domestic students (regular and with long-break of studies) which requires an understanding of a range of previous learning approaches, experiences and diversity of learners (Scudamore, 2013). International students and regular domestic learners often lack practical experiences, though they have better academic ability with the habit of applying a critical thinking approach to their studies (Scudamore, 2013). On the contrary, mature learners have the practical experience, but not necessarily the academic skills.

The aim of this presentation is to review innovative pedagogies and how to accommodate domestic learners with a long-break of studies and enhance their learning experiences. The researcher has conducted a survey with 21 students at level 6 who are under the category of long-break of studies. The overall research outcomes have indicated that mature learners prefer social learning (Bandura, 1977) and scaffolding pedagogies (Ellis & Worthington, 1994) to enhance their academic skills. It also reveals that mature learners require a level of guidance and support to understanding assessment objectives, but once they get there, they will grasp the content as their own.

## Supporting academics in challenging times: new thinking on teaching observations

Dr Carole Davis, Warsash School of Maritime Science and Engineering

When I look back over the last 10 years of my career as an academic, the highlight is my involvement in teaching observation. Never have I tired of it; in fact, its appeal and my interest in its nuances and potential have increased over time.

The act of observing teaching itself can appear an oxymoron; whilst presented as a developmental opportunity, it is often explicitly linked to appraisal, quality enhancement, management and assessment. There is an assumption made by organisations that teaching observation is done intuitively and well, with no real consideration of what makes for effective feedback, and how we might learn this. and a tendency to focus on the areas to be covered rather than actual words used. My previous research indicates that it does matter (Davis and Ryder 2012; Davis 2014) and that the affective domain is as important as the cognitive and behavioural domains when giving feedback to colleagues.

I illustrate through case study and example how a particular approach to teaching observation leaves colleagues most open to possibility, becoming more creative, insightful and productive. This approach, and this is where the new knowledge resides, allows for the understanding and resolving of resistances and defences.

Deconstructing the teaching observation experience has been stimulating, inspiring and highly revealing. It has enabled me to 'flesh out' and give voice to the perspective of both the observer and observed, and to articulate that which is often implicit for the teacher and vague and unknown for the observer.

This brief presentation invites you to join me in to doing something about this through seeking out 'conversations inviting change' so 'stuckness' in the process might be overcome, giving the space for something more creative and satisfying to emerge.

## PechaKucha session [Palmerston Lecture Theatre]

### “HE’s not for me”: the application of student/parent interventions to increase progression to level 4

Dominic Thompson, Alec Dyer and Kate Creswick, Havant and South Downs College

This research seeks to understand why there is little engagement in HE level courses at the Havant and South Downs College by groups of young people in the surrounding areas (in 2017 there were only 271 students studying level 4 courses of which 152 were from Portsmouth or the surrounding areas). In 2014, 9.8% of undergraduate learners nationally were studying at HE colleges (The Local Impact of College Based Higher Education, 2016). In 2010 the number was also around 10%, showing that there has been no growth in an area that has clear and defined benefits for young people (House of Commons Written Answer given to Kelvin Hopkins MP, 9 June 2010, Col:193W).

The 2011 BIS white paper, "Students at the heart of the system", identifies the importance of HE courses that are delivered by FE colleges in targeting individuals that are hard to reach stating that FE colleges "have particular strengths in reaching out to non-traditional HE learners." Another white paper entitled "New Challenges, New Chances" (2014) also makes the point that FE colleges that run HE courses play a major part in the development of higher-level skills and social mobility in students that do not engage with traditional HE level courses run by Universities.

An analysis of student UCAS applications made before the college's internal deadline (Nov 23rd 2018) will take place and as a result a number of planned interventions will be implemented (involving students, their parents / guardians and local Universities), targeting learners who have not applied. Post intervention, learners and parents will be asked to complete surveys and UCAS applications will be tracked to see if there has been any increase as a result of the interventions.

This workshop will discuss how successful the interventions have been to date and share good practice for colleagues to plan/run similar events

As an outcome of this project a toolkit will be created that can be shared highlighting the impact of the study and recommending ideas for increasing progression to level 4 via interventions involving parents. The research will allow the correct message to be developed that resonates more with these students and/or their parents thus increasing the number of students progressing to level 4.

### Research informed curriculum design for apprenticeships

Richard Berry, School of Business, Law and Communications

The modes of learning enabled by combining classroom-led learning with work-based learning in apprenticeship education bring together planned and emergent learning and outcomes. How might the curriculum reflect this?

Flexible learning has been an important part of Government policy for over 20 years. This PechaKucha presents findings of an action research project centred on a HEFCE-funded project, 'Towards Higher Apprenticeships', with the Sector Skills Council for the creative industries and a consortium of five universities led by Solent.

A finding of the research is a conceptual framework which, while focused around accelerated, work-based learning, has the potential to be applicable to other forms of work-based learning such as apprenticeships.

It might be said that planned learning might introduce theory, may be transmissive (from tutor to student) and often takes place face-to-face. Whereas, emergent (workplace-driven) learning can be socially constructed, experiential, observative, practical, but also include transmissive learning from 'master to novice'. Is all of this learning recognised in the curriculum?

The outcomes of the multi-modal learning described above might include passing assessments, developing a portfolio, acquiring classroom taught skills and successfully completing the course. But there are also emergent outcomes such as workplace-developed skills, confidence, resilience, time management, influence and added value. In combination these may contribute to the creation of human capital, establish communities of practice, make power relations more symmetrical and enhance student agency. How might the curriculum acknowledge planned and emergent learning and outcomes?

### New digital accessibility regulations: opportunities to enhance our practice

Roger Emery, SLTI

This PechaKucha will look at the requirements of the new digital accessibility regulations that came into force in September 2018 and consider not only the requirements for compliance, but the opportunities this offers to improve student experience, retention, achievement, satisfaction and promote innovative teaching practice.

In short - let's make the new law an opportunity to enhance our practice and not be another tick box exercise.

## From SMILEfest to SO:Music City: moving from out-facing real-world learning to active learning at the centre of real-world activities

Prof Martin James, School of Media Arts and Technology

Real-world out-facing learning traditionally involves such activities as work placement or internship, live briefs or the creation of enclosed, no-risk entrepreneurial projects. Where these approaches undoubtedly have their benefits, they encourage students to experience industry through the narrow prism of their own project rather than fully engaging with the messy real world experience of authentic learning in an active industry ecology. This arms-length approach inevitably limits students' personal learning experience and knowledge development.

SO:Music City Festival was launched in 2019 as a way of removing the 'protective layer' from student entrepreneurial activities. Using this project as a case study I will show the benefits of using an industry ecology model to support messy, real-world learning leading students to consider their impact beyond the classroom.

The presenter believes that real world learning in a classroom environment limits student learning, experience and knowledge growth. The work-ready graduate needs a learning environment that is 'in the thick of it' and not simply 'engaging from the safety of the classroom'.

This presentation will be of primary interest to anyone using classroom or field study based real-world, or entrepreneurial models in their teaching and assessment.