

# Solent Learning and Teaching Community Conference 2019

*In pursuit of excellence: Creativity and innovation in a  
changing landscape*

Report

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August 2019

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### About Solent Learning and Teaching Institute

The Solent Learning and Teaching Institute supports the University in its goal of providing an excellent student learning experience, by helping develop the delivery of innovative, inclusive and stimulating teaching. As a result, our graduates maximise their educational potential and begin their careers with confidence.

The team consists of two halves; Academic Development which has been led by Professor Tansy Jessop until this year, and Learning Technologies which is led by Roger Emery. The two areas in SLTI work hard to incorporate technology in the classroom, while supporting academic colleagues in their pursuit to design curriculum that is holistic, maintains engagement and inspires students for life. [Solent's Real-world Curriculum Framework](#) has been a catalyst to a consistent approach around the University.

### About our sponsors

SEAtS Software is a global company that deals with success software in higher education. SEAtS aims to use its capabilities to give students the opportunity to achieve their full potential on campus.

The company has worked with Solent University over the last few years and are currently involved in running a pilot study regarding engagement monitoring. Solent uses the data produced from their attendance monitoring system to prompt intervention for students at the lower end of the attendance spectrum, with the view to re-engage them and empower them to get back in the classroom.

## About SLTCC2019

### In Pursuit of Excellence: Creativity and innovation in a changing landscape

Friday 21<sup>st</sup> June 2019

The Spark, Southampton Solent University

The Solent Learning and Teaching Community Conference promotes excellence in learning and teaching, connecting staff and students by providing a forum for exploring innovative opportunities, and sharing experience and best practice.

For SLTCC2019, we looked forward to another inspiring body of work from across the academic disciplines and professional services. Given that students come to university with a range of expectations and hopes, we wanted to hear about how our teaching is impacting students' learning, consider how we can embrace the inevitable changes we face as a UK university, and work together to improve. We encouraged staff to share their best practice and inform colleagues of ways of improving their living curricula. Umbrella themes we invited presenters to submit under included:

- **Research informed teaching**  
Research informed teaching (RIT) opens the door to the world of research for our learners, actively engages staff in pedagogic research, and encourages cocreation. How do you use RIT to this effect?
- **Engagement and achievement**  
Learning should be at the heart of every student's degree. Share how you engage your students and get them returning to the classroom. If you're not in teaching, help us explore other ways the University supports students and monitors success on their journey through their degree.
- **Technology enhanced learning (TEL)**  
Technology is all around us and is used in many ways to benefit higher education. TEL us about how you embed technology in your everyday and how this aids students in their learning. Why not share how you measure efficacy of technology in your HE setting?
- **Authentic assessment and feedback**  
Being creative within assessment and feedback may be done through real-world projects, virtual learning or through podcasts. We want to hear about all innovation in assessment and feedback that engages and excites students.
- **Inclusive practice**  
Teaching designed and delivered in a way that embraces diversity and minimises barriers to participation, so that all learners have equal opportunity to achieve their potential. How are you tackling this aspect of the University experience?



All information can be found on the [conference website](#).

## SLTCC2019 Programme

8.30 – 9.15 am	Registration and refreshments	The Atrium
9.15 – 9.30 am	Welcome	Jane Austen Lecture Theatre
9.30 – 10.10 am	Keynote 1 – Simon Usherwood	Jane Austen Lecture Theatre
10.10 – 10.15 am	Move to session	
10.15 – 11.15 am	Parallel 1 (oral presentations and PechaKuchas)	TS101, TS113, TS201, Palmerston Lecture Theatre
11.15 – 11.30 am	Break and networking	
11.30 – 12.15 pm	Parallel 2 (workshops)	TS101, TS103, TS110, TS113, TS201, TS301, TS302, TS312
12.15 – 1.00 pm	Lunch	The Atrium
1.00 – 1.30 pm	Demonstrations and poster exhibition	TS111, The Atrium
1.30 – 1.45 pm	HEA awards celebration	Jane Austen Lecture Theatre
1.45 – 2.25 pm	Keynote 2 - Sarah Knight	Jane Austen Lecture Theatre
2.25 – 2.30 pm	Move to session	
2.30 – 3.30 pm	Parallel 3 (Oral presentations and PechaKuchas)	TS101, TS113, TS201, Palmerston Lecture Theatre
3.30 – 4.00 pm	Networking/Demonstrations and poster exhibition	Session rooms, TS111, The Atrium
4.00 – 4.15 pm	Closing remarks	The Atrium
4.15 – 5.00 pm	Drinks reception	The Atrium



## Keynote Speakers



DR SIMON USHERWOOD

Dr Simon Usherwood is Reader in Politics at the Department of Politics, University of Surrey. His research has focused on euroscepticism, UK-EU relations, and more recently the UK's withdrawal from the EU. He publishes widely on these subjects, both in academic journals and in formats for the general public, and is currently Deputy Director of the UK in a Changing Europe programme, which provides evidence-led, impartial contributions to the British debate on the relationship with the EU.

He is also very active in pedagogical circles, with his work on simulation games and active learning, including the Active Learning in Political Science blog. This has led to research publications, consultancy work for colleagues in universities in the UK, Europe and beyond, and the award of National Teaching Fellow from the Higher Education Academy.

### KEYNOTE: WHAT'S THE WORST THAT CAN HAPPEN?

My experience as a teacher and as a facilitator has taught me that embracing uncertainty is one of the most rewarding things you can do with your students. Entering a classroom and not being entirely sure how it will turn out when I try something new keeps me on my toes, draws students into the activity and opens up new ways of looking at things that I'd not seen before. As someone whose research area is the politics of Brexit, I appreciate that uncertainty can also go too far, but the lesson still stands: being willing to become part of the classroom rather than the centre of it brings multiple benefits to all involved, and without undue cost. In his talk, I'll try to set this all out, although I'm unsure about how it'll go.







SARAH KNIGHT

Sarah is Head of Change: Student Experience at Jisc. She manages the teams supporting the digital experience insights service, which is researching staff and students' expectations and experiences of the digital environment, and the team who are developing Jisc's building digital capability service to support the development of staff and student digital capabilities.

Sarah has established the Change Agents' Network (CAN), a national network to support staff-student partnership working on curriculum innovation projects. She also established and runs the Jisc Student Experience Experts Group, an active community of practice, which provides valuable consultation and dissemination opportunities for Jisc.

Sarah has worked for Jisc for 15 years and during her time there has led large transformation projects on curriculum design, digital literacies and learners' experiences of technology. Sarah has a master's of science in chemistry and is a certified member of the Association of Learning Technology (CMALT).

## KEYNOTE: DIGITAL SKILLS FOR TOMORROW'S WORLD

With a UK government expectation that by 2037, 90% of all jobs will require some element of digital skills (Skills Funding Agency, 2016), there is an acknowledged need to invest in building digital know-how (Beetham, 2015), capability and resilience. Yet national reports show a mismatch between the skills employers need (both now and in the future) and the preparedness of the workforce to meet or rise to these demands. The government's report on Digital Skills for the UK Economy (ECORYS UK, 2016) found that 72% of large firms were suffering a shortage of high-tech labour, and pointed to the "challenges in matching the speed of change in the education sector... to the rapidly changing skill sets needs in the economy and society." The UK is falling behind many other Organisation for Economic Co-operation and Development (OECD) countries when it comes to young people's digital literacy (OECD, 2016) and we still have a way to go before staff in UK colleges and universities have the required skills to meet these challenges.

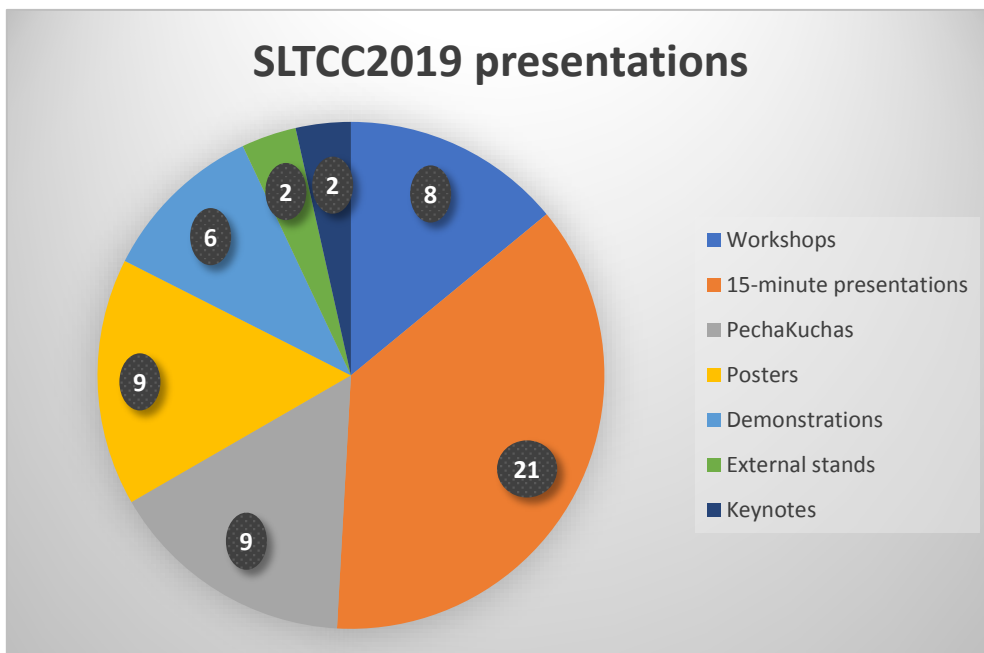
Jisc has been tackling these challenges since 2008 through research and investigations to better understand and support the development of digital capability for students and staff - the skills needed to live, learn and work in a digital society (Jisc, 2014).

My presentation will offer an overview of our research and how Jisc is supporting institutions who are developing the digital capabilities of their staff and students in the UK context.



## A view of the day in statistics

- 59 reviewed submissions;
- 55 presentations on the day, including 8 workshops, 21 fifteen-minute presentations, 9 PechaKuchas, 9 posters and, the new format of, 6 demonstrations and 2 external advertising stands;
- 2 external keynotes - Dr Simon Usherwood (Reader in Politics at the Department of Politics, University of Surrey) and Sarah Knight (Head of Change: Student Experience, Jisc);



- Extended networking time, as requested in feedback from SLTCC2018.

With so many presentations to mention, this report will not name all. There is a list of the session titles below and the [full programme](#) and [abstracts](#) are available on the conference website. The PechaKucha sessions, demonstrations and posters were not placed into themed sessions because there was such an array. The workshops were simultaneously held in separate rooms. All types of presentation were aligned to one or more of the umbrella themes of the conference.

### Presentation session titles:

- Work readiness - here and beyond
- Feed back, feed forward
- Reflection for development
- Breaking down invisible walls
- Technology in teaching
- Real learning for real people

Many of the presentations and PechaKuchas were recorded and are available [here](#).



## Feedback

On-the-day evaluation was gathered from approximately 46 delegates through a Mentimeter survey at the end of the programme, just before the drinks reception. Overall feedback was extremely positive, with an average positive response of 97% across all questions\*.

Question	Overall Delegate Response	Overall Positive Response	Strongly Agree	Agree/Neutral
There has been a good balance of workshops, presentations, PechaKuchas and posters	91%	96%	56%	40%
The sessions and exhibits have shown innovative teaching/professional practice	91%	98%	38%	60%
I have gained ideas that may change my teaching/professional practice	93%	100%	30%	70%
I have managed to network meaningfully through this conference	98%	94%	27%	67%
The conference has given me some hope for innovation during change in HE	100%	94%	33%	61%
The conference has been well organised	97%	100%	82%	18%
I will return to #SLTCC2018 next year	87%	96%	73%	23%

\*Positive responses were "strongly agree", "agree" or "neutral". Negative responses were "disagree" and "strongly disagree".

Our videographer has produced a [video](#) to give a flavour of the day.





## Special thanks

A special thanks to all who attended SLTCC2019, particularly to those who contributed to the day. We would not have had such an inspiring and vibrant day without you. We hope you enjoyed yourselves and were able to take something away to impact your practice in the uncertain times of change in HE.

Thank you to SEAtS for sponsoring the conference lunch, for joining us and sharing their presentation; "Machine Learning: A unified approach to student success".

A huge thank you to the Conference Centre for the use of The Spark building, to Sodexo for the food they prepared, ER for designing the programme, and finally, thank you to the SLTI team for all the support in preparations and on the day.

## Conclusion

SLTCC2019 was a brilliant day, which unveiled a real sense of community around learning and teaching at Solent. The aim of this conference is to pursue excellence, celebrate the good practice that already exists at Solent and inspire innovation in a changing landscape. Post-conference feedback suggests this happened and that people were pleased to have the opportunity to share their ideas, network with internal colleagues and meet externals; all of whom are passionate about learning and teaching in higher education.

We very much look forward to SLTCC2020 on Friday 19 June 2020.

