SOLENT
UNIVERSITY
SOUTHAMPTON

IN PURSUIT OF EXCELLENCE:

CREATIVITY AND INNOVATION IN A CHANGING LANDSCAPE

SOLENT LEARNING AND TEACHING
COMMUNITY CONFERENCE 2019
FRIDAY 21 JUNE | THE SPARK

CONFERENCE INFORMATION

ASSISTANCE

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

PHOTOGRAPHY AND FILMING

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

WI-FI

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

CONTEMPLATION ROOM

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

SLTI SEED FUNDING 2019/20

The research and development seed funding scheme gives you the opportunity to run your internal research project with the support of SLTI. See the end of the programme for further details.

CONTACT US

slti@solent.ac.uk
www.solent.ac.uk/sltcc
@SolentLearning

Please tweet about the conference using #SLTCC2019

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

Presented by Solent Learning and Teaching Institute as part of The Festival of Ideas

Sponsored by SEAtS Software
The Student Success Platform

WELCOME

A warm welcome to the Solent Learning and Teaching Community Conference 2019 (SLTCC 2019). This year's conference will build on the success of last year's excellent event where we saw just shy of 300 delegates investigating how they could embed best practice in their curriculum, as we introduced Solent's real-world curriculum framework.

SLTCC 2019 will explore ways of maintaining creativity and innovation in universities when we're faced with so much change. This will continue to be a top priority throughout the coming years as Solent strives to be the best it can.

The day will consist of over 50 presentations, celebrating innovative practice and designed to engage, include and inspire creativity amongst the delegates. There will also be time to network, so why not go and speak to presenters and get to know people around and outside Solent? This year's programme captures the process at the heart of Solent's mission to transform lives.

I hope that the topics we explore at SLTCC 2019 leave you inspired, encouraged and enthusiastic about Solent's future and in particular our learning and teaching practices.

Professor Graham Baldwin
Vice-Chancellor
Solent University

INTRODUCTION

As a continuation of last year's fantastic conference on best practice in curriculum, let's be inspired by our colleagues and think about how we can be creative and innovative in our practice. Solent wants its students to have the best possible start to their academic ventures, and what better way to do that than by making learning fun again? We want our students to be engaged and included in their learning journey so that they can continue to become strong and thriving members of society. All of this comes when change is inevitable, triggered by the uncertainty that exists in the sector.

Let's make SLTCC 2019 a day that inspires creativity, embraces new ideas and encourages collaborative approaches to learning and teaching. With keynotes, teachers and supporters of learning from different disciplines and institutions showcasing their best practice, it is sure to be a brilliant day to celebrate our pedagogic diversity and support systems, to learn from each other, and to be inspired.

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

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 this talk, I'll try to set this all out, although I'm unsure about how it'll go.

Dr Simon Usherwood
Reader in Politics at the Department of Politics
University of Surrey

@Usherwood

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.

Sarah Knight
Head of Change: Student Experience
Jisc

@sarahknight

PROGRAMME OF EVENTS

SUMMARY

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

DETAIL

8.30 – 9.15am REGISTRATION AND REFRESHMENTS
The Atrium

9.15 – 9.30am WELCOME
Professor Graham Baldwin, Vice-Chancellor
Jane Austen Lecture Theatre

9.30 – 10.10am KEYNOTE: What's the worst that can happen?
Dr Simon Usherwood, University of Surrey
Jane Austen Lecture Theatre

10.15 – 11.30am PARALLEL SESSION 1

PRESENTATIONS

1.1	Work readiness – here and beyond
	Placements: embedded as the norm? Michael Head and Claire Hughes, School of Business, Law and Communications
	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
	Placements – What you need to know as an academic Kelsey Killoran and Louise Helps, Solent Futures
TS101	**How to engage students and get them returning to the classroom** Lesley Strachan, SimVenture

1.2	Feed back, feed forward
	Listening to improve: using dialogue to facilitate student-centred assessment (Seed-funded project) Martin Hughes and Matthew Lea, School of Media Arts and Technology
	Blending theory and practice to enhance learning Jacqueline Campbell, School of Business, Law and Communications
TS113	**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

1.3	Reflection for development
	The interaction diet in practice Andrëa Faustino, School of Business, Law and Communications Dr Carina Buckley, SLTI
	Developing professional and bespoke training courses in Acoustics: challenges and successes Juan Battaner-Moro, School of Media Arts and Technology
TS201	**The soul of reflective practice** Curie Scott and Jo Trelfa, University of Winchester

PECHAKUCHAS

1.4	PechaKucha session **Class matters at Solent** Karen Arm, SLTI **Re-tooling the toolkit: upgrading the EAP toolkit for today's students** Andrew Davey, University of Southampton **Bringing our whole self to work: spirituality in the seminar room** Dr Sabine Bohnacker-Bruce, University of Winchester **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
Palmerston Lecture Theatre	**Teaching and learning strategies for audience response** Edward Bolton, SLTI

11.15 – 11.30am BREAK AND NETWORKING

11.30am – 12.15pm PARALLEL SESSION 2

WORKSHOPS

2.1 TS101	Active learning for academic literacies Catherine Turton and Dr Carina Buckley, SLTI

2.2 TS103	Cracking the code: an integrated approach to developing students' reading and writing capabilities (Seed-funded project) Dr Ben Powis, School of Sport, Health and Social Science Claire Saunders, The Open University

2.3 TS110	Culture change: signature, technical and showstopper challenges Prof Debbie Holley, David Hunt, Stephen Pyne and Tracey Webb, Bournemouth University

2.4 TS113	Engagement monitoring sneak preview Hannah Bradberry, Project Management Office Alexandra Banks and Louise O'Donoghue, Student Services In collaboration with SEAtS

2.5 TS201	Putting students at the centre of the learning journey: accounts and practices from tourism and events courses (Seed-funded project) Dr Alberto Amore, Dr Pavlos Arvanitis, Kevin Chambers, School of Business, Law and Communications Dr Mohammad Jamil, SLTI

2.6 TS301	Rethinking project-based learning in a changing higher education landscape: design thinking as a paradigm for media making Roy Hanney, School of Media Arts and Technology

2.7 TS302	Speed dat(a)ing: find your perfect data match Kathryn Ballard and Susan Taylor, Library and Learning Service

2.8 TS312	"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 Lisa Dibben, School of Art, Design and Fashion Dr Dawn Morley, SLTI

12.15 – 1pm LUNCH
Enjoy a complimentary lunch, sponsored by SEAtS – be sure to visit their stand.
The Atrium

1 – 1.30PM DEMONSTRATIONS AND POSTER EXHIBITION

DEMONSTRATIONS
TS111

Assistive technology at Solent
Tina Oze, Lucy Porcher and Jennie Nunn, Student Services

Engagement monitoring sneak preview
Hannah Bradberry, Project Management Office
Alexandra Banks and Louise O'Donoghue, Student Services
In collaboration with SEAtS

Library interactive quizzes and tutorials inspiring active learning
Celia Forrester and Kate Stephenson, Library and Learning Service

LT life hacks: quick tips for making the most of your learning technologies
Dr Kassie Cigliana, Matt Dean and Nick Papaconstantinou, SLTI

Solent's access and participation plan
Karen Wilbraham, Student Services

The clothing closet
Judith Hanley, Solent Futures

Undergrad research 101: developing student researchers at Solent
Christel Pontin, SLTI
Jean-Baptiste Souppez, Warsash School of Maritime Science and Engineering

POSTER EXHIBITION
The Atrium

Adjustments for students with additional needs: understanding difficulties and supporting academic achievement
Beata Buczkowska and Rebecca Harris, Student Services

'Career shaped by Solent': an employability-focused companion guide to the real-world curriculum framework
Victoria Simpson, Solent Futures

How the Student Achievement Team boost your NSS
Louise O'Donoghue and Sarah Longbottom, Student Services

Improving academic achievement using study skills
Louise O'Donoghue and Sarah Longbottom, Student Services

Jisc information stand
Sarah Knight

QAHE's experience of supporting foundation year students
Joanne Dennison and Frances O'Neil, QA Higher Education

SEAtS information stand
John Neary

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

Using Microsoft Teams to enhance the digital learning environment
Tamsyn Smith and Charlotte Everitt, University of Southampton

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

1.30 – 1.45pm	HEA AWARDS CELEBRATION Jane Austen Lecture Theatre
1.45 – 2.25pm	KEYNOTE: Digital skills for tomorrow's world Sarah Knight, Jisc Jane Austen Lecture Theatre

2.30 – 3.30pm PARALLEL SESSION 3

PRESENTATIONS

3.1	Breaking down invisible walls **Black and minority ethnic male students: identity, belonging, space and retention strategies** Dr Zahida Shah and Sarah Tarby, School of Business, Law and Communications **All that's gold doesn't necessarily glitter: autism and fulfilling potential** Neville Palmer and Dr Jomo Batola, School of Media Arts and Technology **Mapping diversity in the hidden curriculum** Dr Stuart Joy and Dr Terence McSweeney, School of Media Arts and Technology **Halving the attainment gap: a BTAG project** Alexandra Banks, Student Services
TS101	Dr Pamela Pourzanjani, School of Sport, Health and Social Science

3.2	Technology in teaching **How does technology help education in health?** Diogo Miranda, Research, Innovation and Enterprise **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 **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 **Machine Learning: A unified approach to student success** Neil Trueman, SEAtS
TS113	

3.3	Real learning for real people **Preparation, practice and performance: how can real-world learning be implemented in applied higher education pedagogies?** Dr Dawn Morley and Dr Mohammad Jamil, SLTI **Accommodating learners with long-break of studies (mature students): understanding innovative pedagogies** Dr Aliar Hossain, Northumbria University **Supporting academics in challenging times: new thinking on teaching observations** Dr Carole Davis, Warsash School of Maritime Science and Engineering
TS201	

PECHAKUCHAS

3.4 Palmerston Lecture Theatre	PechaKucha session **"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 **Research informed curriculum design for apprenticeships** Richard Berry, School of Business, Law and Communications **New digital accessibility regulations: opportunities to enhance our practice** Roger Emery, SLTI **From SMILEfest to SO:Music City: moving from outfacing real-world learning to active learning at the centre of real-world activities** Prof Martin James, School of Media Arts and Technology

3.30 – 4pm NETWORKING/POSTERS/DEMONSTRATIONS
The Atrium and TS111

4 – 4.15pm CLOSING REMARKS
Osama Khan, Pro Vice-Chancellor, Students and Teaching
The Atrium

4.15 – 5pm DRINKS RECEPTION
Please join us to round off the day with good company and a selection of drinks and nibbles
We will be joined by attendees of the Festival of Ideas.
The Atrium

SEED FUNDING 2019/20

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

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

The themes for seed projects are:

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

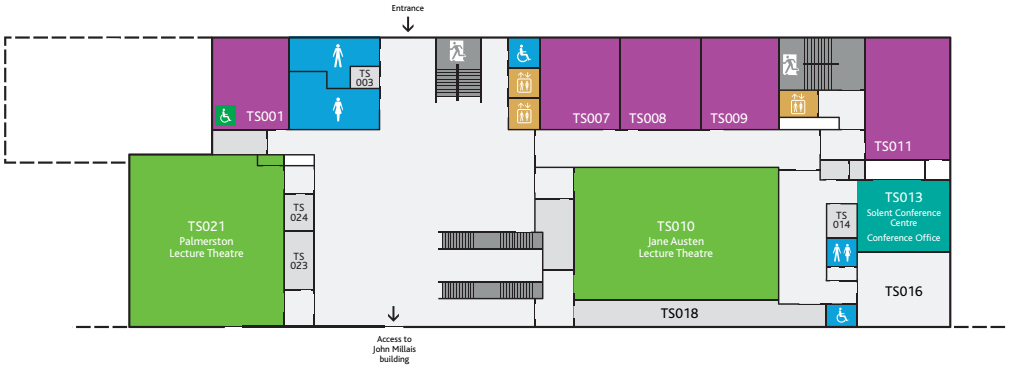
Funding for each LT project will be awarded up to £2,500. Please feel free to arrange a conversation about your project idea with SLTI colleagues – contact us at slti@solent.ac.uk to set up a meeting.

Key dates to follow. Keep an eye on the website for details, at:
www.solent.ac.uk/staff/learning-and-teaching/research-informed-teaching#seed

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

SPARK FLOOR PLANS

LEVEL 0

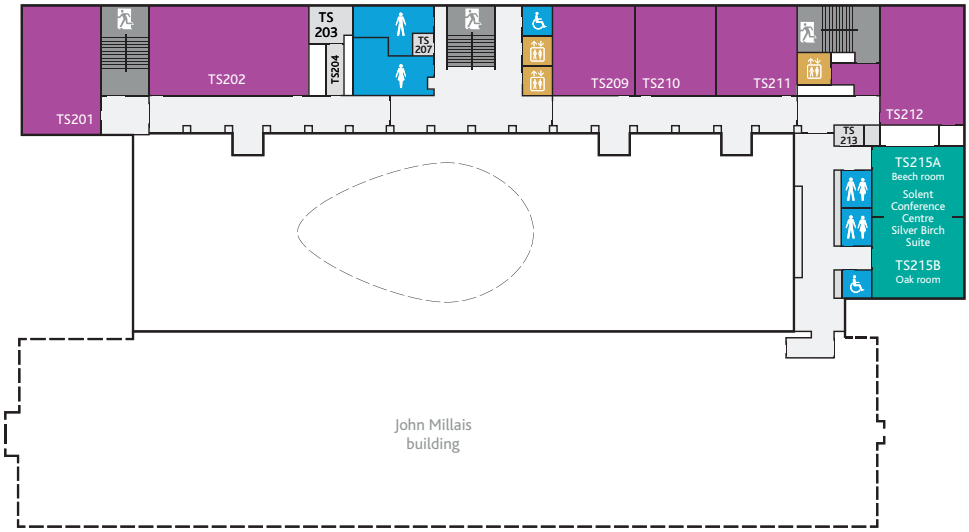


John Millais building

LEVEL 1 (STREET LEVEL)

John Millais building

LEVEL 2



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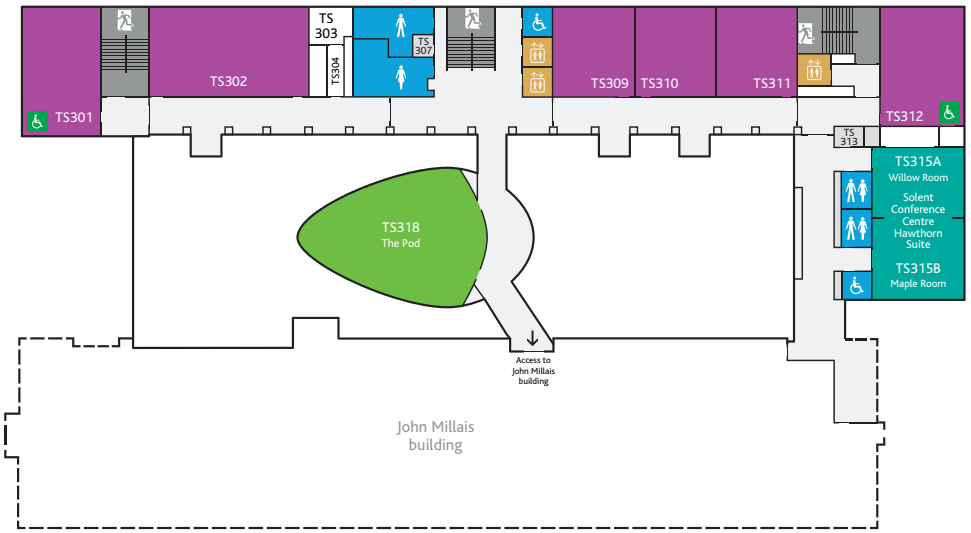

NOTES

SEAtS Software
The Student Success Platform

Boost Graduation Rates

STUDENT ATTENDANCE • CASE MANAGEMENT • PREDICTIVE ANALYTICS

STUDENT ATTENDANCE
UP 22%
YEAR-ON-YEAR

TIMETABLE ACCURACY
UP 19%
YEAR-ON-YEAR

PRODUCTIVITY
UP 31%
YEAR-ON-YEAR

SPACE UTILISATION
UP 27%
YEAR-ON-YEAR

Email: sales@seatssoftware.com

Get involved with learning and teaching at Solent University

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