SLTCC 2017: Abstracts

Parallel session 1 (10:40 – 11:30)

Workshops

1.1 Embedding academic literacy: creating learning objects through collaboration

Claire Saunders, Solent Learning and Teaching Institute
Danilo Venticinque, School of Business, Law and Communications

Research suggests that embedding academic skills in the curriculum helps students to successfully construct meanings and think critically within the context of their subject discipline. Teaching to Succeed@Solent is a major initiative from the Solent Learning and Teaching Institute, centred on the collaborative development of a toolkit to support the development of students' academic literacy. Join this interactive workshop to explore the process of collaboration, and learn from first-hand experience of integrating activities into learning and teaching programmes.

1.2 Putting live briefs into the curriculum - and making it work

Kate O'Driscoll, School of Media Arts and Technology
Tony Steyger, Solent Productions

Real world learning. Live briefs. Working with industry. Enticing promises are routinely made to students and written into descriptors and course promotions. But, so often the risks are simply too high or the partnerships too fragile to allow for meaningful engagement between the student learner and the unsuspecting client. To tackle these wasted learning opportunities, Kate O'Driscoll and Tony Steyger from Southampton Solent University have spent three years developing an innovative methodology to embed professional experience for media production students. This workshop reveals how to minimise risk and maximise creativity and student achievement.

Presentations

1.3 Enhancing teaching with technology

A flexible model for giving information literacy and learning support to large cohorts of students using technology-enhanced learning

Anne Davey, Library and Learning Support, Bournemouth University

The challenge facing the Faculty of Management Library Support Team at Bournemouth University is how to support large cohorts of BA Business Studies students. This session will explore the mix of traditional methods and online tools used to support the students. It will reflect on recent work done with final year undergraduate students and academic staff. Participants will be given a chance to try some of the online tools and discuss how they might use them in their own teaching sessions.

Lecture Capture: the good, the bad and the ugly

Dr Tosin Lagoke, Dr Godwin Okafor and Stephen Brown,
School of Business, Law and Communications

This presentation summarises an ongoing SLTI Seed Fund project, investigating aspects if lecture capture from the perspectives of multiple stakeholders, predominantly at Southampton Solent University. Important implications and valuable recommendations for the stakeholders flow from the insights gained.

What makes a virtual learning environment good?

Shane McMordie, Lancaster University

Virtual Learning Environments are widely used in education. Whether they are based on well-known products like Blackboard and Moodle, or specially designed, they support many different learning facilities, such as content management, discussion forums and mobile apps. How do we know if a VLE is good? Of course, the answer depends on the operating context. This presentation will explore this question and look for answers.

1.4 Creative interaction with learners

The role of gamification in teaching and learning in higher education

Dr Tammi Sinha, Faculty of Business, Law and Sport
Dr Kim Bradley-Cole, Psychology Department
University of Winchester

The Higher Education landscape is being shaped by many agendas; employability is a key theme in this. Employability and the development of skills, knowledge and attributes of graduates form the basis of our programmes, and any enablers to develop credible policy and change in this area is positive. The growth of the consumerist paradigm in Higher Education is problematic; students' relationships with their HE Institution and tutors are changing, and not for the better. This paper will set out the potential for moving students from passive learners to engaged learners, through the use of gamification in teaching.

Blogging for early engagement

Roy Hanney, School of Media Arts and Technology
Laraine d'Antin, Solent Learning and Teaching Institute

This presentation evaluates the use of blogging as a tool for promoting early engagement on a Level 6 media production course. Based on an action research methodology the paper draws on qualitative interviews and blogged responses to explore the experience of the. It outlines the research findings and offers suggestions for ways in which others might implement a similar approach. The need for the research emerges from the need to integrate theory and practice into the curriculum so practice is informed by theory; and to ensure critical reflection on practice is located within an appropriate theoretical framework.

Playful learning

Kathryn Ballard, Hannah Porter, Celia Forrester, Kate Stephenson and Dan Smith,
Solent Learning and Teaching Institute

Gamification, or game based learning, embodies the principles of constructivist. Games are ideally suited to the development of information skills as they require players to practice problem solving, planning and critical analysis skills to win the game. Come and find out how the Information Librarians are getting students engaged in games covering referencing and analysing resources, find out what they can offer your students and have a go at the games yourself! Many of the games can be easily adapted to your own disciplines.

1.5 Badges, Facebook and fake babies

Open Badges to scaffold learning

Fiona Harvey, Institute for Learning Innovation and Development
University of Southampton

The use of Open Badges as a motivator for learning has been well documented but this form of motivation coupled with the use of evidence via e-portfolios to enhance students digital literacy skills has not be the subject of much research. At the University of Southampton we have been using Open Badges for some time to support student engagement and provide a scaffold for learning. This talk will explore these themes with Geography students.

1.5 Engaging with students through the use of social media

Sally Holland, School of Business, Law and Communications

Whilst social media is a tool it is one that students are comfortable with and can be utilised to not only develop student engagement but to develop writing skills and confidence at publishing in the public domain. It is an ideal opportunity to recognise and promote student achievements and ultimately our students' professionalism as they move into their chosen careers. This presentation explores how a course team uses a social media mix of Twitter, Facebook, LinkedIn, and WordPress to engage with current students, as well as prospective students, graduates and employers.

1.5 The use of research and interactive digital technology to inform teaching and learning

Dr Humaira Hussain, School of Sport, Health and Social Sciences

With the dramatic increase in sexually transmitted infections connected to poor quality sex education in the UK, there has been a flurry of research looking at ways to improve sexual health education. One method includes using interactive digital technological interventions (IDIs). My post-doctoral research evaluated the use of virtual babies to improve meta-cognition and educate students about practical parenting, sexual health and using contraception. This research has shaped my teaching of sexual health to Level 6 students at SSU and I outline the impact of research informed teaching to motivate students.

1.6 Chit-chat: PechaKucha session

Assessment by PechaKucha 20x20

Dr Sabine Bohnacker-Bruce, Learning and Teaching Fellow
Faculty of Business, Law and Sport
University of Winchester

The presentation will explore PechaKucha 20x20 (PK) as an innovative variation of the common assessment format of student presentations. It will describe how PK was used for assessment, show examples of students' work, and evaluate its strengths and weaknesses, drawing on students' feedback and summative results. The format effectively facilitated sustainable formative tutor and peer feedback. While students appreciated its highly structured nature, they also reported higher levels of stress when presenting compared to standard presentations.

Blended learning by default: what it is, and how you're doing it without even realising

Dr Carina Buckley, Solent Learning and Teaching Institute

Blended learning allows for the possibilities of personalised learning, but perceived difficulties with time and skills in setting it up can put tutors off pursuing it as a learning strategy. The social constructivist approach employed in the new SOL template is a new pedagogic direction for the university. The underpinning Baseline, when considered with the affordances of Moodle, helps to make blended learning achievable by any tutor on any unit without specialist knowledge or taking up too much time.

Quantitative methods provision in UK sport and exercise science courses in research methods

Scott Burnet, School of Sport, Health and Social Sciences

The British Academy and the Economic and Social Research Council (ESRC) have highlighted a skills deficit in Quantitative Methods (QM), with up to 55% of employers in the UK raising concerns regarding employee competence in handling mathematical data. Sport and Exercise Science (SES) is a course that has significant mathematical and statistical demands, yet only a small proportion (less than 20%) of SES students will have continued with science or mathematically-based subjects past compulsory education. The aim of the study is to profile the QM provision throughout UK undergraduate SES courses. Future research will look to examine the non-curriculum-based support that students receive throughout their undergraduate degree.

Smiling at the right cameras: an exposition of the red carpet methodology of career progression

Gillian Saieva, School of Business, Law and Communications

Understanding how to achieve career success is something sought after by employees and academic scholars alike. Within the university context, interventions such as mentoring, work-based learning and networking opportunities all contribute to career success. Other factors to consider are personality traits, and networking to enable opportunities 'be smiling at the right cameras.' Insights from a qualitative study of five students engaging with a range of interventions will draw conclusions on how beneficial these were towards their career success to date. The sample will be inclusive and provide insights for students with disability and BME groups.

The influence of research-informed teaching on deep learning and student effort

Dr Winnie Wu, Solent Learning and Teaching Institute

Since there is limited empirical evidence on the effects of research-based approaches on students' learning, this study explored how research elements were embedded in teaching and assessment, and their relationship to students' learning approaches and their study effort on four courses at one university. The findings showed that the research-based teaching was a step towards more active and deeper approaches to learning. Given these findings, the implications for transforming teaching to enhance student learning are discussed.

Parallel session 2 (11:40 - 12:30)

Workshop

2.1 Engaging technologies for in-class comments, questions and feedback

Adam Warren, Institute for Learning Innovation and Development
University of Southampton

The convergence of high-capacity wi-fi in all teaching spaces and widespread student ownership of smart-phones affords many educational opportunities, as well as the distractions of social media. This session will feature a live demonstration of two systems, Meetoo and Nearpod; two low-cost web technologies that enable tutors to engage students in-class using their mobile devices, and include feedback from staff and students on their experiences. As well as the live demo, user evaluations by staff and students will be shared.

2.2 Blending your classroom with augmented reality

Professor Debbie Holley, Centre for Excellence in Learning
Bournemouth University

Following our 'innovation suite' of technologies presentation at SLTCC 2016, join this follow-up workshop exploring our experiences of implementing augmented reality as part of a blended learning offering in different classroom contexts. Participants will be guided through the process of creating a unique and interactive learning resource using augmented reality technology. Theoretical concepts underpinning this approach are around informing technologies that enhance the student experience and in particular the use of mobile technology for teaching and learning.

Presentations

2.3 Student engagement and achievement

Beating the BME attainment gap

Professor Jenny Anderson, Executive Dean (Student Experience)
Alexandra Banks, Academic Services
Dr Rebecca Maina, School of Business, Law and Communications

The average good honours attainment gap between black and minority ethic (BME) students and non-BME students in the UK is 15%. At Solent the gap is currently almost 24%. This presentation provides insights into the data and explores what we are doing as a University to improve the situation through our BME Attainment Action Plan and SAP2, our HEFCE Catalyst B project with the University of Derby and University of West London.

The RISE Project: putting learning analytics in the service of teaching and learning gains

Laraine d'Antin, Solent Learning and Teaching Institute

This paper will report on the progress to date of our Rich Information Set for Educators (RISE) project, which has been funded by the HEFCE Catalyst Fund, and how we are undertaking our study. The RISE project aims to enhance student participation in academic activities by innovative use of learner analytics, leading to improvements in student learning, progression, self-reflection and achievement. The project takes a non-systems approach by focusing on the pedagogic impact of rich data on teachers' practice and students' learning. We believe the project has the potential to have a significant impact on student achievement and retention.

Classroom non-attendance: perception of students in Southampton Solent University

Dr Obiajulu Ede, School of Business, Law and Communications

Education is believed to be an intentional behaviour change process. The role of universities in this process is important, and higher education providers believe that students' attendance at scheduled class is an integral part of this change process. Studies indicating that classroom attendance has a positive relationship with academic performance abound, but factors influencing students' decisions to skip class have not been given considerable attention. This presentation reports on a study which examines these factors, using survey data from undergraduate students at Southampton Solent University, and will show the main reasons for non-attendance. It will also determine if there is a meaningful difference in reasons for non-attendance between course level and gender variables.

2.4 Enquiry-based pedagogies

Understanding the impact of research-informed teaching on academic practice and student learning: a qualitative study

Dr Paul Joseph-Richard, School of Business, Law and Communications
Dr Mohammed Golam Jamil, Dr Winnie Wu and Dr Timos Almpanis,
Solent Learning and Teaching Institute

Although much is known about the nature and importance of Research Informed Teaching (RIT), we know very little about its impact on teaching practice and students' learning. To redress this gap, we explore how RIT is conceptualised and practiced by academics and what impact, if any, RIT has on teachers and students. Through semi-structured interviews with 20 research-active teachers in Solent, we empirically reveal a range of innovative teaching practices and outcomes of RIT. In particular, our data also show a reverse-impact, where teaching also informs research (TIR) in meaningful ways. We discuss implications for HE provision in this presentation.

Problem topology: using cartography to explore problem-solving in student-led projects

Roy Hanney, School of Media Arts and Technology

Problem-solving is integral to media practice, is a key employability skill and has a direct relationship with creativity in its myriad forms. The difficulty for educators is that student problem-solving is largely hidden from view. This presentation explores a cartographic visual research methodology (VRM) designed to uncover the hidden cognitive process of problem-solving, presents interim findings and evaluates the effectiveness of the research design.

BRIXMIS Story: Guest lectures, multimedia and RiTiR

Bryn Parry, School of Business, Law and Communications

This presentation explores how a series of multi-media Guest Lectures within a Level 6 Contemporary Issues unit, forms a key step within the cycle of research-informed-teaching-informed-research (RiTiR). The multimedia used offers insights regarding the potential for taking full advantage of the resources available at SSU for compilation, creation and dissemination.

The example Guest Lecture explores the commemoration of Cold War history within mainstream Tourism and Dark Tourism contexts, and emphasises the military espionage of BRIXMIS /SOXMIS forces in lesser known areas of Cold War Europe.

BRIXMIS: British Commanders'-in-Chief Mission (to the Soviet Forces in Germany)
SOXMIS: Soviet Commander's Liaison Mission (to Headquarters of the British Army of the Rhine)

2.5 Development through reflection

Lean and continuous improvement in the academic arena

David Grindel, Strategic Development Policy and Information Unit

Over the last few years, a significant number of HE institutions, both in the UK and worldwide, have introduced some form of continuous improvement initiative. Through recent examples from both the academic sphere and professional services, this workshop will provide an overview of the CI process, tools and techniques and the benefits achieved, before questioning the potential for further work, potentially using the Course Leader as a focus.

Personal tutoring in the School of Sport, Health and Social Sciences

Matt Johnson, School of Sport, Health and Social Sciences

The School of Sport, Health, & Social Sciences (SSHSS) and the Solent Learning & Teaching Institute (SLTI) have conducted a pilot project to reintroduce a personal tutoring system to 5 degrees in the SSHSS. Personal tutors have been identified and trained from existing academic staff, to support all their first-year students through: telephone, 1 to 1 and small group meetings. Personal tutoring has concentrated on four primary functions: Support with learning; Well-being; Knowledge of systems and procedures; and Professional development. This presentation will: present intervention details, examine the impact of the intervention and discuss the challenges that have been identified.

Solent Futures: how the ESE test has helped us to develop tailored interventions

Caroline Barfoot, Employability and Student Enterprise

In 2013 Rosy Jones and Richard Sant developed the Solent Capital Compass Model of Employability. This was then used to develop the Employability Self-Evaluation 'test' that students could use to measure their confidence across their human, psychological and social capital. This presentation will explore the Model and the ESE test and show how this has then been used to develop tailored interventions to improve DLHE outcomes.

Microteaching: reflections of a yachtsman, a coder and a DJ

James Hannam and Joe Appleton, School of Media Arts and Technology
Jean-Baptiste Souppez, School of Maritime Science and Engineering

This presentation will reveal the findings of a collaborative microteaching exercise, in which recordings of lectures were peer reviewed by colleagues working in different disciplines. What could a trio of new lecturers from seemingly unrelated backgrounds learn from observing each other's teaching? By stepping out of our subject comfort zones we learned a significant amount, sharing good practice in many areas including lecture capture, body language and student interaction.

2.6 Chinwag: Pecha Kucha Session

Creating student-friendly, inclusive and interactive assessment briefs using lecture capture

Martin Skivington, School of Sport, Health and Social Sciences
Edd Bolton, Solent Learning and Teaching Institute

In order to effectively complete an assessment, students must have a good understanding of what is required. Results from a pilot study of video assessment briefs suggested that they have the potential to improve student grades, and it has now become policy in the School of Health, Exercise and Social Sciences for all units at Level 4 to have a video assessment brief in addition to the traditional written format. However, learning is more effective if it is interactive. This presentation outlines quantitative and qualitative data from a further study of the same five units, using interactive videos to re-inforce learning and ensure that students understand the assessment task.

Engagement monitoring: the Solent vision

Hannah Bradberry, Information and Communications Technology

SSU are undertaking a significant Engagement Monitoring programme, which will tailor student support to maximise success. We are one of the first UK Universities to venture into this area with such depth and our work in this space is cutting-edge. This presentation will showcase our vision and the extensive analysis we've done so far - including the key considerations for anyone following in our footsteps.

What do our students think? The challenge of obtaining student feedback

Karen Wilbraham and Sam Ball, Student Services

Based on ethnographic models of observing behaviour, the UX techniques allow you to capture information that is not normally revealed in a questionnaire because people are not often aware of their own behaviour. In its widest context, UX can be defined as bringing "ethnography, usability, and space and service design techniques under one umbrella." (Priestner, Update)

Peer support for postgraduate students

Dr Mary Morrison, Southampton Business School
University of Southampton

The presentation will give an overview of the recruitment, role and development of the PGR peer advisor team. The team offers an additional, personal contact to new students and team members are in a position to empathise. They offer a rich addition to the student support network in the school and are seen as an extension of the Education Development Office, along with the other students who take on similar roles.

Pressing the right buttons: a feedback tool

Dr Andrew Horsburgh, School of Media Arts and Technology

Student based learning should be at the centre of all higher education programmes. Those in the traditional Science Engineering Technology Mathematics (STEM) subjects are divided in how best to apply that student based learning in each of their disciplines, but the common theme revolves around effective learning. By giving students a vocational experience, with the appropriately weighted theory, the independent learning experience for students of Live Sound Technology and Audio Engineering has been investigated. The society allows for students to apply the theory and practical experience in an environment that is outside of the traditionally supervised environment of the classroom.

Parallel session 3 (14:25 - 15:15)

Workshops

3.1 Artists' moving image: a transformative online resource

Mark Smith, School of the Arts, English and Drama, Loughborough University

Mark Smith (Loughborough University) and Ben Atkinson (University of Lincoln) would like to introduce a transdisciplinary online resource, entitled Artists' Moving Image (AMI), available at the following address: www.artistsmovingimage.org. Informed by critical pedagogy theory, the resource constitutes a synthesis of contemporary art practice, education action research and mobile technology design. AMI is designed to generate critical dialogue and participatory creativity through the presentation of a familiar creative medium - i.e. moving image - in a variety of forms, including smartphone video footage. In addition, the resource provides supportive texts to assist educators and students. Audience members may find it useful to critique the resource beforehand, and may add comments to the Twitter and Facebook groups linked on the website.

3.2 Weaving stories for success: the keys to effective collaboration

Jessica Spurrell, School–University Partnerships Project, University of Southampton
Debs Carter, Touch Storytelling Network (CIC)

Storytelling is a universal human experience that connects people, supports them, inspires them and sparks action. Successful collaboration is dependent on both effective communication and strong, human connections. Join the Touch Network, the University of Southampton and Southampton Solent University to interactively explore the arts of storytelling and discovering networks.

Presentations

3.3 Feedback and assessment

Shades of meaning: an exploration of student and staff perceptions of nuance within written and audio feedback

Nick Purkis, School of Health Sciences and Social Work, University of Portsmouth
Jane Jones, Sandy Stockwell and Dr Ellie Woodacre, University of Winchester

This presentation will explore the findings of a multiple phase project on the use of audio feedback. Whilst our findings share some similarities with previous research, including that of Brown and Glover (2006), there were some intriguing differences which raise questions about student and tutor perceptions of feedback comments. It is hoped that our discussion about the value and practice of audio feedback for student teachers will enhance the assessment craft of teacher educators.

Examining the use of video assessments to promote and assess student learning

Dr Joel Rookwood, School of Sport, Health and Social Sciences

In September 2017 three new postgraduate courses are being introduced to SSU to sport, physical education, development and business management. As part of the assessment profile for one of these units an 'experiment' with visual formats is being undertaken. A pilot study was undertaken with final year undergraduate students on the Football Studies programme in March 2017 through formatively assessed videos, with the results of which informing the approach adopted for the masters assessment. This paper explores the process in broad detail, outlines the essential

technicalities of the medium, and examines the experience of the pilot study, in order to offer insight into the approach, suitability and limitations of this means of assessing students.

Love it, mate! Using the SOL forum as a tool for peer feedback

Danilo Venticinque, School of Business, Law and Communications

This presentation will be an account of an action research project revolving around the use of peer feedback to improve students' writing skills in a level 4 Fashion Journalism unit. The SOL forum tool was used for students to share their writing on a weekly basis and leave constructive feedback on their classmates' work. The presentation will reflect on the benefits of using peer feedback and students' reactions to the forum tool, as well as discuss strategies to increase the quality of peer feedback comments.

3.4 Real and virtual spaces

Using user experience methods to observe customer behaviour: exploring learning space requirements in the library

Margaret Feetham, Kate Stephenson and Susan Taylor
Solent Learning and Teaching Institute

The Library provides informal learning spaces where students meet outside of scheduled class time. With further provision in the Spark and future plans to refurbish parts of the Library, it seems a good time to gain insight into modifying Library space to make it a better place for learning activity. Based on ethnographic models of observing behaviour, the UX techniques allow you to capture information that is not normally revealed in a questionnaire because people are not often aware of their own behaviour. Find out how the Library used some of the most common techniques to gather information about how the library space is used.

Support for speculative thinking: reflecting on a creative collaboration with IBM Design Studio

Jennifer Anyan, School of Art, Design and Fashion

This presentation describes and discusses a project set in collaboration with IBM Design Studio that tasked MA Creative Direction for Fashion & Beauty students at Southampton Solent University to think speculatively about how the Internet of Things (IoT) and cognitive technology could be harnessed within the area of fashion and beauty. I will reflect upon how acquiring a rudimentary knowledge of IoT and cognitive technologies opened up a trans-disciplinary portal to speculative thinking, transforming the student's perception of their subject landscape and future role within it.

Solent Creatives: a threshold space

Steve Hogg (Associate Professor), Solent Creatives

This presentation discusses Solent Creatives in terms of pedagogical space. As both a working creative agency and a learning environment, Solent Creatives crosses four key thresholds: between staff and students, students and clients, formal teaching and practice-based learning and finally between the physical and the virtual. The combined effect encourages students to develop their own entrepreneurial identities by developing their confidence and competencies at the threshold between learning and freelancing.

3.5 Everyone Matters

Capabilities and functionings: applying the work of Amartya Sen to SpLD support

Sadhbh O'Dwyer, Study Skills Tutor, Ranstad Partners

This presentation explores the work of Amartya Sen, detailing how his theories can be applied to Higher Education and to the field of disability support and Specific Learning Difficulties support (SpLD) in particular. Using examples of applying Sen's capability approach to supporting learners with SpLDs in Southampton Solent University, we will examine concepts of disability (social and medical models) and how to offer support that uses a capability approach that ultimately empowers the learner.

'Take your pick!' Incorporating choice in assessment for inclusivity

Dr Laurie Wright, School of Maritime Science and Engineering

Rather than focus on target groups, minorities, or dimensions of inclusivity it is important to ensure higher education is accessible for all students. Inclusive assessment approaches seek to benefit the most learners while providing assessment that demonstrates the attainment of course or unit outcomes. This paper will present an evaluation of existing practice in higher education for the provision of inclusive assessment practice; explore mechanisms to provide choice in assessment to improve inclusivity outcomes; and discuss student perceptions and attitudes towards choice in assessment.

Solent life stories: a virtual bookshelf

Andrea Peoples, Student Services
Ani Ritchie, School of Media Arts and Technology

Building on positive experiences and impact of the Human Library event 2015, we are keen to further develop work to share stories and experiences as a way of fostering positive relations and challenging prejudice. This session will introduce the idea of a virtual bookshelf and invite those present to sign up as potential books. Recent films made with students will demonstrate example styles of how these books could look.

3.6 Confab: Pecha Kucha Session

'They said WHAT!?' Things we learnt about using personal response systems in the learning space

Dr Rebecca Maina, School of Business, Law and Communications
Edd Bolton, Solent Learning and Teaching Institute

The presentation will look at what happened when I introduced the use of personal response systems (PRSs) in my lectures, and started to embed this approach in my practice. It looks at the initial motivation and objectives behind the change; the students' response to the use of PRSs; my colleagues' reaction; its impact on my teaching practice; the challenges I had anticipated and those I had not; and, ultimately, whether it was a daft idea after all or has proved an indispensable part of my teaching practice.

What do teachers say about research-informed teaching at teaching-focused universities?

Dr Mohammad Golam Jamil, Solent Learning and Teaching Institute

The concept of Research Informed Teaching (RIT) is not new, but its interpretations are often dissimilar and conflicting among university academics. There are confusions and contradictions whether the approach is suitable for non-research-intensive universities, non-research-active staff, and low-achieving students. This paper responds to these questions by exploring RIT related perceptions and understanding of forty faculty members across five disciplines of a new and teaching-focused UK University. The findings, distilled from the rich and varied data, help identify

probable advantages, challenges and viable approaches to implementing RIT at similar teaching-focused universities.

Using social networking to bring industry and students together

Ken Pitts, School of Media Arts and Technology

Social networking tools such as LinkedIn, Twitter, Facebook and others are not only changing the way business is conducted, but also how graduates get jobs. Students and tutors now have simple ways to build networks useful for employability and recruitment which are good for self-promotion, but can work even better when used collaboratively.

Professional identity of lecturers

Mark Bee, School of Maritime Science and Engineering

The role of the lecturer has been affected by the changes to organisational culture, methods of working and the political climate. The increasing pressures on organisations to achieve financial targets have created a working environment where business, rather than educational, priorities appear to drive organisations. Throughout this period, the professionalism and professional identity of lecturers in both the further and higher education sectors has been debated widely. The concept of professional identity is complex but important, providing a framework for teachers to construct their own ideas of how to be, how to act and how to understand their work and their place in society.

The value in sharing: work-shadowing programmes

Daniel Inns, Mel Dudala and Sam Busuttil, Student Services

In order to achieve an extended knowledge and understanding of University departments and procedure, to help develop Student Hub staff and thus improve the Student Experience, a work shadowing programme has been put in place. We will present to you a background to the inception of this programme, its perceived value to University staff and students, a selection of feedback and outcomes to date, and our hopes for the future of the programme.

Posters

A collaborative approach to developing peer support in an online learning skills environment

Helen Capstick, Solent Learning and Teaching Institute
Alison Messenger, School of Art, Design and Fashion

As part of an initiative to improve online academic support, the instructional design team produced a series of short videos in succeed@solent. Presented by students, they address student concerns in five key areas and offer peer learning support. When used in the Personal Development Planning Units on both Technology and Design Foundation Programmes, most students who viewed them reported that they were relevant to their academic work, and that they would be likely to explore more of succeed@solent as a result. This collaborative approach towards online resource creation and feedback will continue to evolve.

A society for learning: the SLES

Dr Andrew Horsburgh, School of Media Arts and Technology

Student-based learning should be at the centre of all Higher Education programmes. Those in the traditional Science Engineering Technology Mathematics (STEM) subjects are divided in how best to apply that student based learning in each of their disciplines, but the common theme revolves around effective learning. By giving students a vocational experience, with the appropriately weighted theory, the independent learning experience for students of Live Sound Technology and Audio Engineering has been investigated. The society allows for students to apply the theory and practical experience in an environment that is outside of the traditionally supervised environment of the classroom.

Adding up the benefits: a collaborative approach to developing online maths support

Helen Capstick, Solent Learning and Teaching Institute
Dr Janet Bonar, School of Maritime Science and Engineering

Prompt and effective' mathematics support (Hawkes and Savage 2000) can be a factor 'in improving retention rates but also in attracting students, addressing issues of inequality and diversity and improving employability' (Croft, Grove and Lawson, 2016). Work is underway at Solent to identify the needs for maths support across the Schools, and develop more comprehensive maths support using succeed@solent as the model. The initial format of these resources will revolve around a simple approach: follow the process, try it out, get it right. We present the challenges of identifying needs and creating support across a wide range of Solent courses.

Bringing the student charter alive

Chris Vidler, Daniel Inns and Charlotte Rankin, Student Services

Launched in 2016, the Student Charter is structured around expectations of both students and the University in order to create a positive learning experience which will enhance the overall student experience. This poster will explore themes and ideas for developing and promoting the Student Charter to both students and staff at Southampton Solent University.

Community of practice or teaching and learning regime? A case study of the Solent Learning and Teaching Institute (SLTI)

Osama Khan, Solent Learning and Teaching Institute

This poster engages with a comparative literature review in the areas of community of practice (CoP) and teaching and learning regime (TLR) to analyse empirical evidence from the Solent Learning and Teaching Institute (SLTI). This is a case study that tries to identify the SLTI as a CoP

and/or a TLR, demonstrating the ideal social and organisational constructs of a centre of excellence in learning and teaching (CELT) like the SLTI to foster innovation and ensure consistent transformation in TEL based on stakeholders' perception.

Disability disclosures: What are they? How do I recognise them? What do I have to do?

Andrea Peoples, Student Services
Ani Ritchie, School of Media Arts and Technology

Academic staff are often best placed to observe behaviour in the learning environment that might indicate a student is in need of support, but might have concerns about how to manage that, or student disability disclosures (which might come through formal or informal means). This poster explores experiences of disclosures and consider best practice in identifying and addressing students' needs as well as outlining the support that Access Solent can offer students.

From minimum standards to discipline frameworks: a maturity model for SOL development

Dave Barber, Solent Learning and Teaching Institute

In 2016 the UCISA survey revealed that student engagement strategies replaced corporate strategies as the most important driver for technology-enhanced learning for the very first time. This could be taken as a sign that institutional investment in systems and services is translating into genuine and meaningful engagement by the teaching community. However, the same survey showed that those who manage and support technology see a cultural problem with Department/school cultures figuring in the top three obstacles to the adoption of technologies, also for the first time. This poster responds to the tension inherent in these responses and suggests that there is gap between how good practice is defined at the centre and how it is practiced on the ground. It proposes that discipline conversations are needed in order to ensure that the principles established at a policy level are implemented in a meaningful, but also appropriate, fashion and introduces a simple template as a starting point that could both respond to and inform wider strategic thinking.

Impact of the development of games and videos as learning objects in the Solent library

Daniel Smith, Solent Learning and Teaching Institute

A reflection on a series of instructional videos and interactive online games, developed by the Library in conjunction with Solent Creatives as part of a SLTI Seed Funded project. The learning objects were designed to better inform students of several key services, improve digital skills in a number of areas, and raise awareness of the importance of digital identity.

Innovative blog use

Laraine d'Antin, Solent Learning and Teaching Institute

This poster will show a number of mini case studies that have been documented, which are looking at how tutors are using blogs with their students. The idea is to display these examples and show how blogs can be used effectively for different teaching methods and how they may help issues tutors experience such as how the students engage with their units.

Learning and teaching programming simulator: impact on students' engagement and meaningful learning

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

Programming has been considered an art discipline rather than science, highlighting the importance of creativity as a requirement for becoming an effective programmer. However, teaching and learning programming subjects poses a tremendous challenge for students, and subsequently the tutors. This research investigates the impact of utilising simulator to accomplish meaningful learning and student engagement while learning and teaching of programming topics in HE.

Promoting student engagement through micro lecture capture with embedded quizzes

Jean-Baptiste Souppez, School of Maritime Science and Engineering

An action research into the use of the latest Lecture Capture feature, namely embedded quizzes, has been undertaken, in parallel to a micro lecture capture approach in order to promote student engagement and success. There has been tremendous improvement in student engagement where lecture capture has been utilised, also promoting a greater use of the VLE and attendance to the face-to-face sessions.

Solent Online Learning update

Nicolas Papaconstantinou, Solent Learning and Teaching Institute

Solent Online Learning will be upgrading to Moodle 3.2 on 3rd July 2017. This upgrade will add new features, as well as offering improved usability and developing assessment process (informed by colleague feedback and a recent staff survey). This poster will showcase key examples of changes that will add value and support sound effective pedagogic practice, as well as providing organisational tools that can streamline both academic and student experiences.

Strategies to engage students across a blended learning unit

Claire Hughes, School of Business, Law and Communications

Student engagement can be a difficult area within in the traditional format of delivering weekly sessions, this becomes even more pronounced when you interact less regularly and support directed learning off-site, in a blended learning format. The challenge is to design and plan learning activities, in a wide variety of formats, to encourage full student engagement, whilst fostering an environment to make them feel part of a course community; as opposed to individual learners who meet on campus at weekends (Cummings et al 2017). This poster presentation illustrates some of the pedagogic practice which has been embedded within the unit in an attempt to foster student engagement, deep learning and a feeling of community in a blended delivery format.

Student retention at Southampton Solent University – a data-informed approach

Dr Ann Bingham, Academic Services

Retention is a complex, multidimensional challenge for universities. At Solent the Student Achievement Team focus on retention and achievement. Systematic data analyses to understand trends in retention and achievement including identifying groups of students at increased risk of withdrawing have informed the retention framework and programme of activities. This poster will look at the approach taken by Solent and progress made so far.

Supporting the adult returning to education

Andrëa Faustino, School of Business, Law and Communications

Over the years, the number of adults returning to education has increased. These learners come from a variety of industries and have specific needs that require addressing, for example, professional experience and academic confidence. In this piece we discuss the student journey from initial course inquiry to completing their studies on the business blended learning provision.

Teaching to Succeed@Solent: embedding academic literacy through the development of reusable learning objects

Claire Saunders, Solent Learning and Teaching Institute
Dr Zoe Wimshurst, School of Sport, Health and Social Sciences

This SEED funded project is piloting a collaborative approach to curriculum design that aims to support the intentional integration of academic literacy, helping students to become active and critical participants in the academic discourse of their subject. Using Articulate 360, a software

package for the creation of interactive learning objects, we are designing a series of activities which can be integrated into Solent Online Learning unit pages to develop students' academic literacy skills in the context of their subject studies.

The SOL Baseline Activity Chart: first steps towards blended learning

Dr Carina Buckley, Solent Learning and Teaching Institute

Following the redevelopment of Moodle from myCourse to SOL in July 2016, a new tabbed format was introduced. This provided an opportunity to develop a new baseline for the VLE, for its use and purpose. Whereas the previous myCourse Minimum Standards outlined the features that were expected to be present, a revised SOL Baseline presents the ways in which SOL can be used for blended learning. The Baseline activity chart demonstrates that any tutor on any unit can incorporate blended learning. With the foundations are in place, a blended approach becomes an easier and more feasible prospect.

You are entering a construction site: co-production and flexible learning in the workplace

Richard Berry, School of Business, Law and Communications

The research is centred on two accelerated, work-based learning pilot programmes and addresses a gap in the literature in that there are very few studies of flexible course or apprenticeships that triangulate the student, staff and employer perspective. Studies on apprenticeships often focus on the employer or provider, whereas studies on accelerated courses have focused on students and staff. Even fewer studies have been made into flexible courses that also incorporate work-based learning. Tentative findings encompass co-production and constructivist learning.