Southampton
SOLENT
University

IN PURSUIT OF EXCELLENCE:

INSPIRING ACHIEVEMENT THROUGH TRANSFORMATIVE PEDAGOGY

SOLENT LEARNING AND TEACHING
COMMUNITY CONFERENCE 2017
FRIDAY 23 JUNE
THE SPARK

CONFERENCE INFORMATION

DIALOGUE 2017
The call for papers is now open for the 2017 edition of Solent's academic learning and teaching journal. Further details are outlined at the end of the programme.

SLTI SEED FUNDING 2017/18
The call for submissions for the next round of research and development seed funding opens during the conference. See the end of the programme for further details.

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

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.

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

Tweet about the conference using #SLTCC2017

WELCOME

We are delighted to welcome you to the Solent Learning and Teaching Community Conference (SLTCC), which builds on the success of last year's excellent event. The 2017 conference aims to explore how transformative pedagogy can inspire student achievement, focusing on the student experience, learning spaces, blended learning, inclusive practice and research-informed teaching.

We can look forward to a day of over 70 presentations, including some from neighbouring institutions. These will all explore and celebrate innovative practice designed to engage, include and inspire student achievement. This programme captures the process at the heart of Solent's mission to transform lives.

I hope that the ideas and opportunities of SLTCC 2017 leave you feeling inspired, encouraged and enthused, as we work to take Solent forward to more and greater successes in learning and teaching, through enhancing and strengthening our practice.

Professor Graham Baldwin
Vice-Chancellor
Southampton Solent University

INTRODUCTION

"*Teaching is changing. It is no longer simply about passing on knowledge to the next generation. Teachers in the twenty-first century, in all educational sectors, have to cope with an ever-changing cultural and technological environment. Teaching is now a design science. Like other design professionals – architects, engineers, programmers – teachers have to work out creative and evidence-based ways of improving what they do.*"

Professor Diana Laurillard
Keynote speech, SLTCC 2016

Following last year's inspirational focus exploring the development of learning and teaching environments, let's figure out how we can treat teaching and curriculum development as design processes. A design to share existing knowledge; a design to orchestrate the lived experience of co-creation and educational endeavour; a design to support the next generation of responsible leaders and citizens.

Let's open our hearts to ideas, inspirations and creativity to embrace a transformative education that enhances engagement and supports learners to achieve. What could be a better way than coming together as a learning and teaching community sharing best practices at #SLTCC2017? With keynotes, teachers and supporters of learners from different disciplines and institutions showcasing their designs for inspirational achievements, we have another brilliant day on offer at this year's conference. Let's celebrate the diversity in our pedagogic design, learn from each other and be inspired.

Osama Khan
Director of Learning and Teaching
Southampton Solent University

KEYNOTE SPEAKERS

EYLEM ATAKAV

Dr Eylem Atakav is Senior Lecturer in Film and Television Studies at the University of East Anglia, teaching courses on Middle Eastern media, and women, Islam and media. Leader of the Intercultural Communication and Training Network of NAFSA: Association of International Educators, she received the 2016 Outstanding Contribution to Pedagogy Award from the Society for Cinema and Media Studies. Recently selected as an HEA National Teaching Fellow, Eylem is the director of Growing Up Married – an internationally acclaimed documentary about forced marriage and child brides in Turkey. She is currently co-leading an Arts and Humanities Research Council-funded project entitled British [Muslim] Values.

Dr Eylem Atakav
Senior Lecturer in Film and Television Studies
University of East Anglia

JULIE HALL

Professor Julie Hall will be joining Solent as Deputy Vice-Chancellor (Academic) in August 2017. Beginning her career as a Sociology lecturer, Julie went on to work for London Guildhall and Kingston Universities. Currently Deputy Provost (Academic) at Roehampton, Julie played a critical role in building the university's reputation for learning and teaching and research. She was Chair of the national body SEDA from 2010 until 2014. As a National Teaching Fellow Julie has won funding of over £1 million for pedagogic research and practice, and has written about student attainment gaps and student engagement. In her professorial lecture in 2015 Julie argued that students, networked through the digital world, present themselves in multiple places at once and knowledge is no longer solely in the possession of the orator.

Professor Julie Hall
Incoming Deputy Vice-Chancellor (Academic)
Southampton Solent University

PROGRAMME OF EVENTS

SUMMARY

08:45 – 09:30	Registration and refreshments
09:30 – 09:45	Welcome
09:45 – 10:30	Keynote 1
10:30 – 10:40	10-minute break
10:40 – 11:30	Parallel sessions 1
11:30 – 11:40	10-minute break
11:40 – 12:30	Parallel sessions 2
12:30 – 13:15	Lunch and poster exhibition
13:15 – 14:15	Keynote 2
14:15 – 14:25	10-minute break
14:25 – 15:15	Parallel sessions 3
15:15 – 15:25	10-minute break
15:25 – 16:10	Round table discussion
16:10 – 16:20	Closing remarks
16:20 – 17:00	Drinks reception

DETAIL

08:45 – 09:30   REGISTRATION AND REFRESHMENTS
Please sign up for your parallel sessions on the way to tea and coffee!
The Atrium

09:30 – 09:45   WELCOME
Professor Graham Baldwin, Vice-Chancellor
Jane Austen Lecture Theatre

09:45 – 10:30   KEYNOTE: Lights, camera, action! A transnational learning and teaching journey to create impact and engagement opportunities for students

Dr Eylem Atakav
Senior Lecturer in Film and Television Studies, University of East Anglia
Jane Austen Lecture Theatre

10:30 – 10:40   SHORT BREAK
Water bottles may be refilled at the water points next to the main stairs.

10:40 – 11:30 PARALLEL SESSIONS 1

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
TS101	

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
The Pod (TS318)	

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
	Lecture capture: the good, the bad and the ugly
	Dr Tosin Lagoke, Dr Godwin Okafor and Stephen Brown,
	School of Business, Law and Communications
	What makes a virtual learning environment good?
	Shane McMordie, Lancaster University
TS111	

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
	Blogging for early engagement
	Roy Hanney, School of Media Arts and Technology
	Laraine d'Antin, Solent Learning and Teaching Institute
	Playful learning
	Kathryn Ballard, Hannah Porter, Celia Forrester, Kate Stephenson and Dan Smith,
	Solent Learning and Teaching Institute
TS202	

1.5	Badges, Facebook and fake babies
	Open badges to scaffold learning
	Fiona Harvey, Institute for Learning Innovation and Development
	University of Southampton
	Engaging with students through the use of social media
	Sally Holland, School of Business, Law and Communications
	The use of research and interactive digital technology to inform teaching and learning
	Dr Humaira Hussain, School of Sport, Health and Social Sciences
TS210/211	

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
	Blended learning by default: what it is, and how you're doing it without even realising
	Dr Carina Buckley, Solent Learning and Teaching Institute
	Quantitative methods provision in UK sport and exercise science courses in research methods
	Scott Burnet, School of Sport, Health and Social Sciences
	Smiling at the right cameras: an exposition of the red carpet methodology of career progression
	Gillian Saieva, School of Business, Law and Communications
	The influence of research-informed teaching on deep learning and student effort: an empirical study
	Dr Winnie Wu, Solent Learning and Teaching Institute
Palmerston Lecture Theatre	

10:30 – 10:40   SHORT BREAK
Water bottles may be refilled at the water points next to the main stairs.

11:40 – 12:30 PARALLEL SESSIONS 2

WORKSHOPS

2.1	Engaging technologies for in-class comments, questions and feedback
	Adam Warren, Institute for Learning Innovation and Development University of Southampton
TS101	

2.2	Blending your classroom with augmented reality
	Professor Debbie Holley, Centre for Excellence in Learning Bournemouth University
TS110	

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 RISE Project: putting learning analytics in the service of teaching and learning gains Laraine d'Antin, Solent Learning and Teaching Institute
	Classroom non-attendance: perception of students in Southampton Solent University Dr Obiajulu Ede, School of Business, Law and Communications
TS111	

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
	Problem topology: using cartography to explore problem-solving in student-led projects Roy Hanney, School of Media Arts and Technology
	BRIXMIS Story: Guest lectures, multimedia and RiTiR Bryn Parry, School of Business, Law and Communications
TS202	

2.5	**Development through reflection**
	Lean and continuous improvement in the academic arena David Grindel, Strategic Development Policy and Information Unit
	Personal tutoring in the School of Sport, Health and Social Sciences Matt Johnson, School of Sport, Health and Social Sciences
	Solent Futures: how the ESE test has helped us to develop tailored interventions Caroline Barfoot, Employability and Student Enterprise
	Microteaching: reflections of a yachtsman, a coder and a DJ James Hannam and Joe Appleton, School of Media Arts and Technology
TS210/211 (Classroom)	Jean-Baptiste Souppez, School of Maritime Science and Engineering

2.6	**Chinwag: PechaKucha 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
	Engagement monitoring: the Solent vision Hannah Bradberry, Information and Communications Technology
	What do our students think? The challenge of obtaining student feedback Sam Ball, Student Services
	Peer support for postgraduate students Dr Mary Morrison, Southampton Business School University of Southampton
Palmerston Lecture Theatre	**Pressing the right buttons: a feedback tool** Dr Andrew Horsburgh, School of Media Arts and Technology

12:30 – 13:15   LUNCH AND POSTER EXHIBITION
Now is your opportunity to complete the interactive Poster Quiz! The prize will be awarded during the closing remarks, and posters will remain on display all day.
The Atrium

13:15 – 14:15   KEYNOTE: Valuing teaching and enhancing student learning in the era of TEF and REF

Professor Julie Hall
Incoming Deputy Vice-Chancellor, Southampton Solent University
Jane Austen Lecture Theatre

14:25 – 15:15 PARALLEL SESSIONS 3

WORKSHOPS

3.1	Artists' moving image: a transformative online resource
	Mark Smith, School of the Arts, English and Drama, Loughborough University
TS101	

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)
TS113	

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
	Examining the use of video assessments to promote and assess student learning
	Dr Joel Rookwood, School of Sport, Health and Social Sciences
	Love it, mate! Using the SOL forum as a tool for peer feedback
	Danilo Venticinque, School of Business, Law and Communications
TS111	

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
	Support for speculative thinking: reflecting on a creative collaboration with IBM Design Studio
	Jennifer Anyan, School of Art, Design and Fashion
	Solent Creatives: a threshold space
	Steve Hogg (Associate Professor), Solent Creatives
TS202	

3.5	Everyone matters
	Capabilities and functionings: applying the work of Amartya Sen to SpLD support Sadhbh O'Dwyer, Study Skills Tutor, Ranstad Partners
	'Take your pick!' Incorporating choice in assessment for inclusivity Dr Laurie Wright, School of Maritime Science and Engineering
TS210/211 (Classroom)	**Solent life stories: a virtual bookshelf** Andrea Peoples, Student Services Ani Ritchie, School of Media Arts and Technology

3.6	Confab: PechaKucha 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
	What do teachers say about research-informed teaching at teaching-focused universities? Dr Mohammad Golam Jamil, Solent Learning and Teaching Institute
	Using social networking to bring industry and students together Ken Pitts, School of Media Arts and Technology Professional identity of lecturers Mark Bee, School of Maritime Science and Engineering
Palmerston Lecture Theatre	**The value in sharing – workshadowing programme** Daniel Inns, Mel Dudala and Sam Busuttil, Student Services

15:30 – 15:25   SHORT BREAK
Water bottles may be refilled at the water points next to the main stairs.

15:25 – 16:10   ROUND TABLE DISCUSSION

Here be dragons: arming higher education for the future

We asked our panel to think about what they would like to see as the next big development in HE, about significant new developments and about how Solent can best prepare for the future.

With audience participation encouraged, this plenary session is an excellent chance to discuss the difficulties and opportunities we are facing in HE. The conversation will be moderated by Osama Khan, Director of Learning and Teaching. Members of the panel are:

Dr Eylem Atakav
Lewis Clemminson
Professor Julie Hall
Professor Debbie Holley
Dr Rebecca Maina
Dr Russell White
Jane Austen Lecture Theatre

16:10 – 16:20   CLOSING REMARKS

Professor Graham Baldwin, Vice-Chancellor
Jane Austen Lecture Theatre

16:20 – 17:00   DRINKS RECEPTION

Please join us to round off the day with good company and a selection of drinks and nibbles.
The Atrium

POSTER EXHIBITION

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

A society for learning: the SLES
Dr Andrew Horsburgh, School of Media Arts and Technology

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

Bringing the student charter alive
Chris Vidler, Daniel Inns and Charlotte Rankin, Student Services

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

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

From minimum standards to discipline frameworks: a maturity model for SOL development
Dave Barber, Solent Learning and Teaching Institute

Impact of the development of games and videos as learning objects in the Solent library
Daniel Smith, Solent Learning and Teaching Institute

Innovative blog use
Laraine d'Antin, Solent Learning and Teaching Institute

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

Promoting student engagement through micro lecture capture with embedded quizzes
Jean-Baptiste Souppez, School of Maritime Science and Engineering

Solent Online Learning update
Nicolas Papaconstantinou, Solent Learning and Teaching Institute

Strategies to engage students across a blended learning unit
Claire Hughes, School of Business, Law and Communications

Student retention at Southampton Solent University – a data-informed approach
Dr Ann Bingham, Academic Services

Supporting the adult returning to education
Andrëa Faustino, School of Business, Law and Communications

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

The SOL Baseline Activity Chart: first steps towards blended learning
Dr Carina Buckley, Solent Learning and Teaching Institute

You are entering a construction site: co-production and flexible learning in the workplace
Richard Berry, School of Business, Law and Communications

DIALOGUE

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

CALL FOR PAPERS 2017/18

All delegates are invited to submit research articles, case studies, book reviews and opinion pieces to the editorial board. All submissions should be related to aspects of learning and teaching.

Please send submissions to **slti@solent.ac.uk** by Friday 15 September 2017, with 'Dialogue journal submission' as the title of your email.

More information about author guidelines and submission types can be found below. Please feel free to contact the editors for advice before submission.

Dialogue editorial board
- Professor Tansy Jessop (editor)
- Ronan O'Beirne (associate editor)
- Dr Carina Buckley
- Dr Dave Barber
- Dr Paul Joseph-Richard
- Osama Khan
- Dr Flavia Loscialpo
- Roy Hanney
- Jonathan Ridley
- Dr Brian Wink

Key dates

Friday 15 September 2017	Submission deadline
Friday 13 October 2017	Return of comments and notice of acceptance, after peer review
Friday 17 November 2017	Final submission deadline

AUTHOR GUIDELINES

Dialogue journal guidelines

Dialogue is Solent's annual peer-reviewed journal for learning and teaching. The editor invites both internal and external colleagues from across the learning and teaching community to submit research articles, case studies, book reviews and opinion pieces to the editorial board for consideration. All contributions should relate to aspects of learning and teaching.

Articles should be in .docx or .rtf format, in single column layout, with single line spacing, and 2.54cm margins all around. Solent's standard Harvard referencing system should be followed. Please do not use the Word referencing tool as it makes formatting for print very complicated. Tables, graphs and images can be coloured and need to be placed within the right section of the paper, with high-resolution versions attached to the submission email.

Research article

Research articles need to be up to 5,000 words, including figures, references and appendices. Please ensure you include an abstract, and clearly structure your article with appropriate section headings.

Case studies

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

Book reviews

Book reviews should be related to aspects of learning and teaching, and the higher education context, and be about 500 words in length. A book review should aim to address the following points:
- Intended audience
- Main ideas and objectives of the book, and whether these have been accomplished effectively
- Methods and sources used
- Gaps and weaknesses
- Readability
- Capacity to influence thinking and practice in teaching.

Please rate the book on a 1–5 scale where 5 represents excellence.

Opinion pieces

This is the chance for you to air those untested thoughts, hunches and polemical tendencies about learning and teaching. An opinion piece is exactly what it says on the tin! Exercise your right to be an armchair educational philosopher. Opinion pieces should be about 500 words in length, and should avoid moaning or sniping at individuals or groups, but should have full rein in putting controversial and non-conformist educational thoughts out there!
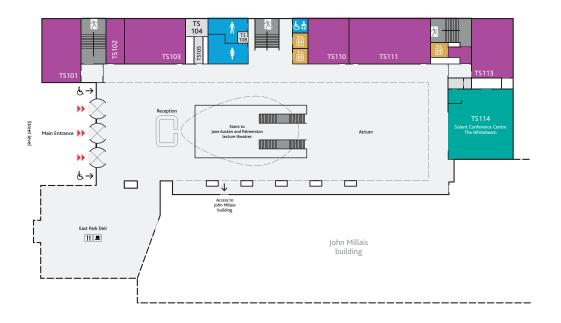
Review process

Research articles and case studies will be blind reviewed by two members of the editorial board and returned to the authors with feedback and comments. Opinion pieces and book reviews will normally be reviewed by one member of the board with expertise in the area.

SPARK FLOOR PLANS

LEVEL 0

Entrance

TS001

TS003

TS007

TS008

TS009

TS011

TS021
Palmerston
Lecture Theatre

TS024

TS023

TS010
Jane Austen
Lecture Theatre

TS013
Solent Conference
Centre
Conference Office

TS014

TS016

TS018

Access to
John Millais
building

John Millais
building

LEVEL 1 (STREET LEVEL)

TS102

TS104

TS108

TS105

TS103

TS110

TS111

TS113

TS101

Street level

Main Entrance

Reception

Stairs to
Jane Austen and Palmerston
lecture theatres

Atrium

TS114
Solent Conference Centre
The Whitebeam

Access to
John Millais
building

East Park Deli

John Millais
building

LEVEL 2

TS201

TS202

TS 203

TS204

TS207

TS209 TS210

TS211

TS212

TS 213

TS215A
Beech room

Solent
Conference
Centre
Silver Birch
Suite

TS215B
Oak room

John Millais
building

LEVEL 3

TS301

TS302

TS 303

TS304

TS307

TS309 TS310

TS311

TS312

TS 313

TS315A
Willow Room

Solent
Conference
Centre
Hawthorn
Suite

TS315B
Maple Room

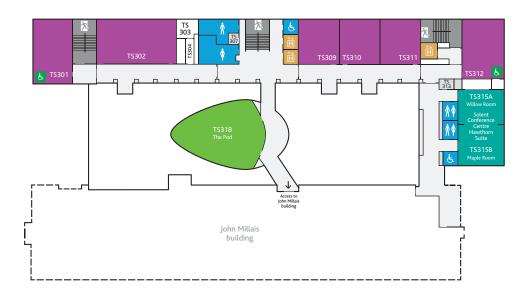TS318
The Pod

Access to
John Millais
building

John Millais
building

NOTES

NOTES

**Get involved with learning and teaching
at Southampton Solent University**

✉ slti@solent.ac.uk

🐦 @SolentLearning