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What does it mean to be an academic citizen in 2019?

How HE researchers and evaluators create and respond to change

Newer researcher perspectives

SRHE Newer and Early Career Researchers Conference

10 December 2019

Coldra Court, Newport, Wales, United Kingdom

Conference Programme & Book of Abstracts

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WELCOME LETTER FROM HELEN PERKINS, DIRECTOR SRHE

On behalf of the Society for Research into Higher Education, and everyone who has worked on developing and delivering the 2019 SRHE Newer Researchers Conference, I warmly welcome you all to this event.

This conference is developed as a working partnership between the Society and the SRHE Newer Researchers Network and very special thanks are due to our two NR convenors, Dr Samuel Dent and Dr Mark Kerrigan.

Sam Dent has taken the lead this year in developing the NR conference programme, incorporating new elements and securing excellent contributing speakers. Mark Kerrigan has lead on the NR network events throughout the years, introducing a new programme of online webinars.

Each annual Newer Researchers Conference is the culmination of a packed year of diverse learning and development opportunities provided for early career researchers. These are delivered through research seminars, professional development programmes, webinars, and networking events. There is also the opportunity to apply for research awards specifically offered for research projects undertaken by newer researchers. In addition to having their own dedicated Newer Researchers Network there is of course the opportunity to participate in and contribute to all the Society's research networks and events.

The Society's engagement with newer and early career researchers is one of our most important activities, very high on the Society's list of strategic objectives and an area to which we devote a considerable amount of time and resource.

The relationships which we build with newer researchers through these activities and the networks they help create are sustained throughout individual careers. Many newer researchers who engaged with SRHE through these opportunities are now senior researchers helping us with their expertise and knowledge in supporting the next generations of researchers.

The SRHE Newer Researchers Conference offers a special place for participants to share their work, explore ideas and research interests, build networks and make connections in a supportive and collegial environment. The aim of the Conference is to provide an intellectually stimulating developmental space for delegates to meet and debate the issues and methodologies of higher education research from the perspectives of newer researchers.

Your participation in the conference, where you present your work and share your ideas, is vital in helping to showcase the contribution that postgraduate and newer researchers make to the future of higher education research. We also hope that the debates and contributions will extend beyond the Conference via our series of events for newer researchers, our seminars, webinars and other events, which take place throughout the year.

Our aim with each NR Conference is to provide a supported space in which to develop your skills, knowledge and ideas and in an environment which is welcoming and friendly and where every contribution is important and valued.

We hope that you will find the conference thought-provoking and worthwhile and that you will continue to engage with SRHE in the years ahead and be sustained by the networks and friendships which you make through these opportunities. Above all enjoy!

Helen Perkins, *Director SRHE*

December 2019

CONFERENCE PROGRAMME AT A GLANCE

Tuesday 10 December 2019

09.00-10.00	Registration	Coldra Court Reception Area
10.00-10.15	**Welcome & Introduction to the Conference** Helen Perkins, *SRHE Director* **Conference Convenors** Dr Samuel Dent, *Nottingham Trent University* Dr Mark Kerrigan, *Plymouth College of Art, United Kingdom*	Severn Suite
10.15-10.30	**Icebreaker** *introduced by* Dr Mark Kerrigan, *SRHE Network Convenor*	
10.30-11.15	**Keynote Address** ***Being a 'good' citizen: collegiality and academic citizenship*** Professor Kalwant Bhopal, *University of Birmingham, United Kingdom* **Chair:** Dr Samuel Dent, *Nottingham Trent University, United Kingdom*	Severn Suite
11.20-13.00	**Paper Session 1:** A-G	Breakout Rooms
13.00-13.45	Lunch in the Rib Restaurant	Hotel Lobby
13.45-14.30	**Keynote Discussion** ***In conversation with Dr Ciaran Burke***, *University of the West of England, United Kingdom* **Chair:** Dr Samuel Dent	Severn Suite
14.30-15.30	**Session 2:** Workshops **A.** ***Breaking out of the Box: Creative innovative methods and dissemination in HE research*** Dr Jessica Gagnon, *University of Strathclyde,United Kingdom*	Severn Suite
	B. ***Influencing Policy with your Research*** Professor Colin McCaig, *Sheffield Hallam University, United Kingdom*	Tintern
	C. ***Bids, Books, and Building your Presence*** Dr Ciaran Burke, *University of the West of England* Dr Samuel Dent, *Nottingham Trent University, United Kingdom*	Castleton
	D. ***Staking Your Claim to Fellowship – Researchers Evaluators & HEA Recognition*** Dr Kate Cuthbert, *Nottingham Trent University, United Kingdom*	Wentwood
	E. ***Visualising & communicating your research*** Dr Mark Kerrigan & Sam Rowe, *Portsmouth College of Art, United Kingdom*	Langstone
15.30-16.15	Tea/Coffee Break / Poster Session	Severn Suite
16.30-17.50	**Paper Session 3:** A-G	Breakout Rooms
17.50-18.45	**Best Poster Award** **Drinks Reception**	Severn Suite
18.45 onwards	Informal supper for all delegates	Severn Suite

At SRHE events we use coloured lanyards for our delegate badges to help participants pick out specific individuals they may wish to ask for help or to speak with particularly.

The lanyards for this event are colour coded as follows:

Black
All SRHE executive team and helpers. Do please seek any assistance required from these individuals

Yellow
Speakers at the event

Red
Trustees and Members of the SRHE Governing Council

Green
SRHE Network convenors

Blue
All event delegates

May we remind you please to wear your event badge throughout the day and at all evening events. Your conference badge helps the Resort staff identify delegates, and will be of assistance to you.

KEYNOTE ADDRESS

Tuesday 10.30-11.15

Being a 'good' citizen: collegiality and academic citizenship

Professor Kalwant Bhopal, *Professor of Education and Social Justice, Deputy Director Centre for Research in Race & Education (CRRE), University of Birmingham, United Kingdom*

The current climate of higher education has resulted in greater competition between academics. Pressures from the Research Excellence Framework include an emphasis on 4* publications, generating huge amounts of funding, journal editorships and producing research which has 'impact' – in addition there has been an increase in short term contracts resulting in greater competition for permanent lectureships. Consequently there has been a shift from a collegial and supportive culture resulting in greater competitiveness between colleagues. In this talk, I will explore how collegiality and the importance of developing supportive networks contribute to an understanding of what it means to be a 'good academic citizen'. I will argue that as a result of the marketised neoliberal university a managerial performance related culture has resulted in greater inequalities which works to promote the interests of established white, middle class elites.

Biography

Kalwant Bhopal is Professor of Education and Social Justice at the University of Birmingham. She is from a working class background and both her parents worked in factories. She was the first in her family to go to university and attended her local post-1992 university. She – nor her parents- had any idea of the different types of universities. She was encouraged by one of her lecturers to attend the London School of Economics to do a Masters and then a PhD – which changed her life. She firmly believes that collegiality, support and kindness play a vital role in job satisfaction, professional growth and development.

CONFERENCE PROGRAMME IN FULL

10 December 2019

SESSION 1

1A

Severn Suite 1 | **Tuesday 11.20-13:00**

A Pilot Study of Becoming a full-time undergraduate university student: the impact of affective influences on student behaviours in the current Higher Education context (0063)

Adam J. Tate, *Oxford Brookes University, United Kingdom*

This project seeks to provide insight on how the 'traditional' three-year full-time undergraduate student (FTUG) experience is influenced and shaped in response to the contemporary state restructuring, and the impact upon student behaviours in UK higher education (HE) sector (Morrissey, 2013; Sanchez et al., 2015). The project will examine how the nature of UK HE, and the role of those working and studying within it, is changing in the light of the reorganisation of funding, fees, and student number allocations. This context creates a fundamental ambivalence whereby students are increasingly positioned as consumers whilst simultaneously being subject to a growing number of influences and 'nudges' which aim to shape and 'script' student behaviours.

My project will seek insight on how far these considerable changes and this context of ambivalence is experienced and understood by FTUG students, with additional insights supplied by other stakeholders in the HE 'network of power' including staff responsible for assuring the quality of the student experience, teaching staff, and Students' Union representatives. These insights will be generated through the use of rich qualitative data from interviews, focus groups and in the main project participant observations. This project utilises a Foucauldain post-structuralist biopolitical framework, helping to provide an approach of locating 'where' and 'how' power is distributed within and across the networks of interactions (Foucault, 2010). The contribution of this project is twofold.

First, it will develop new empirical knowledge on the reorganisation of HE at a time of state restructuring, and intensified concerns about (in)security and sustainability of the HE sector. Secondly, it will develop a theoretical understanding of how, in times of change, individuals understand their 'role' in HE at a moment in time; in particular, how one 'becomes and knows what it is to be a student'. The thesis is, then, a response to calls for better understanding of what it means to 'become' and be a FTUG student e in the contemporary HE sector in England; and how those students and staff roles are governed, particularly with the reorganisation of funding and fee structures (Gorman, 2012; Ball, 2013). This will provide greater awareness of the ethical implications of the biopolitics, and draw light to the networks of power involved in the relationship between the universities and students.

The objectives are:

1. To document the ways in which the role and the organisation of the FTUG experience are being reimagined in the context of marketisation and state restructuring of the HE sector.
2. To map and differentiate the key biopolitical influences on FTUG students engaged in HE.
3. To advance new knowledge of how individuals on FTUG courses 'become students' and how those individuals are situated within networks of power.
4. Theorise the relationship between change and innovation in HE and the FTUG student experience.

This presentation will provide findings from an initial pilot study, providing indicative points for discussion regarding perceptions of how universities seek (or not) to influence FTUG student behaviours and interactions.

1A

Severn Suite 1 | **Tuesday 11.20-13:00**

Dual Professionals in Higher Education: From Professional Practitioner to Lecturer. (0004)

Julia Hope, *University of Kent, United Kingdom*

The academic discourse regarding the definition of a professional is extensive. In order to be considered a profession Squires (1999) argued that professional work in any domain should have three basic characteristics; it should be: ... instrumental, in the sense of aiming at some effect beyond itself; contingent in that it is dependent upon its situation or context; and procedural, in that it involves certain ways of doing things (1999:24). For the purpose of this study the definition of a professional was be based on Hoyle and John (1995) and Ingersoll and Merrill (2011), such that a professional is an individual who is able to work autonomously, is responsible for the application of professional judgement and conducts work that involves highly complex set of skills, intellectual functioning and knowledge that are not easily acquired and not widely held. This study investigated the transition experiences of disciplinary professional practitioners in the UK who have current or recent industry experience and are making a mid-career transition to being academics. The study addressed the following questions:

- what supports and hinders their new identity formation as lecturers?
- how does participation in new communities of practice in HE (e.g. professional development, academic discipline, and their HEI) affect their transition, beliefs and their view of themselves?
- how do dual professionals' beliefs about teaching and their transition experiences differ by discipline and by institution?

The presentation draws on an IPA analysis of 8 interviews, conducted in 3 UK universities (Post/Pre 1992). It explores the perceptions of dual professionals, specifically, what aspects of professionalism are important to them, how they express their professional identity and negotiate it in an academic context. The research considered how the participants made sense of their world(s), how they experienced events, what meaning(s) they attribute to being a dual professional. Contemplating the transition of individuals from professional careers, where they were confident and enjoyed high status, to new careers as lecturers, to aid fellow academics and university management to considered developing a create a sense of HE identity and belonging. Insight into how the individuals negotiated their professional identities, as they experienced inbound trajectories to become peripheral and full members of a university is very relevant to those responsible for professional development. The reputation of an HEI relies heavily on the credibility of all its lecturers and it is in the best interest of both dual professionals and HEIs to support the development of these lecturers as they negotiate their professional identity.

1A

Severn Suite 1 | **Tuesday 11.20-13:00**

Dismantling a culture of marketization? Alternative students' orientations within a new government reform of tuition fee removal in Chilean HE (0011)

Patricio R. Sanchez-Campos, *Nottingham University, United Kingdom/ Universidad de Talca, Chile*

The limited economic role of the state and limited public regulation of HEIs in maketized HE systems have challenged the role of HE as a public good, promoting consumerist values and shifting students' goals and purpose of attending HE (Slaughter & Leslie, 1997). Supporters of marketization overlook the negative effects of consumerism by making HE a private commodity, which has promoted educational inequities and have increased academic segregation and social inequality (Bellei & Cabalin, 2013; Carr-Hill, Holmes, & Henderson, 2003; Giroux, 2002). Marketization in HE has shaped the behaviour of the students and their understanding of the purpose of HE (Brown, 2008; Brooks, 2017; Palfreyman & Tapper, 2014, Tomlinson, 2014) and multiple behaviours of the students have been described when referring to their experience in marketized HE. The introduction of tuition fees, scholars argue, is one the most influential element in current students' behaviours (Bunce, Baird, & Jones, 2017; Jabbar, Analoui, Kong, & Mirza, 2017; Palfreyman & Tapper, 2014); and the permanent increase in this financial contribution of students to pay their cost of HE has promoted a behaviour of students as consumers (Giroux, 2002; Saunders, 2010). Nevertheless, tuition fees alone do not sufficiently account for this consumerist approach. It has been interpreted that the student-consumer behaviour can be a consequence of broader social and political trends towards more marketized societies (Williams, 2013). In effect, in countries where the state continues financing students in HE, the student as consumer metaphor might be as intense as in marketized HE systems (Vuori, 2013). Additionally, other elements may also influence how they understand their HE experience like students own personal

motivations, national contexts, other members of the university community such as lecturers, administrators or peers (Budd, 2017; Saunders, 2015).

Unlike other marketized systems, Chile's 38 years of marketization in Chilean HE seems to has failed, promoting segregation and inequalities (Fleet & Guzmán-Concha, 2013; Somma, 2012). In order to tackle these inequalities in HE, in 2016 a new HE reform that partially removed tuition fees (Gratuidad in Spanish) was approved. This policy change was discursively promoted as the "return of the state" and as part of a major political goal to bring back HE as a public good in society (Gobierno de Chile, 2016).

This research seeks to explore the consequences of a policy change of partial removal of tuition fees in the students' behaviours in HE and its possible effects in dismantling marketization. This research will explore potential alternative orientations of students in HE by examining students' narratives about their experience in HE and the difference on how students have been socially constructed in policy documents and newspaper articles. This research will contribute to expanding current theories regarding students' behaviours and understanding of the purpose of HE differently to the purchase of a commodity, as suggested in Anglo-American contexts. Also, it will also contribute to wider debates regarding the detrimental aspects of marketization in HE, such as segregation and inequality, can be countered when a change in policy challenges marketization in HE.

1A

Severn Suite 1 | **Tuesday 11.20-13:00**

Evaluating contextual pressures on creativity and their implications for sustainable development researchers (0098)

Thomas J. Empson, *London Southbank University, United Kingdom*

This paper presents a system level perspective of the contextual pressures on creativity. We challenge extractive creative norms of the past and champion positive creativity that can enable a paradigm shift towards a sustainable future. We hypothesise that creative projects working towards sustainable solutions must be driven by a central purpose to balance people, planet and profit. Organisations must be driven to respond to the contextual pressures of Earth's strained ecosystems, the social inequalities across a global society and the need to achieve economic growth, if they are to find creative solutions.

Mixed Method Approach

Within the research, the 'Purpose' of a case study engineering firm is assessed in Phase 1 through the lens of Kelly's (2012) 'Architecture of Ownership'[1]. The social, environmental and economic impact of a case project is measured to hypothesise a level of contextual creativity within the three pillars of sustainability. A cross analysis then looks at the relationship between an organisations purpose and the contextually relevant real-world impact of the case study project. Phase 2 is a deductive phase where a survey is used to quantify creativity and Phase 3 is a series of interviews to qualify the projects creativity. These three phases form a triangulation mixed method approach.

This paper aims to challenge academic citizens from a full range of activities from strategic planning, to research, teaching and industrial collaborations, to question what creativity is in 'Postnormal' times [4]. In the context of the global challenges, ranging from the climate crisis to environmental degradation and increasing resource scarcity, we challenge today's academic citizens to respond to change by measuring creativity against the new proposed model.

Finally, developing motivations within a sustainable system will require instilling a long-term world-view perspective in all learners, whilst simultaneously developing the skills needed to achieve these ideas and solutions. From higher education leaders to industrialists, academic teachers to pupils, the definitions we use and the research conducted in this field will underpin the mindset of tomorrows thinkers. Regenerative mind-sets must be encouraged across education, industry and government to enable humanity to realise ecological, social and financial prosperity. By adopting a more holistic value system of creativity through its socioeconomic environment impact, researchers and evaluators will be better positioned to research and evaluate creative accomplishments with sustainable development.

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1A

Severn Suite 1 | **Tuesday 11.20-13:00**

Home away from home: The experience of first-generation students living on integrated floors in residence halls. (0057)

Carey D. Collins, *Taylor University, The United States of America*

First-generation college students are individuals seeking to earn a bachelor's degree and whose parents or guardians do not have post-secondary degrees (Peralta & Klonowski, 2017) and are attending college at ever-increasing rates. Universities need to address the unique challenges they face in relation to persistence to graduation (Davis, 2010). They come to college campuses in the United States with little or no background knowledge about college and face challenges to succeed and graduate. Their challenges include, but are not limited to: little or no family support; financial struggles; academic unpreparedness; and little knowledge of the higher education culture (Checkoway, 2018; Froggé & Woods, 2018; Pascarella et al., 2004; Petty, 2014; Redford & Hoyer, 2017; Schultz, 2004). The campus culture may also prove to be difficult to navigate because their parents or guardians cannot provide empathetic guidance (Checkoway, 2018; Froggé & Woods, 2018; Katrevich & Aruguete, 2017; Schultz, 2004). Additionally, first-generation students regularly enter college unprepared to face the academic expectations (Checkoway, 2018; Froggé & Woods, 2018).

Many programs such as mentoring (Demetriou et al., 2017; Yeh, 2010), academic assistance (Capaldi et al., 2006) and living learning communities (Frazier & Eighmy, 2012; NSSE, 2007; Rocconi, 2010; Zhao & Kuh, 2004) are offered in an effort to help retain first-generation students. Retention is addressed in a variety of ways through living arrangements. Living on campus in residential halls, especially living learning communities or faculty-in-residence communities increases retention and success of students and, in particular, first-generation college students (Davenport & Pasque, 2014; Frazier & Eighmy, 2012; Harwood, Huntt, Mendenhall, & Lewis, 2012; NSSE, 2007; Pike and Kuh, 2005; Rocconi, 2010; Shushok, Scales, Sriram, & Kidd, 2011; Sriram, & McLevain, 2016; Wode, 2018; Zhao & Kuh, 2004).

Understanding the characteristics of first-generation college students and the unique challenges they face is imperative. Doing so leads one to appreciate the opportunities they can encounter through on-campus living arrangements. The study explores the retention of first-generation students living in an integrated hall, defined as a communal living space for first-year through fourth-year students. Living in intentional communities within a residence hall may increase retention of first-generation college students (Frazier & Eighmy, 2012; NSSE, 2007; Rocconi, 2010; Zhao & Kuh, 2004). The question this study seeks to answer through a qualitative phenomenological approach using focus groups is: Does the participation of first-generation college students in integrated residence halls impact retention?

1B

Tintern | **Tuesday 11.20-13:00**

Widening Participation, Evaluation and Power: How is evaluation defined and framed within 2020-2025 Access and Participation Plan guidance from the Office for Students? (0005)

Naomi Aurora A. Clements, *University of Portsmouth, United Kingdom*

Momentum for higher education widening participation (WP) activities has significantly gathered pace since the Dearing Report (1997). However, the evaluation and impact of these activities remain elusive within the field of policy and WP practice (Doyle & Griffin, 2012; Finlay, 2002; Harrison & Waller, 2016; McCaig, 2008). 'Robust evaluation' is now a core element of regulatory body funding (Secretary of State for Education, 2018). It is also of increasing interest to policy makers highlighted by the new Evidence and Impact Exchange (EIX) with a specific remit on evaluating the impact of widening participation activities[1].

This unobtrusive research project deconstructs the first Access and Participation Plan (APP) evaluation guidance (OfS, 2019) since the formation of the new Higher Education UK regulatory Body, the Office for Students (OfS). Using APP guidance and supporting evaluation documentation, Critical Discourse Analysis (CDA) is used to critically analyse the text and uncover how evaluation is framed within wider discourses of power between the new regulatory body and higher education providers.

Hyatt's Critical Higher Education Policy Discourse Analysis Framework (2013) is used to understand how evaluation is defined and framed by the language used in the OfS documentation. The research project presents interdiscursivity and intertextuality within the documentation by highlighting links to other Government agendas and discourses.

By using CDA this research project enables further investigation of the increasing focus on evaluation by the OfS. By deconstructing the language used in APP documentation, this project challenges the idea of WP activity as a method of widening access and presents evaluation being used as a method of accountability. Is evaluation now a tool for measuring value for money, rather than an opportunity for the sector to reflect and change policy and practice?

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[1] The Evidence and Impact Exchange was launched on 28/02/2019. Further information can be found here: https://www.officeforstudents.org.uk/news-blog-and-events/our-news-and-blog/what-works-to-promote-equal-opportunities/

1B

Tintern | **Tuesday 11.20-13:00**

Institutional Change in the Irish University 2008-2014 - its impact at the meso and the micro level – examined through the lens of institutional logics (0006)

Anne Gannon, *University College Cork, Ireland*

Institutional change is an important research area in the evolution of the Irish university sector. Drivers led by the state during the period 2008-2014 arose from government policy and the impact of the economic recession (Walsh, 2018). This study focuses on institutional change within the Irish university at both the meso and micro levels of the university. Institutional logics which comprise the theoretical lens used in this study have become a key theoretical construct in the study of institutions in recent years and a "vibrant research theme" (Greenwood et al., 2008). Commentators have noted that the full potential of institutionalism has not been realised in higher education research (Cai and Mehari, 2015). In analysing institutional change, three institutional logics are identified and examined; representing the societal sectors of the state (the government logic), the business corporation (the corporate logic) and the academic profession (the professional logic). The development of a theoretical framework enables a comprehensive examination of i) the formal structural and regulative dimension and ii) the normative and cultural dimension comprising these three separate institutional logics.

Thornton et al., (2012) proposes that a qualitative methodological approach has much to offer to the examination of institutional logics. Through application of a comparative case study approach across three Irish universities, this research study asserts that the government and corporate logic have aligned strongly against the backdrop of strong economic and ideological drivers present in the institutional field. With the strengthening of the structural and regulative infrastructure developed by the corporate logic in conjunction with the formal dimensions of the government logic, the capacity for the professional logic to withstand the new structural and regulative environment deteriorates. This pattern is evident at both the meso and the micro levels within the structural and regulative dimension. However, within the cultural and normative dimension the impact on the professional logic is different. Here while there is some weakening of professional values, practices and behaviours at both the meso and the micro levels, these are not uniformly experienced across all the case study universities. The research asserts that institutional change experienced within the cultural and normative dimension of the professional logic will vary according to ability at the micro level to withstand the influence of government and corporate norms, practices and values and to continue to exercise professional values, identity and practices.

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1B

Tintern | **Tuesday 11.20-13:00**

Effective enactment of widening participation policy: Where next? (0031)

Jon Rainford, *Open University, United Kingdom*

Research into widening participation has often centered on examinations of policy (e.g. McCaig, 2015; McCaig and Adnett, 2009), senior decision making taff (e.g. Harrison and Waller, 2018; Jones, 2017) or on students themselves (e.g. Higham and Gagnon, 2017). A group that has been notable by their absence in the literature is the practitioners who carry out pre-entry widening participation interventions. My recently complete doctoral research foregrounded the challenges faced by this group.

The research highlighted a number of key challenges to effective enactment of policy. These included issues at both institutional and individual practitioner level. At an institutional level, ideological issues surrounding who and what university is for combined with the increasing pressures of marketisation to shape local agendas. The gap between those writing policies and those enacting them was also a distinct issue. At the practitioner level, increasing pressures on workload, lack of rigorous training to support the complex roles they were doing and the mismatch between the needs of their target groups and the institution they were employed by were often highlighted as key issues.

The study resulted in a number of recommendations for policymakers, institutions and practitioners. In order to make these more accessible than the thesis itself, these have been condensed into a research-informed comic (Vigurs, Jones, & Harris, 2016). This comic was designed to both inform and provoke discussion and this paper proposes to use that comic as a starting point to discuss some of these key issues and think about how they are relevant to the delegates at the conference to stimulate discussion as to what, as early career researchers of higher education we can do collectively to address them.

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1B

Tintern | **Tuesday 11.20-13:00**

Who widens participation in UK higher education? Third sector organisations as partners and/or disruptors. (0076)

Ruth Squire, *Sheffield Hallam University, United Kingdom*

'Widening participation' (WP) in higher education (HE) has long been a goal of governments as a route to upward social mobility for individuals and economic prosperity for nations. In England, inequalities of access to university are a longstanding policy concern: approaches have ranged from national government funded projects to threats of sanctions on individual universities. Much of the attention of researchers and policy makers has been on HE institutions as the de facto gatekeepers of HE access and success. However, there are an increasing number of third sector organisations (TSOs) shaping WP work through school-based programmes, research and lobbying activity. They have been consulted on policies affecting universities (Milward, 2018), cited as good practice examples (e.g. Milburn, 2012) and collaborate, alongside universities, to influence policymakers (e.g. Russell Group, 2019). Despite the relative lack of research attention, through having established reputations and apparently impartial status, some TSOs have reach and influence in WP exceeding that of individual universities.

The involvement of TSOs in WP mirrors a trend of non-government actors playing an increasing role in education policy through networked governance (Ball, 2008). TSOs are often 'hybrid' organisations, managing tensions between their charitable status and the legitimacy and 'evidence' favoured by policy makers (Taylor & Warburton, 2003). With little empirical work exploring the third sector in education governance, how their status as TSOs influences policy formation and enactment is unclear, particularly at organisational level where policy is translated into texts, discourses and practices.

My research aims to address this lack of focus on the third sector in WP, looking at organisational practices and the 'words and reasonings of communities or networks of policy actors' (Gale, 2007. p153) to understand how TSOs translate and construct policy 'problems' in their work. Through examination of policy documents and interviews with policy makers and staff in TSOs, this paper will identify the ways that TSOs have played a role in WP practice and policy, both as partners to universities and as disruptors, and will examine the implications of their involvement for understanding and 'doing' widening participation.

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1B

Tintern | **Tuesday 11.20-13:00**

Degree apprenticeship pathways to professional occupations in England – a game changer? (0040)

Caroline S. Casey, *University of York, United Kingdom*

This paper presents the findings from a small-scale research study which sought to answer the following question: Can new pathways, such as the degree apprenticeship, disrupt longstanding social inequalities in access to professional occupations? Given that the solicitors' degree apprenticeship was only introduced in 2016, the solicitors' profession provides a pertinent case for examination of the likely success of this route in opening up the professions to individuals from non-traditional backgrounds. The study used a 'paired peers' inspired (Bathmaker et al, 2013) approach to Bourdieu's conceptual tools to explore participants' choices and decision-making, relating this to the concept of Relative Risk Aversion (Breen and Goldthorpe, 1997) to argue that individuals' background influences their choices in three ways: **(1)** their access to information and opportunities, **(2)** their capability to overcome barriers, and (3) their approach to decision-making on their post-school options.

The qualitative study from which the data were drawn used in depth semi-structured interviews to collect data (n=23) from Law students, trainee solicitors and solicitor apprentices from 4 universities and 5 law firms from across England, stratified based on institutional status to ensure a maximum variation sample (Emmel, 2013). This included: Russell Group and Post-1992 universities, 'Top 100' law firms, regional and city based law firms.

Themes arising from the data were grouped: knowledge and choice; access to capitals - mentors, internships, sponsorship, networks of support; accumulation and mobilisation of capitals. These themes were then analysed deductively in relation to concepts from the literature. The findings suggest tensions and trade-offs in individuals' decision-making in their choice of route, based on subjective risk assessment of the costs, benefits and chances of success. Key conclusions highlight a need for better informed careers guidance for post-16 decision-making and more support for individuals to access funded work experience programmes.

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1C

Castleton | **Tuesday 11.20-13:00**

Getting out there - critical assertiveness and effecting change in the age of Trump (0014)

Janet L. Oosthuysen-Smith, *Leeds Trinity University, United Kingdom*

We face many challenges in being agents of change in the age of Trump. Firstly, and most obviously, we see a marked lack of critical thinking in the world around us. Our colleagues in the compulsory school sector face huge pressure for data driven excellence - "crisis narratives around education and learning, which have gained momentum in recent years, have undermined public trust and apportioned blame to schools and teachers." (Smith and Benavot, 2019). This mitigates against any genuine critical engagement and encourages teachers to safely following the rubric. The dumbing down of political debate and the denigration of experts in media discourse mitigates against us (West, 2018). It is not a world out there that welcomes nuanced debate about the subject we have spent years researching.

My own research is into BAME achievement in Higher Education. HEIs are traditionally excellent at talking the talk- their business is words- but not often at walking the walk. The NSS is a good excuse for knee jerk reactions to student feedback, without real commitment to genuinely understanding the variety of experiences in the student body. It is a challenge is to take the unwieldy tanker that is the slow grind of the university committee system and turn it round to effect change. Facing institutional torpor is our second challenge.

We early researchers need to have the critical assertiveness to put ourselves forward everywhere. Critical assertiveness is a term I first raised at the TEAN conference 2018. A step above critical thinking it is certainly the critical engagement with the material, but also the skills and confidence to continue to raise the issues, and in this case our research, in any forum necessary. We need to encourage each other to maintain our robust approaches whilst also engaging assertively with the media, with public forums, and with the communities around us. We need to get my own research out there. This is not a trickle-down approach- when has that worked? - it must be a ground up position. Some will do this naturally, some need support.

To be an academic citizen then in 2019, we need to reclaim some public space for experts, by getting out there, and challenging all comers to debate. We need to "be the change we want to see" (Kellough,1970).

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1C

Castleton | **Tuesday 11.20-13:00**

Belonging After Brexit? EU Students Navigating Local Connections and Future Work in a Changing United Kingdom (0065)

Lillian Wilcox, Kirsty Finn, *University of Glasgow, United Kingdom*

23 June 2016 was momentous for the United Kingdom (UK): 52 percent of the population voted to leave the European Union (EU) while 48 percent voted to remain. This decision to exit, termed 'Brexit', sent jolts globally; shaking financial markets, challenging international mobility rights and concurrently re-igniting populism and nationalism discourses (Ford & Goodwin, 2017). The UK higher education sector has responded with concern, hoping to mollify uncertainty for the 138, 000 EU students who arrive each year to take up programmes (Ukcisa.org.uk, 2019). Issues of citizenship have dominated news reports in which EU citizens and MPs have become victims of harassment and hate crimes (Weaver, 2018). It is timely, then, to ask how Brexit is impacting upon EU student belonging in the UK.

This paper draws on an empirical study of EU student's feelings of belonging and their post study plans in an uncertain, political and cultural climate linked to Brexit with the intentions to highlight the significant value of EU student's position within UK higher education sectors. Despite longstanding legal, cultural and political connection between the UK and Europe, EU students are still considered international as they often have limited understanding of UK education systems and are frequently raised in significantly different cultures, societal structures and with non-English based languages of those in the UK (Tannock, 2018). However, as current UK tuition fee regimes and visa requirements position EU students at an advantage over their non-EU student counterparts, the debate around Brexit has strengthened the division between home and EU students ultimately pushing these students closer to their international counterparts. It is important, then, to grasp how and in what ways, EU student's experiences of studying, in a period of transition and exit from the EU, is changing and potentially undermining future plans and present feelings of belonging (see Prazares 2013). The presentation will focus on research with current EU students at the University of Glasgow and Swansea University (two regions in the UK with very different orientations towards Brexit), to examine how student experiences are being shaped by the discourses of Brexit. It asks whether students in 'remain' locales (Glasgow) are faring differently to EU citizens attending universities in notable 'leave' cities (Swansea).

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1C

Castleton | **Tuesday 11.20-13:00**

What does it mean to be an 'engaged' academic in the Neoliberal University? (0018)

Marion A. Oveson, *University of Sheffield, United Kingdom*

For some, being an engaged academic citizen means you are simultaneously exhausted, excited, under-funded, under-supported, emotionally connected to your project and the people in it, and at times exploited by your institution. I would like to reflect on what it means to be an engaged academic citizen working in partnership with communities in the Neoliberal academy.

My research focuses on the concepts of the civic university (Boyer 1996; Harkavy 2006), 'impact' (for whom?), and critical pedagogy (Freire 1972) by looking at community-university projects and the impact on those involved. An emerging theme and finding has been a disconnect between the language used by the HE sector where public engagement and impact are said to be the 'third pillar' alongside teaching and research, and the lack of corresponding support, action, and resourcing in real terms. This lack of support for academics actively working alongside local people has led to frustration, disillusionment, and stress.

My analysis of two different sites demonstrate the complexity found in community-university projects and how much time is needed to develop, build, and maintain relationships with community partners. However, sufficient time and financial resourcing is often not given because this doesn't fit well within a 'business

case' model. This can result in a cycle whereby the academic is perpetually chasing funding, which leads to not being able to spend enough time on the project, not having enough time to write journal articles and by extension can exclude them from promotion opportunities, as well as making it difficult to secure more funding and support from their institution.

Being an academic in today's Neoliberal academy entails a lot of pressures no matter what discipline or type of research one does. However, my data suggests that those doing community-based long-term participatory research are particularly impacted by the managerial business model now driving HE (Chile and Black 2015) due to the lack of resourcing, pressures on mental health, and promotion structures that don't value this kind of 'non-traditional' work. Being an engaged academic citizen and wanting to make a difference may be in tension with career progression and personal wellbeing.

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1C

Castleton | **Tuesday 11.20-13:00**

The academic citizen of 2019: an Australian perspective (0037)

Fabian Held, *Leela C. Cejnar, University of Sydney, Australia*

In this presentation, we share what it means to us to be an academic citizen in 2019 in a big Australian university. We consider how technological advancements, such as automation and artificial intelligence, are rapidly transforming different sectors (Royal Society & British Academy, 2018). Education is one sector that will be impacted and, in turn, this will transform our roles as academics who teach the future workforce. Therefore, we believe as academics, we will need to be agile, adaptable and open to "thinking outside the square" with our teaching pedagogy and brave enough to use our academic voices to ask for the right support and resources to respond to these changes.

For example, universities are increasingly expected to make students "job-ready" (Moore et al, 2017). There is a growing emphasis on academics, to ensure students develop non-technical skills and on providing students with opportunities to partner with industry to achieve their learning outcomes (Xia et al, 2017). Academics are being encouraged to identify ways of co-developing curriculum and assessment tasks with industry partners, to provide more authentic and meaningful "real world" learning experiences for students (Rowe et al, 2017). Such expectations have resulted in the rise of the interdisciplinary/multidisciplinary academic, who can develop "real world" curriculum, teach and assess a number of non-technical skills (eg: problem solving, critical thinking, communication, teamwork) and be sufficiently familiar with different disciplines and practices, so they can provide students with an holistic approach to learning.

As disciplinary-focused (law and data science, respectively) academics who adopted a new academic "citizenship" by transitioning into an interdisciplinary academic role in 2019, we explain what this has meant to us. We consider how the future may requires academics to redefine traditional academic collaborations with academic colleagues and shift to engagements with future employers of our students. We also consider how our teaching pedagogy might change as we find classrooms replaced with industry partners' offices/ boardrooms, or campus learning replaced with online/international learning (Buchan, Cejnar & Katz, 2018).

We also suggest how academics might be supported in preparing students for the future of work.

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1C

Castleton | **Tuesday 11.20-13:00**

Cohesion and Academic Collaboration in the Era of Academic Capitalism (0047)

Mario E. Alarcón, *Leiden University, The Netherlands*

This article contributes to the debate on the tensions that occur between the traditional academic culture and the administrative culture (Ruben et al., 2017), which emerges from the spreading implementation of managerial instruments inspired by academic capitalism (Slaughter and Leslie, 1997; Denim, 2017; Schulze-Cleven et al., 2017) as a trend of change in university governance and management.

The Chilean State's consolidation of a performance-based funding allocation model has forced the universities to promote processes of transformation in their internal management in order to respond to growing demands for greater productivity and quality of the results of academic work.

This article aims to show the results of a study about the effects of the managerial tool implementation on the forms of academic work, especially on cohesion and collaboration among academics. The research focuses on the case of a Chilean university, which during the last four years has introduced a reform in its management model, focused on the economic self-sustainability of the Faculties using performance contracts and economic incentives to academics. Twenty semi-structured interviews were conducted with managers and academics. Additionally, all the relevant official documentation was reviewed.

The findings show that the implementation of contracts, based on performance and monetary incentives in line with the capacity of economic surplus generation by the Faculties themselves, produced a division between two groups of academic units. On the one hand, there are those that manage to generate significant income and be self-sustainable since the nature of their disciplines puts them in a closer relationship with market dynamics. Thus, academics obtain high bonuses for their performance. On the other hand, Faculties, which are further away from the market, fail to increase and diversify their income, and therefore, their academics do not have access to better remunerations. This generated conflicts among academics, less collaboration between different disciplines and empowerment of the Faculties in accordance with their capacity to generate a surplus. The results are relevant on the international level, as they contribute with information on the change processes and their effects on academic management in Chile, and can be analyzed comparatively with the trends in the rest of the world.

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1D

Wentwood | **Tuesday 11.20-13:00**

Brushstroke Narratives: Reconceptualising Teaching Excellence (0064)

Linda C. Wilkinson, *University of Sheffield, United Kingdom*

This paper introduces a research project that seeks to contribute to a growing body of literature reconceptualising 'teaching excellence'. It provides narrative accounts on what 'teaching excellence' looks like in practice and reflects upon the factors and attributes that make it so. In so doing, it seeks to invoke the personal and the professional, painting a more inclusive and meaningful picture of 'teaching excellence'. In adopting portraiture methodology, the study brings an innovative approach to this field of study, and in so doing it provides alternative narratives on 'teaching excellence', exploring the lived experiences of academics at the coal face of higher education.

Portraiture is a creative methodological approach that blends qualitative social science research processes, with the aesthetics of artistic and literary metaphor. It first came to prominence in the work of sociologist Sara-Lawrence Lightfoot (1983) as she explored the link between culture, individual personalities and relationships within schools. By way of interviews, observations and reflections, this longitudinal study paints a verbal canvas (narratives), encapsulating core elements of the research participants' stories. That canvas translates into a written portraiture, accumulating in-depth authentic stories that go beyond superficial descriptions. It invokes and seeks to combine elements of biography, aesthetics, and socio-political history. The portraits are developed, shaped, and textured through cumulative interactions between the portraitist

(researcher) and the sitters (participants). Moving from a blank canvas to an authentic portrait begins with the cultivation of dialogue and building effective collaborative relationships. It is through the development of trusting relationships that significant themes emerge and authentic findings developed:

'It is necessary to guard the sitter from all anxiety as to the probable success of the portrait, but the painter can, and should, from the first moment take the sitter into his entire confidence with regard to his intentions, and so make it a matter of "we"'(Herkomer, 1890).

This 'research in progress', is generating a wealth of primary data. Study participants comprise of four social science lecturers at an English University. Following an initial sitting with each participant the researcher created a preliminary sketch or 'gesture drawing'. These, and subsequent portraits were shared with the participants allowing them to reflect and collaborate on the themes and stories initially identified. They became the foundation for discussions in subsequent interviews. Portraits of each academic stand as individual vignettes, that encapsulate both individual stories of success and the challenges experienced in higher education.

Preliminary findings offer insights into the challenges faced by academics in a constantly changing higher education environment. They contribute to our understanding of how the concept of teaching excellence may be reconstructed through a social justice lens, one that considers the possibilities for genuinely transformative and emancipatory practice.

1D

Wentwood | **Tuesday 11.20-13:00**

"Do I deserve this?": Enhancing student engagement with feedback using screencasts and dialogic feedback (0058)

James M. Wood, *University College London, United Kingdom and Seoul National University, The Republic Of Korea*

Feedback in higher education has been shown to be an important determinant of student success (Hattie, 2009), however, it is also a topic that has been highlighted as one of the least satisfactory aspects of the higher education learning experience for students (OFS, 2019) and one that has 'highly variable' impacts (Carless & Boud, 2018 p1315). In addition, more scholarship has focused on what constitutes 'good feedback' and from a 'transmission perspective' than on what influences how it is perceived, engaged with, and used by students (Winstone et al, 2017).

Some studies have suggested that screencast feedback (feedback audio/video of the feedback giver's screen as they mark) may help students to engage with feedback, because it has been found to be clearer (Turner and West, 2016), convey more details (Borup, West, & Thomas, 2015; Crook et al. 2012; Henderson & Phillips, 2015), and to better facilitate 'feedforward' (Lamey, 2015; Henderson and Phillips, 2015; Edwards, Dujardin and Williams, 2012). However, the lack of dialogism has been reported to be a major drawback for the medium (Vincelette and Bostic, 2013; Anson et al. 2016; Stannard, 2019). In addition, few studies have considered screencasts feedback in relation to feedback engagement. Empirical research is also yet to consider screencasts and technology-mediated dialogic feedback and a potential relationship with enhanced feedback engagement.

Methods

This paper takes evidence from several academic writing classes over the past four years, taking 15 qualitative questionnaires and 8 depth interviews from pre-masters students at King's College London in 2015, and 14 reflective journals, 14 questionnaires and 13 interviews from a credit-bearing advanced writing class at Seoul National University in 2018. All participants received screencast feedback on their research essays and discussed their experiences of engaging with the feedback.

Results and discussion

Throughout the data the students indicated that they viewed the screencast feedback positively, and reports confirmed many of the findings in the current feedback literature; feedback was 'clearer' it better illustrated 'global' aspects of feedback (structure and criticality) and made them feel 'connected' with the feedback giver. However, students complained about audio quality and the lack of bi-directionality of feedback in the KCL iteration.

To remedy these issues, in the second iteration, a high-quality microphone was used in conjunction with Google Docs to facilitate student questions on feedback. Subsequently, students reported a high degree of satisfaction with feedback, the perception that screencast feedback was 'conversational' in nature, and that

when combined with Google Docs it was unnecessary to meet face to face. Participants also revealed that through the screencast they felt their work had been given 'proper' attention, and perceived teacher 'effort' and 'care' in the production of the work. This reportedly motivated dedication to the use of feedback as a form of 'reciprocation' for perceived teacher effort. Screencast feedback also aided understanding of high-standards, particularly when the marking criteria were referred to in the screencast.

Conclusions

The findings confirm that screencasts used in combination with technology-mediated dialogic feedback can have a positive effect on feedback engagement and use. This may have important implications for the design of feedback in higher education contexts in which student engagement with feedback continues to be an issue.

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1D

Wentwood | **Tuesday 11.20-13:00**

An exploration of ontological and epistemological tensions experienced in 'being' and 'becoming' a learner in Higher Education. (0044)

Gillian Teideman, *University of Brighton, United Kingdom*

Ontological education enables a personalised approach to learning interactions; it accounts for the unique, perspectival meaning making of the students creating space and opportunities 'to encounter the familiar in unfamiliar ways' (Dall'Alba and Barnacle, 2007, p685). In this paper the tensions caused by subordinating ontology in favour of epistemological concerns are explored by drawing on findings from a qualitative phenomenological research study. Interpretative phenomenological Analysis (IPA) provided a methodological framework and analytical approach that enabled an exploration of the individual [and shared] lived experience of six undergraduate students during their first year at university. Semi-structured interview transcripts were analysed using an iterative, hermeneutic approach before a cross-case analysis of idiographic accounts revealed patterns of convergence and divergence. A process of abstraction identified 'self' and 'becoming' and 'belonging' as recurrent master themes.

What it means to become a learner in HE is dynamic and demands awareness and openness to changes in being. Parallel issues were encountered in contrasting ways and the methods employed to cope with learning provided insight into the subtle and sometimes acute differences between the way each participant made sense of experience. Findings show how critical situated and meaningful interaction is in fostering resilience,

engagement and a sense of control over learning. However, academic expectations are not always obvious or explicitly understood by students with certain pedagogic methods exacerbating feelings of anonymity and disconnection. The disjuncture felt by participants positions transition as an ongoing process and learning as an immersive undertaking where co-constitution acts as a frame of reference for making sense of experience; therefore, how students navigate, engage and succeed in learning is both a matter of ontology and epistemology.

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1D

Wentwood | **Tuesday 11.20-13:00**

The "Quality" of Social Work Students in England: A Genealogy of Discourse 2002-2018 (0101)

Joe Hanley, *Brunel University London, United Kingdom*

Despite decades of almost constant reform aimed at improving the quality of social work education, students entering university based social work education are increasingly portrayed as lacking in some poorly defined "quality" or "calibre" (Department for Education, 2016; Department for Education, 2017). This presentation will outline research that examines how this discourse has developed since the introduction of the social work degree as the minimum qualification for practice in 2002. The methodology utilised was a genealogy of discourse, an approach concerned with exploring how the dominant discourse and the discursive formations that underpin it have come into being over time. An extensive review of government reports and reviews from 2002-2018 was undertaken, and ultimately 37 texts that make direct reference to the quality of social work students were included. The central research question was: How has the dominant discourse changed, if at all, in considering the quality of entrants on to social work qualifying education?

Key findings from the genealogy are that the dominant discourse surrounding the quality of students has shifted since 2002 from positive to negative, and this is linked in the discourse to the need for more employer involvement and poor public perception of the profession. While a number of terms are used to describe the types of students who would be preferable, including 'talented', 'bright' and 'high calibre', most recently this has shifted towards a focus on students from 'top universities', 'select universities' and 'Russell Group graduates'. The dominant discourse is now firmly that new introduced and increasingly independent fast-track programmes are self-evidently the answer to the major issues facing recruitment into the higher education social work courses. This genealogy challenges the assumptions that have established this dominant discourse, showing that they are not based on settled knowledge about the quality of social work students, but instead on the repetition and proliferation of discursive formations over time. This discursive direction is further shown to have the potential to create a self-fulfilling prophecy, whereby the negative discourse reduces the status of the profession to the point that it deters students from entering the profession through any route. The focus on Russell Group and selective universities is also shown to have significant implications for widening participation, an area where social work courses previously had substantial success, but this success has instead been recast in recent years as a "burden" (Narey, 2014: 16).

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Department for Education (2017) Confidence in practice: child and family social work assessment and accreditation system Government consultation response, London: DfE.

Narey, M. (2014) Making the education of social workers consistently effective, London: Department for Education.

1E

Langstone | **Tuesday 11.20-13:00**

Widening Participation: What we need to know, from those who already know (0087)

Abigail L. O'Brien, *University of Exeter, United Kingdom*

Context

Being an academic citizen in 2019 means to do everything that we can from our 'ivory towers' to invoke change. We create change by finding new ways to improve the Higher Education system and we respond to change accordingly.

A key aspect of academic citizenship is to promote a more socially inclusive environment. 'Widening Participation is not only about increasing the numbers of entrants to higher education, it also involves engaging learners from currently under-represented groups' (Gordon et al 2010:169). In order to engage learners from under-represented groups it is important to understand ways in which to achieve this.

The Research

This presentation will include discussion of a PhD research project that encompassed 10 months of in-depth qualitative research with 12 students, as well as a questionnaire to two sixth forms in two secondary schools in an Urban and Rural setting. The data collection included a variety of research instruments including: interviews, elicitation tasks and journal work with the 12 students. This was to understand better the decision-making of student's when thinking about post-18 choices.

In order to try and understand what influences young people's decisions for post-18 choices it seems prudent to involve those who know best, young people who are making these decisions currently. By keeping student voice at the heart of this study it is hoped that those who know will inform those who do not and will hopefully help us to Widen Participation further, particularly in Russell Group institutions where the problem still lies.

The Argument

This study focused particularly on the inclusion of working class voices and giving advocacy to these voices (Smyth and McInerney, 2013) in order to explore further where the issues surrounding Widening Participation in Russell Group Universities lie. Through exploring the similarities and differences between the sixth form student voices the presentation will outline key areas that shape student decision-making and university choices.

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1E

Langstone | **Tuesday 11.20-13:00**

How can Higher Education Institututions in the United States Create a Sense of Belonging for Students with Autism Spectrum Disorder (0021)

Hannah M. Gumbert, *Taylor University, The United States of America*

Individuals with special needs are often overlooked or left out in discussions about higher education. Colleges and universities have recently been enrolling more individuals with special needs, however it can be easy for them to forget or miss out on targeting students that have 'invisible disabilities' or those not easily recognized by one's physical reflection, such as autism spectrum disorders. Higher education institutions exist to prepare individuals academically, personally and socially for life after college. However, individuals will not be able to successfully achieve these goals if they find themselves in an environment that is not adequate for their overall development as a person.

Institutions that want to work with students with autism spectrum disorder must first focus on creating a place where physiological needs, safety, and a sense of belonging is met in order that students can be adequately prepared to develop academically, personally and socially for life after college. The research focuses on defining and understanding the overarching nature of autism spectrum disorder, why belonging matters, and what an environment of belonging looks like for a student with autism spectrum disorder.

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1E

Langstone | **Tuesday 11.20-13:00**

'You have to play the game': Black students' strategies for belonging at a predominantly white university (0035)

Lateesha Osbourne, *University of Bath, United Kingdom*

Black students are the least likely of any group to be admitted to Oxford, Cambridge and Russell Group Universities, (Lammy 2017, Boliver 2016, Bhopal 2017). Beyond 'elite' institutions, there is also evidence for patterns of clustering with Black and Minority Ethnic (BME) students more likely to attend post-92, 'new' universities (Boliver 2016). The UK's 'widening participation' policy response to these inequalities largely focuses on access; removing barriers and getting more members of underrepresented groups through the doors. This has been credited with some success as Black students are the fastest growing student entrants. Yet, as a group, Black students remain disproportionately more likely to leave their degree programme prior to completion (HESA 2018). In recent years, student campaigns, media commentary, and academic voices have insisted that the focus should shift from access to the everyday university experiences that may affect Black student's retention and attainment (Thomas 2012, Araújo et al., 2014, Department for Business Innovation and Skills 2017).

This presentation seeks to highlight the everyday experiences which may be consequential to Black student's sense of belonging and to identify their strategies. This work draws on PhD research - semi-structured interviews (n=17) and focus groups (n=13) with Black students at a predominantly white, pre-92, university. The findings suggest that they perceive differential treatment, but also employ many strategies prior to and during their time at the university to combat this. For instance, some believed it was best to 'play the game' and others felt they should 'be Blacker'. This presentation explores the hidden decisions, contradictions and compromises that come with being a Black body in a white space.

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1E

Langstone | **Tuesday 11.20-13:00**

Digital spaces as key places to mitigate isolation for academics of color (0088)

Michelle N. Grue, *University of California, The United States of America*

The bonds of academic citizenship are often crafted through "chance encounters" (Villanueva & Moeggenberg, p. 44) with academics of similar interests and backgrounds, which can have big career impacts (writing partnerships, funding opportunities, etc). Yet, because academics of color tend to work in isolation from each other, they must create opportunities for these encounters (Crenshaw, 1991; Goodburn, LeCourt, & Leverenz; 2012; Muhs, Niemann, Gonzales, & Harris; 2012; Wright, Thompson, & Channer, 2007). This project takes secondary results from my master's thesis project on Black women academics in the US; it explores their behaviors in alternative digital spaces and extends that research by analyzing the features of those spaces.

I collected 500 tweets each from four US Black women professors and coded them, and the participants' other digital imprints, through a critical digital literacy lens (Brock, 2012 and Goodfellow, 2011, 2013). I also used critical digital literacy to analyze select digital spaces Black women academics at US universities use. I found that these spaces were used to collaborate, reciprocate, respect, and build community (Hidalgo & Grimes, 2017). They also forward liberatory aims, engage in careful political action, and celebrate each other. The spaces utilize the affordances of their social media platforms to encourage these behaviors.

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1E

Langstone | **Tuesday 11.20-13:00**

Kaleidoscopic identities: Students 'becoming' professionals (0061)

Melanie J. Beckett, *Staffordshire University, United Kingdom*

This paper will discuss the findings of a three year, longitudinal study of twelve 'A' level students in the sixth form of an FE college and how they made sense of going to university. These students were interviewed during each semester of their undergraduate year and were the first cohort to experience the 2015 'A' level reforms, compounding well documented issues around university transition. Some students successfully transition all stages of their education, ultimately seeing university as a natural progression (Maunder et al., 2013), whilst others do not. This is especially true where they are the first in their family to attend or are non-traditional students. Comparing themselves unfavourably with their peer group can cause students to feel they do not 'belong'. Inability to perceive themselves as a successful student may result in negative self-esteem or withdrawal from the process (Tinto, 2013).

The first few weeks of any educational transition are a vulnerable time (Hattie, 2014) as self-identity is developing. The transition process itself affects identity formation as students seek to establish their position within the institutional field (Bourdieu 1992). Where a student's habitus is misaligned with their educational institution or its field, they are said to feel like 'a fish out of water' (Grenfell, 2014). Where this occurs, adjustments have to be made to individual habitus before the student experiences a sense of belonging. The students in this study were juggling professional and student identities. They were training to become academic citizens in careers such as midwifery, law, teaching, photography, journalism and film production. Some were on the outskirts of communities of practice and how they integrated into these existing communities was enlightening. Their experiences informed and coloured their view on the world and were kaleidoscopic; every time we talked the shape of their lives had changed from the previous pattern and had reformed to create twelve unique, individual images. The kaleidoscope metaphor is a lens for considering student transitions; a tool for grasping the complexity, ambiguity and fluidity of individual's experiences throughout their transition from FE to HE.

The kaleidoscope lens creates a prism through which the social and academic factors students encounter is refracted. Academically exams and striking lecturers proved problematic, as did study skills and keeping up in lectures. Socially issues of bullying, falling out with new friends and leaving behind old friends and family impacted individuals negatively. Going to university is evidently an emotional experience and yet this is an area which is underreported in the literature (Christie, 2008). Furthermore little research currently exists into the impact of the 2015 'A' level reforms, unconditional offers or academic strikes, all of which this research addresses.

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Caerleon | **Tuesday 11.20-13:00**

Enhancing teaching practice in a cross-disciplinary subject using Positive Pedagogy approaches (0100)

Priyank Shukla, *Stephen McClean Ulster University, United Kingdom;* Elizabeth Hidson, *University of Sunderland, United Kingdom*

There is an increasing number of multi-disciplinary courses (e.g. Bioinformatics, Health Informatics, Personalised or Stratified Medicine, etc.), now available in the Higher Education sector, which involve cross-disciplinary subjects (e.g. Statistics, Mathematics, Computer Programming, etc.) While they are technically informed by current job requirements, most course teams are faced with the challenge of teaching vastly diverse subjects. Considering that these multi-disciplinary courses are new, most of the time they lack appropriately tailored teaching methods, leading to a significant portion of this challenge (of learning those diverse subjects) being delegated directly to the students, causing stress and anxiety among them. This is contrary to traditional courses where one would study a single subject throughout the period of higher education and specialize in it at the end. This, in contrast, represents a comparatively relaxed learning track, and one where well tried-and-tested teaching methods exist.

This Advance HE funded (Shukla, McClean and Hidson, 2019) and Ulster University's award-winning study aims to address above mentioned challenges. Student evaluation reports were gathered in order to identify the aspects of the approaches that contribute to reducing student anxiety when faced with a challenging cross-disciplinary subject (i.e. computer programming). The results and feedback of this study endorse that for teaching computer programming to students from a life sciences background, the proposed approach of

"workshop-followed-by-tutorial" is better than traditional approach of "lecture-followed-by-practical". It also endorses "open-book" (Green, Ferrante and Heppard, 2016) practical class tests and a "feed-forward" model (Knight, 2006) of feedback via open class discussion for reducing stress and anxiety among students. The combination of these teaching and learning approaches provides a pedagogic framework to help in fostering a creative environment, encouraging independent thinking, team-work, and overall in providing an enhanced learning experience to our students for developing economically important IT-skills, thus preparing them for the employment sector.

In general, this session will be relevant to anyone who is involved in teaching multi-disciplinary courses. The presentation aim is to generate an appreciation among the audience of how combining their subject-specific pedagogy with the general active learning (Race, 2015) and student-centered learning (Hoidn, 2016) pedagogies can help in designing their cross-disciplinary modules more effectively, and also how the proposed approach can be deployed in their own teaching practice/settings.

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1F

Caerleon | **Tuesday 11.20-13:00**

Influences on tutors approaches to problem-based learning across disciplines. (0017)

Heather M. Fraser, *Coventry University, United Kingdom*

Within higher education there has been an increasing focus on the quality of teaching since the turn of the century (Biggs & Tang, 2011) and this is likely to intensify as a result of the Teaching Excellence Framework (BIS, 2016). With a shift from content-focused to outcome-focused curricula comes increased attention to student-centred learning (Biggs & Tang, 2011).

Problem-based learning is an example of student-centred learning, where students work together in small groups, and are in control of their own learning (Savin-Baden, 2003). Its effectiveness has been well researched in improving graduate outcomes (Hoidn, 2016) by equipping students with the skills they require for employment (Martin, West, & Bill, 2008). Whilst emerging from medical education, problem-based learning is being increasingly used across different disciplines although there remains a bias towards use within health education within the literature. There are differences noted in pedagogies used across different disciplines (Abbas, Abbas, Brayman, Brennan, & Gantogtokh, 2016) and whether they are more likely to be teacher or student-centred (Lindblom-Ylänne, Trigwell, Nevgi, & Ashwin, 2006) but a gap remains in research focussing specifically on the influences to problem-based learning across disciplines. This ongoing PhD study adopts a narrative approach to explore the influences on tutor approaches to problem-based learning across disciplines. Data was collected from five different disciplines, in five different universities using narrative interviews and participant observations.

This paper presents preliminary findings from an ongoing PhD study. It will be of interest to others working in higher education, particularly those with an interest in student-centred approaches to learning and disciplinary differences.

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1F

Caerleon | **Tuesday 11.20-13:00**

'Academics as citizenship educators: insights from an ongoing action research project' (0054)

Piers Von Berg, *Institute of Education, University of London and University of Plymouth, United Kingdom*

Citizenship is often learned not taught at university by absorbing norms from scholarly study (Watson 2014) and organised extracurricular activities (McFarland and Thomas 2006). This is under threat from a pervasive culture of performativity and credentialism, with its emphasis on the market value of studies and interests, that constricts the time and space available for development of civic identities (von Berg under review). This raises an interesting question as to whether academics can assist students to explore and develop their civic identities and agency, and if so, what this might tell us about the largely neglected civic role of academics in the changing environment of higher education (Macfarlane 2005).

The author explored this question in an action research project at his institution. The project examined the impact of using pedagogies such as critical reflection (Boud et al 1985), transformative learning (Mezirow 1990) and forum theatre (Boal 2002). Respectively these helped students to question assumptions behind beliefs, encounter new experiences outside of university and rehearse and critique behaviour as citizens. Data was generated by observing and talking to students engaging in these activities and considering my own experience as a reflective practitioner (Ashwin et al 2015). The initial findings suggest that issues the students choose to explore such as loneliness, powerlessness and bureaucratic arbitrariness are ones that academics can relate to. It is suggested that one role of academic citizens is to work in partnership with students to explore common concerns to nurture the civic identities and agency of both. This allows both student and teacher to retain control and agency over their own self-formation in higher education (Marginson 2017).

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1F

Caerleon | **Tuesday 11.20-13:00**

Challenges of International Students in Irish Higher Education and the Role of Lecturers (0081)

Sharon Harris-Byrne, *Institution of Technology Carlow, Ireland*

Objective

My PhD (2017) study was designed and carried out in order to examine the socio cultural experiences of international students in higher education in Ireland. My investigation examined the impact of these experiences on a set of key relationships connected with these students' concepts of self-identity and sense of self (Giddens, 1991). I paid particular focus on the transition, community support and relationships of the students.

Methodology

This study was qualitative in nature and a multi site case (Merriam, 1998) was the approach that was taken to best answer the research questions. Focus groups and semi structured interviews were used. The sample of forty seven international students representing twenty six different nationalities who took part in this study were registered in a range of disciplines at both undergraduate and postgraduate level in Ireland.

Literature

The goal of this presentation is to present one of the nine key findings of my PhD research. I would like to pay particular attention here to relationships international students had with Irish lecturers and the impact these relationships had on their time in Irish higher Education.

International students face many challenges when they leave their 'protective cocoon' and embark on a journey of self discovery and higher education abroad (Giddens, 1991). However, they face many more challenges than domestic students. Language, acculturation both culturally and academically, financial burdens as well as housing and medical issues are concerns for international students. There are also the challenges international students face in new relationships with classmates, housemates and lecturers (Brown & Hollaway, 2008; Cheng & Fox, 2008; Poyrazli & Grahame, 2007; Pham & Saltmarsh, 2013). These challenges are found to be more profound for those cultures that are greatly different from their own (Poyrazli & Lopez, 2007; Harris-Byrne, 2017).

Such challenges can slow the acculturation process and prevent the students from integrating positively in their new environment (Ying & Han, 2008; Brown & Jones, 2013; Wang & Mallinckrodt, 2006).

The role of lecturer is important here. Participants in my research claimed that the pastoral care and caring nature of lecturers in Ireland not only helped them adapt and feel welcomed but they felt they were involved in a better learning environment. Participants claimed once the hierarchical, layered, traditional professor/ students ethos was removed international students found themselves to be in a better learning environment.

My research was unique in the fact that it was the first research to look at the socio cultural issues of students in Irish higher education using a purely qualitative multisite case. My research contributes significantly to the development of policy and notably contributes to literature in the field of international students in higher education.

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Caerleon | **Tuesday 11.20-13:00**

Exploring trainee teachers' reflective journals as mediators of professional identity – a PhD proposal (0022)

Claire E. Hadfield, *Plymouth Marjon University, United Kingdom*

This paper will present and seek feedback on my PhD proposal: a 3 year longitudinal study of a cohort of Secondary PGCE trainees, focussing on the development of their 'teacher voice' and self-identity as evidenced in their reflective journals, considering the extent to which the specific route they have taken into teaching (traditional PGCE, School Direct or SCITT) impacts on the evolution of their 'teacher identity' and the likelihood of their remaining in the profession.

Drawing from a theoretical standpoint on Bourdieu's concept of 'habitus' and Wenger's 'communities of practice' theory, with reference to Benner's competency model, and supported by recent work on teacher identity by Clarke (2016) who explores the dialectic between government policy and teacher identity, and O'Shea (2018) who examines the role of social media in shaping teacher identity, I will firstly explore a range of factors impacting on the development of student-teacher identity through the training year and beyond.

The intention is to follow a cohort of secondary student- teachers through the PGCE year and into the newly-extended 2 year NQT phase, tracking the development of teacher identity through the trainees' reflective journals and end of course viva, classroom observations and evaluations, as well as semi-structured interviews at key points througout the 3-year study period, thus enabling a longitudinal study of teacher self-narration and self-perception.

Given that 33% of teachers leave the profession within 5 years of qualifiying (DfE 2018), the second focus of this study, on the relationship between teacher identity and retention, is both timely and relevant in the current educational landscape in which teacher retention is a 'live' issue. The intersection and relationship between the route chosen, the extension of the NQT period from 1 to 2 years, tensions between self-identity and public perception will be considered as contributory factors to both teacher identity and retention rates.

I am seeking to refine and shape the focus of the PhD, so I am especially interested in thoughts on and reponses to the following questions:

1. How do school and university-based experiences combine to impact on student-teachers' evolving identity during the PGCE year?
2. What are the tensions between emerging professional identity and 'performativity' for early career teachers specifically?
3. How does early-career teachers' self-identity evolve during and beyond the PGCE year, and how does this evolution affect retention/drop out rates?

1G

Usk | **Tuesday 11.20-13:00**

International higher education and public diplomacy: A case study of Ugandan graduates from Chinese universities (0007)

Benjamin Mulvey, *The Education University of Hong Kong, China*

China has rapidly expanded its provision of higher education for international students in recent years, and there is a consensus that this expansion has been undergirded by a public diplomacy rationale (Pan, 2013; Wu, 2018). That is to say, the Chinese government assumes that students will go on to play a para-diplomatic role to the benefit of China's international relations upon graduation. However, there is a lack of research which seeks to understand how graduates of Chinese higher education institutions may be contributing to Chinese foreign policy goals in specific contexts. Whilst prior research has explored the opinions and attitudes of international students in China prior to graduation (Dong and Chapman, 2007; Haugen, 2013), there is a dearth of studies examining the post-sojourn attitudes and activities of international graduates of Chinese higher education institutions, yet an understanding of this is necessary to understand how graduates may actually be contributing to China's diplomatic strategies. As such, this article presents a qualitative case study which, through the use of interviews, explored the attitudes, opinions and post-graduation trajectories of a group of Ugandan graduates of Chinese universities. Uganda is selected as a critical case study due to its geopolitical importance and close economic and political ties to China (Shen & Taylor, 2012). This group of graduates were found to hold complex and nuanced views towards their hosts, highlighting that students are political and social actors in their own right, rather than passive diplomatic tools, as they are often constructed in policy texts. Participants were generally ambivalent towards China and Chinese involvement in Uganda, yet tended to acquiesce Chinese economic involvement in Uganda in various ways, as this represented an opportunity to convert an understanding of Chinese language and culture developed during time in China, into economic capital. This represents a potential means through which Chinese national interests are forwarded abroad beyond the increasingly common soft power argument.

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1G

Usk | **Tuesday 11.20-13:00**

Curriculum-Based Assessment in Japanese Universities: focusing on Learning Outcomes of Individual Student (0060)

Toru Hayashi, *Yamaguchi University, Japan*

Japanese Universities have encountered new challenge to shift from the conventional curriculum model. As Japanese society have confronted with rapid changes including globalization and an aging society with fewer children, we must now achieve social structural reforms aimed at a dynamic and sustainable society. Japanese Universities must take the initiative and carry out curriculum reforms for developing diverse human resources and innovative enterprise.

Therefore, “Grand Design for Higher Education toward 2040” by the Center Council for Education, suggests the Shifting to learners-oriented education, in detail, the Visualizing the learning outcomes of individual learners. Japanese Universities will have to build renewed curriculum that be able to assess capability of surviving the age of unpredictability, universal knowledge and understanding as well as versatile skills both in humanities and sciences, and qualify to actively support society along with the changes of the times and improve the society with capability of thinking logically.

[Strengthening Internal Quality Assurance (IQA) through Curriculum Management]

Referring the Institutional Accreditation Standard, Japanese Universities have to establish IQA system to develop appropriately the processes for curriculum management in each faculty and manage regularly the review and improvement of these curriculum management. The processes for curriculum management refers to the establishment of the three educational policies (i.e., Diploma Policy, Curriculum Policy, and Admission Policy), the compilation of a systematic curriculum based on those policies, the development of curriculum, the review of the effectiveness of these curriculum, and the constant and continuous improvement and advancement based on the results of reviews.

Around strengthening IQA, Japanese Universities are required the establishment of Curriculum Management for achieving Learning Goals, Diploma Policy.

[Case Study of Curriculum-Based Assessment, Yamaguchi University]

In 2016, Yamaguchi University had developed new educational program for fosterring Local Community Leader,Yamaguchi Frontier Leader Program supported by governmental funding. This educational program is composed of 3-year curriculum based on 6 Learning Goals and makes an arrangement of course numbering system, Basic Lectures (Level Code 100), Field Studies (Level Code 200), Project based Internship (Level Code 300). Preparing Curriculum Mapping and Program based Rubrics, Individual Student can see the process and result of Learning Outcomes. We make an opportunity of learning assessment in some particular courses of each Level Code. We call it the courses for Learning Assessment. We will show the results of Learning Outcomes relating 6 learning goals through Curriculum-based Assessment.

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1G

Usk | Tuesday 11.20-13:00

'Everyday bordering' and transnational academic citizenry formation among Central Asian students in the UK (0089)

Olga Mun, *University of Oxford, United Kingdom*

I am present my analysis of how the process of 'everyday bordering' (Yuval-Davis et al., 2018) affects the process of academic self-formation (Marginson, 2014) among international students from Kazakhstan in the UK. The analysis consists of two parts. In the first part I am presenting a synthesis of two different sets of literatures: one on 'everyday bordering' and migration and another on the self-formation of international students during their studies abroad. Based on the literature analysis, I am introducing a new concept of 'transnational academic citizenry formation'. In the second part I am analysing empirical data to show how the process of bordering is affecting not only personal but also academic self-formation among international postgraduate students in the UK. Hence, I am revealing how 'transnational academic formation' takes place. The importance of this project is three-fold. First, it presents a new conceptual framework which is bridging literatures on migration and bordering with literature on international education. Second, it presents a new analysis on international students from Kazakhstan. Third, the study is an attempt to conceptualise how non-Western academic lives and cultures are being formed transnationally and what implications this process might have on academic cultures formation in Kazakhstan. The empirical arguments of this study is informed by 25 qualitative interviews conducted with purposefully selected postgraduate degree mobile students from Kazakhstan based in several cities across the UK, which is one of the top 5 destinations for outbound mobility for Kazakhstani students.

Kazakhstan presents itself as an interesting global and regional case study for research on student mobility. Kazakhstan's outbound mobility ratio (OMR) as of 2017 is 14,28, placing it globally 12th in the outbound mobility ratio (UISb, 2019). This score is high and it means that out of all 5 Central Asian countries Kazakhstan sends the highest number of students to study abroad in relation to the number of students enrolled at Higher Education Institutions in the country. I argue it is important to study the social implications of the study abroad trends from Kazakhstan to the UK as, for instance, Bolashak graduates are required by the program rules to return to Kazakhstan for 5 years and upon return they might take up key business, social, political and academic roles. Existing literature engages with this topic from a macro institutional level (Perna et al., 2015; Holloway et al., 2012). The present proposed study will add to the conversation on international scholarships on a micro level and education in Central Asia, Kazakhstan specifically, by shedding light on how the academic process of self-formation is hijacked by British immigration policies.

1G

Usk | Tuesday 11.20-13:00

Mental Health Literacy in U.S. Higher Education (0082)

Caleb M. Grubb, *Taylor University, The United States of America*

The topic of mental health is on many higher education institutions' policy radars as concern grows with the current cohort of "Generation Z" or "iGen" reporting higher rates of depression, anxiety, and other mental health concerns. Jean M. Twenge (2017) defines Generation Z as those born between the years of 1995 to 2012. The American Psychological Accociation's "Stress in America: Generation Z," shows that a majority American Generation Z youth "expereince stress at least sometimes" by the potential for a mass shooting at their school, stress about their nation's future, the rise in suicide rates, climate change and global warming, separation a deportation of immigrant and migrant families, and widesperad sexual harassment and assult reports. American iGens believe they have little coping skills, with only 50 percent of iGens feeling like they do enough to cope with their stress. Generation Z reports the lowest quality of mental health compared to all other reporting generations.

Among many of the thoughtful ways to tackle this growing crisis on college campuses, this session will discuss a concept introduced by psychologist Anthony F. Jorm (1997) known as Mental Health Literacy (MHL) as a potential policy solution. MHL calls on not only the college counseling center to aid students facing a mental health crisis, but also on the whole campus community through education and destigmatization. MHL has the opportunity to give students power over their own mental health crises, while also teaching students appropriate times to utilize mental health services at their institution. Many American universities have already begun implementing MHL programs on their campuses to try to meet the mental health needs of Generation Z, especially in areas of coping with stress. Some of these programs

include first year seminar classes, peer-to-peer mentoring programs, and education on media awareness including thoughtful social media engagement, how to find and use informational mental health websites, and informative podcasts. In this session, current prominent literature will be discussed, future research endeavors by the presenter, and emerging MHL programs at major U.S. institutions.

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1G

USK | **Tuesday 11.20-13:00**

International Academic Commuters in Central and Eastern Europe – another sign of precarity? (0033)

Kamil Luczaj, *University of Information Technology and Management, Rzeszow, Poland*

International academic commuters are scholars – academic instructors or researchers – who live in one country and work in another (Mäkelä, Saarenpää, McNulty 2017). In the context of Central and Eastern Europe (CEE) they regularly travel back and forth between neighbouring countries. The distance can be as long as 600 kilometres one-way, so their mobility is often referred to as 'extreme commuting'.

The prevalence of international academic commuters is quite specific to the CEE region, as research from other regions shows that it is indeed rare for academics to not live where they work (Rostan, Höhle 2014). Lengthy commutes are among the factors discussed by Guy Standing in his seminal work on precariat (Standing 2011). The qualitative analysis of their biographies enables us to conclude that commuters are compelled to take a job abroad due to the bad economic situation and low salaries or political repressions in some regions of the former USSR.

From the institutional side, commuting employees with required academic credentials (e.g., Ph.D.s, Professors) are needed to be authorized to offer academic programmes in certain fields. This requirement, coupled with the economic problems of many academics, create the unfavourable situation of multiple job holding. International commuting is a trick to get around policies banning dual employment, or making it legally complicated.

The results of this study stem from a two-year research project involving 140 qualitative in-depth interviews conducted in Poland and Slovakia. A subsample of 22 commuters has been selected for the purpose of this paper. The paper is organized as follows: First, I provide background statistical information. Second, I explain the qualitative methodology of the project. Third, I examine foreign-born scholars' motivations to take a job, the recruitment process, professional career paths. Finally, I discuss the results in the theoretical context of academic capitalism (Slaughter, Rhoades 2004), academic transnational capital (Zweig, Changgui, Rosen 2004; Lehn 2016), and the precarization of academia (Gill 2010; Ivancheva 2015).

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SESSION 2: WORKSHOPS

2A

Severn Suite | **Tuesday 14.30-15.30**

Breaking out of the Box: Creative and innovative methods and dissemination in HE research

Dr Jessica Gagnon, *University of Strathclyde*

The purpose of this hands-on, interactive workshop is to discuss and explore creative and innovative methods of data collection and dissemination in higher education research. We will explore creative methods for data collection, for example photo elicitation, drawing, mind-mapping, reflective or creative writing prompts, Lego, and crafting, as well as creative methods for research dissemination, such as film, comics, animation, exhibition, and performance (see, as some examples: Kortegast et al., 2019; Rainford, 2019; Gray, Blaise, and Knight, 2017; Vigurs, Jones, and Harris, 2016). We will discuss the challenges and opportunities that engaging with creative methods may present, including logistical challenges, ethical issues, participant engagement, and reaching different audiences through creative dissemination. Workshop participants will work in small groups to discuss different creative and innovative methods and brainstorm the contributions and challenges those methods might bring to varied topics within higher education research.

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2B

Tintern | **Tuesday 14.30-15.30**

Influencing Policy with your Research

Professor Colin McCaig, *Sheffield Hallam University, United Kingdom*

Colin's workshop will focus on how Newer Researchers can maximise the policy impact of their research through astute use of social and other media, and also explore how Newer Researchers can construct research bids and applications likely to appeal to policymakers and commissioners.

Colin is a Professor of Higher Education Policy at the Sheffield Institute of Education, Sheffield Hallam University. He is based in a policy research centre and over the last twenty years has carried out mainly 'applied' research commissioned by governmental departments and agencies (OfS, HEFCE, OFFA, DFE, BIS) and other funding bodies such as Nuffield and the Education Endowment Foundation.

2C

Castleton | **Tuesday 14.30-15.30**

Bids, Books, and Building your Presence

Dr Ciaran Burke, *University of the West of England* and **Dr Samuel Dent**, *Nottingham Trent University, United Kingdom*

This workshop will seek to explore ways in which delegates can develop strategies in their career around these three areas of activity and include

- Dissecting the anatomy of a funding proposal and how to shape your key messages
- Explore a Book proposal application and how to articulate a vision of a text and its value in research and evaluation
- Exploring ways and gateways to supporting and presenting academic citizenship activity more broadly to gain recognition and visibility and build a reputation which supports bid and publication proposals

Samuel and Ciaran have significant experience of bid writing and income generation for research and evaluation, as well as strategies for publication, and building developing reputations as being recognised experts in their specific field both nationally in the UK and internationally.

2D

Wentwood | **Tuesday 14.30-15.30**

Staking Your Claim to Fellowship – Researchers, Evaluators & HEA Recognition

Dr Kate Cuthbert, *Nottingham Trent University, United Kingdom*

This workshop is an opportunity to consider HEA fellowship as a way to gain recognition for your research into Higher Education. Fellowship is a globally recognised means to demonstrate professional practice in your higher education career. During the workshop you will:

- Spend some time mapping out your practice against the UKPSF
- Consider how your research activities influence learning and teaching development to build a fellowship claim

Dr Kate Cuthbert is the Academic Practice Consultant leading the Professional Recognition Scheme at Nottingham Trent University. Her work focuses on the development of teaching and learning practice and supporting colleagues to gain HEA Fellowship from AdvanceHE. Prior to NTU Kate worked for the Higher Education Academy Kate has expertise in health and social care education; interprofessional learning and patient safety learning.

Kate's PhD investigated Health Behaviours in the Post-Soviet Union from the University of Derby.

2E

Langstone | **Tuesday 14.30-15.30**

Visualising & communicating your research

Dr Mark Kerrigan and **Sam Rowe**, *Portsmouth College of Art, United Kingdom*

Research impact is linked to the ability to engage others with it. Indeed, peer review, publication and presentation are core academic activities but so is public/stakeholder engagement - formal and informal. Importantly, and as researchers, we need to be able to communicate our research effectively so our work can inform future activities be these continued research, linked activities or contextual application. This workshop will explore the medium of message and the development of visual communication. Specificially, it will explore the use of creative practice, illustration, presentations, posters, and impact. The workshop will be hands-on and participants will engage in activities to explore and develop their own work.

Sam Rowe is an illustrator, designer, and Subject Lead at Plymouth College of Art. He works with (and draws pictures for) lots of different brands and publications; including Airbnb, The New York Times and Wired. His research aims to facilitate critical discussion within the illustration industry — their roles, assumptions and biases.

Dr Mark J.P Kerrigan is Director of Learning, Teaching & Enhancement at Plymouth College of Art. He is also a National Teaching Fellow and Principal Fellow of the Higher Education Academy (HEA), SRHE Newer Researchers Network Convenor and Honorary Visiting Fellow to the Centre for Innovation in Higher Education (CIHE) at Anglia Ruskin University.

SESSION 3

3A

Severn Suite 1 | **Tuesday 16.30-17.50**

"I just don't see the benefit": understanding lack of engagement in placement work-related learning (0102)

Vanessa Dodd, *Nottingham Trent University, United Kingdom*

Employability remains a strategic objective both for UK universities and for Government (BEIS, 2017; Wilson, 2012). Employability is a contested term which may be considered broadly or in a very specific sense. One understanding of employability is the development of knowledge, skills and qualities theorised to ensure successful transitions into a graduate workplace as well as increased self-efficacy and reflexivity about the self and society (Magnell & Kolmos, 2017). Increasing employability through the requirement of work-related learning (WRL) as an embedded component of course curriculum has intensified (Alvarez-Hevia & Naylor, 2019). Placements, in particular, receive attention due to statistical evidence of placement participation and positive student and graduate outcomes (Brooks & Youngson, 2016; Gomez, Lush & Clements, 2004; Jackson & Collings, 2018; Kerrigan, Manktelow & Simmons, 2018). But what if students are not interested in engaging with these types of activities?

This study uses a mixed methods approach to understand what types of students are least likely to engage with placements and understand why students do not engage from their own perspective. A statistical analysis was conducted using administrative data (n=57,499) from a Post-92 university in order to understand which student characteristics were related to the likelihood of placement participation. The analysis found that students from marginalised backgrounds were least likely to be engaged in a placement, controlling for school and degree type. In addition, semi-structured interviews with ten students who have not completed a placement nor plan to complete a placement were conducted in order to further understand non-participation. Challenges at both the individual-level and institutional-level were identified as part of the research. In addition, students challenged dominant employability discourses in HE and offered their own explanation of what higher education means for them. This study improves understanding of who is least likely to participate in placements and why some students do not participate. The findings from this study can help support strategies to improve participation for students that may want, but ultimately perceive, a lack of access to opportunities.

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3A Severn Suite 1 | **Tuesday 16.30-17.50**

Capabilities for media graduate employability: a case study of private higher education in South Africa (0039)

Fenella Somerville, *University of the Free State, South Africa*

Very high levels of youth and graduate unemployment are a concern in South Africa. The discourse of employability – in the context of a global knowledge economy – draws a direct link between education, employment and economic growth, with higher education playing an instrumental role in producing graduates as human capital whose value lies in increasing productivity for economic gain. However, when graduates enter the labour market they face political, economic and social barriers grounded on influences beyond the control of higher education. Research on graduate destinations shows that higher education may not produce graduates with skills that match employers' demands, nor has higher education been able to break persistent patterns of background inequalities or compensate for defects in the labour market.

This study problematises the human capital approach to employability. Media programmes offered by private providers are vocationally orientated with a specific focus on workplace preparation, and the study seeks answers to the question: how does private higher education contribute to enhancing equitable opportunities for media graduate employability and well-being? With a focus on higher education for human development and a commitment to principles of equity, transformation and social justice, the research uses the capability approach as a normative framework to understand employability outcomes that take cognisance of the diversity of graduates and extend beyond job destinations. It seeks to link graduate opportunities to social justice concerns.

Using a mixed methods sequential exploratory design within a transformative paradigm the project explores the employment experiences of media graduates from three private higher education institutions in South Africa. Multiple perspectives were sought and the qualitative phase of the study comprised semi-structured interviews with 21 media graduates, four key informants from the institutions, and six media employers. The rich qualitative data underpinned the quantitative phase which took the form of an electronic survey conducted with media graduates to determine the opportunities for empowered, competent graduates in the distinctive field of media.

By understanding different perspectives on graduate preparation for the workplace, and learning about the actual experiences of diverse graduates navigating the world of work, this study provides insight into the role of private higher education as a potential capability multiplier in the realisation of media graduate employability and well-being. It further considers the opportunity barriers that graduates face. This is important for private higher education provision to effectively complement the broad purposes of public higher education in the country. Furthermore, media graduate well-being matters for individuals, while also contributing to the effectiveness of the role of the media in serving a democratic society.

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3A Severn Suite 1 | **Tuesday 16.30-17.50**

Exploring Graduate Experience of Capitals used in the pursuit of employment: A narrative study within an areas of high socio-economic deprivation (0077)

Jo Ellard, *Staffordshire University, United Kingdom*

This research study utilises a Bourdieusian lens to understand, how do sport graduates and postgraduates from an area of high socio-economic deprivation experience transition into the labour market from a post-1992 university?

UK and European political economic policy have focused on building a knowledge economy and plugging the skills gap and underproductivity to achieve economic success (Hogan, Chamorro-Premuzic and Kaiser, 2013). Over the past 50 years government policy has centred on improving inequality of education and life chances (Abbott, 2015; Whitty et al., 2016). Employment inequality exists between; gender, ethnicity, disability, class and geographical location, with areas of high socio-economic deprivation worst affected (Office for National Statistics, 2017). Despite significant investment inequality of labour market outcomes persists between graduates, due to massification and devaluation degree's (Burke, Scurry, Blenkinsopp &

Graley, 2017). Bourdieu and Boltanksi's (1978) discuss that middle and upper classes students enter HE with 'a priori' cultural and economic capitals as result of habitus, enabling them greater positioning within the labour market, compensating for massification (Burke, Scurry, Blenkinsopp and Graley, 2017). Without 'a priori' capitals working class graduates are restricted in their response to flexible labour market's due to habitus (Costa, Burke and Murphy, 2018). Habitus is composed of durable dispositions that can be reformulated with a significant shift in environment (Bourdieu, 1980). Moreover, Costa, Burke and Murphy's (2018) study suggests the possibility to 'rupture habitus' through 'out-of-environment experiences' and people that understand the 'rules of the game'. Through participation in HE graduates may be able to alter and re-frame their habitus and improve graduate outcomes. The rationale for this study to explore if graduate and post-graduates from areas of high socio-economic deprivation have re-framed their habitus by understanding their lived experience of transition through HE into the labour market.

Narrative interviews will be conducted with a sample of four recent graduates and four recent post-graduates that have lived in an area of high socio-economic deprivation for more than 10 years and have a range of demographic characteristics. Narrative interviews will take place over a 16 months transition into the labour market in line with new government graduate outcomes survey. Participant produced artefacts (life-trajectory and social and professional network map) will be used as a memory aid and evidence of social capital) within the narrative interview. Interview data will be analysed using structural and thematic analysis.

The outcomes of the study will be to understand how graduate capitals and identity impact on graduates from highly deprived areas. There will be transferable learning for other areas of high social and economic deprivation, HEI's, national and local government policy and the academic field of sociology and graduate employability.

3A

Severn Suite 1 | **Tuesday 16.30-17.50**

'Teaching innovation in 21st century UK higher education: motivations, staff/student perceptions, advantages and challenges' (0086)

Stephen A. Holmes, *Royal Hollow, University of London, United Kingdom*

The overall purpose of the research is to find out, using two separate UK university case studies, what makes some academics adopt innovative ways of teaching and learning in a time of change within higher education (Medland et al., 2018) and how students respond to teaching innovation. Universities have been widely criticised for their poor performance when it comes to, what could be called 'the bread and butter' of their business, instructing, teaching students. The BBC (2015) talks of a 'disengagement', placing the practice of teaching secondary to research (BBC News, 2015). The 'Student Room', a platform for students discussion, asked for the opinion of students about university teaching quality and found that 69% said it was worse than their previous experience of high school and sixth form (The Student Room, 2014). The Universities UK, using data from the National student survey (NSS), which surveys nearly four million students in the United Kingdom (UK), suggests, that students place a sizable emphasis on academic staff being enthusiastic, passionate, skilled practitioners who are approachable. Students positioned the design, method of delivery and interaction in the classroom as important characteristics (Hammonds, 2016), which is the underpinning component of this research project.

The research design takes a qualitative, comparative approach to case studies of two English higher education universities. The significance of the study lies in understanding what motivates and de-motivates staff and learners with regards to the innovative use of teaching and learning tools and methods and will also endeavour to show how organisational cultures and local and national policies, can affect both teachers' and students' motivation and perceptions of teaching & learning. A range of methods have been adopted, using a hybrid learner electronic diary method, encompassing briefing (focus group)-diary writing-debriefing (group interview), academic reflective diaries and semi-structured interviews, with academics, academic services, teacher trainers and senior management are developed; resulting in a relational discourse, bridging the theoretical underpinnings of constructivism and social constructionism. Therefore, aligning individual constructs with the social interactions of the community of scholars.

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3B

Tintern | **Tuesday 16.30-17.50**

An Empirical Analysis of International Study Tours for the Experiential Learning of Railways Systems (0075)

Usman Tasiu Abdurrahman, Merve Ersoy, Dr Holly Foss, *University of Birmingham, United Kingdom*

Study tours are one of the options to create an environment for students to support their experiential learning (Gomez-lanier, 2017). In this project, we examine the effectiveness of international study tours in postgraduate railway education by an empirical analysis of the Birmingham Centre for Railway Research and Education (BCRRE) 2019 European study tour for MSc programmes in railway systems engineering and railway safety.

BCRRE 2019 European Study Tour for MSc students was regarded as the project's case study which enables to analyse the students' learning enhancement and reinforcement on the topics of two MSc programmes in BCRRE. Qualitative data was collected during the study tour mainly using observation and particularly, "Observer as Participant" method (Becker and Geer, 1969). Observations were recorded by a team of two internal observers that are not part of the MSc program, but are involved in the education activities of the BCRRE. In addition to observations, student surveys before and after the study tour, and face-to-face interviews with two main tour organiser academics were used to collect data to measure the effectiveness of the study tour.

The nine-day tour to two European countries (Italy and Switzerland) involves 23 MSc students, 5 university staff, 1 independent observer and 2 internal observers. During the study tour, some tourist attractions both in Italy and Switzerland, rolling stock maintenance depots/workshops, operation control centres, construction and tunnelling sites, industry/production sites and a historical steam engine centre were visited; different modes of transport like high speed train, intercity train, tramline, metro, funicular, rack rail, ferry, bus, people mover, etc. were used to cover all the operational areas taught during the courses. Within the scope of the project, the areas of knowledge and skills developed through the study tour were investigated. The effect of the study tour on students' personal development (Miao & Harris, 2012), networking and the contributions of the study tour to students' cultural knowledge (Wood et al., 2014) and their adaptability to different culture/environment by addressing the effects of different students' backgrounds (age, gender, proficiency, nationality, etc.) on the study tour learning outcomes and student experience were discussed in the project. And the contribution of the study tour to the students' dissertation projects is also examined in the context.

This research shows that a study tour, which is compatible with MSc taught modules, enhances the learning outcomes and the rate of students' engagement by giving students to chance to see the real-life application of the topics they have studied. It also supports the communication skills development and expands the cultural knowledge/experiences of students. Another result of the project illustrates that the level of knowledge is directly proportionate to student engagement and learning, and student background affects the level of engagement and learning. Additionally, the effectiveness of the tour plan and scheduling has a considerable importance on students' learning performance and attention span during the study tour. Finally, the observation of the level of contribution of the study tour to the students' dissertation projects exhibits the study tour as a functional tool to utilise for students.

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3B

Tintern | **Tuesday 16.30-17.50**

Student experiences of internationalization of higher education (0079)

Camilla Nissen, *University of Copenhagen, Denmark*

European universities have undergone a number of changes that affect the student population and the conditions for being a student in the 21st century. Following the Bologna process, there has been a trend towards English Medium Instruction (EMI) in countries where the first language of the majority of the population is not English for the purpose of attracting international students. The influx of international students has in turn created a changed setting for content learning in what has been coined "the international classroom" (Teekens, 2000) influenced by increased linguistic and cultural diversity of students.

In this paper, I address student experiences of studying in "the international classroom" at the University of Copenhagen (UCPH), Denmark, as well as if and how they are influenced by disciplinary differences. The linguistic consequences of internationalization of higher education as well as the consequences of accepting non-national students has caught the eye of a number of researchers (e.g. Tange & Jensen, 2012). The research presented here adds to the existing research in two main ways. First, by adopting the student perspective (Henriksen et al., 2018). Secondly, the thrive towards EMI is, in the Nordic countries, seen most dominant in the natural sciences and least in the humanities (Kuteeva & Airey, 2014). Thus, disciplinary differences may play a role in the classroom reality of internationalization, but it is not known how.

The data presented was collected in an ethnographic study across disciplinary settings at the master's level at the UCPH: the faculties of natural science, health and humanities. I conducted fieldwork on three courses located at these faculties from course start to the exam. The data consists of video recordings of classroom interaction (incl. group work), Facebook interaction as well as interviews with students. Through analyses in accordance with principals of interactional sociolinguistics (Rampton, 2006), I reflect with the students on their experiences of being students in the 21st century with a specific focus on internationalization.

The study shows that international (and local) students' struggle to navigate in the encounters between multifaceted expectations of what constitutes learning. Furthermore, it shows how the students assign each other different roles in more or less successful ways according to linguistic and social competences, academic skills and "knowing the system". Lastly, cross case analysis of the three courses shows that the relevance and enactment of internationalization is different across disciplinary contexts.

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3B

Tintern | **Tuesday 16.30-17.50**

Geographical imaginaries in internationalisation of higher education (0068)

Thilde Juul-Wiese, *Aarhus University, Denmark*

Based on three months fieldwork in the Philippines and Denmark, this paper examines what happens when students from the Global North travel to the Global South for educational internships. In a context of increased internationalisation of higher education (IoHE), it is relevant to question and explore not only learning outcomes of this type of internationalisation, but also how it, in turn, shapes the world.

The study is based on a combination of participant observation and 22 qualitative interviews with Danish student teachers, Filipino teachers, and Filipino school managers. I participated in introductory meetings at the Danish students' university college whereby I gained access to two groups of students. While in the Philippines I engaged in participant observation at the internship schools and followed the students after school and during weekends.

In order to study internships abroad as a type of internationalisation, I employ spatial and mobilities theories. Using these, I focus on the movement of people, knowledge, and educational practices, in order to disrupt the flat and spatial fixities, which are often found within research on IoHE (Larsen 2016). The study is inspired by Salazar (2012), Kölbel (2018), and Thompson's (2017) ideas about geographical imaginaries. I employ 'geographical imaginaries' as an analytical lens in order to examine how pedagogy and imaginaries about the correct way of teaching, the good pupil, and good teacher travel through educational internships.

Based on the material, I argue that geographical imaginaries are shaping not onlyDanish students' choice of destination for outgoing mobility, but also what they find possible to learn during their stay abroad. The study shows that using geographical imaginaries as an analytical perspective can capture the historical and political influences on students' motives for choosing a certain part of the world to travel to. It thereby provides the possibility of a critical examination of the multiple and sometimes conflicting ways educational internships can be understood.

The study contributes to the existing field of research within IoHE both with empirical knowledge about educational internships abroad and through geographical imaginaries with new perspectives of what influences student flows and what students expect to learn through these internships. Thereby, the study provides a critical North-South perspective to the existing literature within the field and the predominant understanding of educational internship as a way to achieve personal and professional development.

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3B

Tintern | **Tuesday 16.30-17.50**

Enhancing Student Learning through Transnational Collaboration: The UK meets the UAE (0070)

Hazel Mawdsley, Alison Thirlwall, *University of South Wales, United Kingdom*

Introduction This paper reports some interim findings from action research accompanying a transnational curriculum collaboration (TNCC) initiative developed between the University of Wollongong in Dubai (UOWD) and the University of South Wales (USW). TNCC uses technology to enable students in different countries to learn together by creating spaces that release local knowledge on a global scale and across cultural contexts (Clark et al., 2016). There are significant cultural differences between Arab and Anglo-Saxon countries (House, 2004) so TNCC may be particularly beneficial for students of Cross-Cultural Management (CCM) in these countries. It is envisaged that collaboration could ultimately lead to a transnational curriculum, which is relatively rare (see, for example, Caniglia et al., 2018) and under-researched. This study assesses the benefits and challenges revealed by a pilot project into collaboration between students of CCM in Dubai and Wales and makes recommendations to assist other educators.

Underpinning theory: Collaboration is a key element of Active learning, being defined by Prince (2004) as students learning through interaction by working together in small groups. Taking studies together, there is broad consensus that collaborative and cooperative working is more effective than individual and competitive forms of learning in promoting a range of positive outcomes (Prince, 2004). This study assesses whether transnational collaborative learning delivers such benefits.

Method: An incremental approach to implementation of the TNCC was adopted commencing with a Pilot Project between January and March 2019. This project comprised three cross-cultural link-ups between students using Zoom video-conferencing. The first session allowed classes to make general introductions. The following two linkages occurred between small groups, where students asked each other questions, pre-prepared in class, about living and working in each other's country. The sessions were recorded and students kept reflective diaries, as did the authors who facilitated the sessions. The interview information and reflections were incorporated into summative assignments.

Findings: The paper presents interim findings from post TNCC student surveys and focus groups; assignment feedback and facilitators' diary reflections. These indicated students value the opportunity to link with diverse groups and this enhanced their understanding of intercultural issues that fed into good quality assignments.

There are challenges and the paper makes some recommendations for how these may be addressed to realise the benefits of TNCC. It is suggested that TNCC could be extended to include joint discussion boards/ WhatsApp groups; joint project work and document sharing; shared guest speakers; transnational assessments (i.e. same assignment in both countries); student exchanges; peer mentoring, and transnational curriculum (i.e., same content in both universities).

3C

Castleton | **Tuesday 16.30-17.50**

The Relationship between Institutional Strategy and Undergraduate Teaching in World-class Universities (0034)

Kaiyung Feng, *University College London (Institute of Education), United Kingdom*

Background

The concept of 'World-class University' (WCU) has become prosperous under the context of globalisation and the 'knowledge economy'. Meanwhile, the global rankings become the major reference to define WCUs. However, overemphasis on the global rankings can be problematic. As a core of higher education, teaching has significant value in cultivating qualified workforce, training for research careers, managing the teaching provision efficiently, and providing extending life chances though teaching and relevant activities (Skelton, 2005). Confronted with present external and internal changes, higher education institutions tend to be more strategic-managed and structured (Hazelkorn, 2015). Therefore, the institutional strategy began to function as an instrument to provide universities with a comprehensive and forward-looking direction of development (Soliman, Anchor and Taylor, 2018).

Analytical framework

To relate institutional strategy and teaching I will have analysed the institutional strategy in the global, national, and institutional environment, and then used the corporate strategy to develop a set of expectations to be investigated in the interviews with lecturers. To investigate the influence of institutional strategy on teaching, I have conceptualised undergraduate teaching from three perspectives, input-resource model (Cheong and Ming, 1997), disciplinary characteristics, and teaching and research nexus.

Methodology

To better reflect the global context, two WCUs have been selected respectively in the United Kingdom (London) and People's Republic of China (Shanghai) under the assumption that they share similar ranking positions, degree of research intensity and economic resources. According to Vidovich (2009), carefully selected individual case studies across different national contexts might contribute to building a 'global case' of a particular higher education phenomenon. Moreover, the similarities among the lecturers from different higher education system may generate more convincing recommendations. The main methods are documentary analysis and interviews. Materials of documentary analysis are the corporate strategies from selected universities, which present an institutional detailed development of the WCUs, and link to the dimensions of undergraduate teaching. The participants for interviews will be lecturers because they are the main workforce for teaching. In-depth interviews will be conducted to investigate all the possible relationships between the institutional strategy and undergraduate teaching, and to answer the question of how the institutional strategy influences undergraduate teaching.

The paper will present the preliminary findings from a pilot case study conducted in 2018 and from the interviews that will be carried out before September 2019 at the Shanghai University.

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3C

Castleton | **Tuesday 16.30-17.50**

Identifying types of motives to start a doctorate and their distribution within different academic fields (0059)

Moritz Seifert, *German Centre for Higher Education and Science Studies, Germany*

A repositioning of the role and function of doctoral degrees is ongoing in Germany (Kehm, 2007). In this context, I use the most recent data collected by the large-scale "National Academics Panel Study" (Nacaps) to examine types of motivations for starting a doctorate, and then to analyze the distribution of these types in different academic fields. Studying the motives for starting a doctorate provides a key indicator of the contemporary role of these degrees in Germany's science-society nexus, where they serve as qualifications for a broad spectrum of career paths.

Existing studies have identified intrinsic and extrinsic motives for starting a doctorate (Brailsford, 2010; Wiegerová, 2016; Lynch, Salikhova & Salikhova, 2018). A quantitative study of Latvian doctoral candidates (n=306) identified that with regard to personal and labor market-related motives. Four different types were discovered, whose distribution differs significantly between academic disciplines (Tarvid, 2014).

The dataset for the analysis comes from the first wave of the National Academics Panel Study, a new longitudinal study of over 25,000 doctoral candidates and graduates from 53 universities in Germany, covering all academic disciplines; this first wave was conducted in Spring 2019 (National Academics Panel Study, 2019). To identify the different types of motives, Ward's method and partitioning k-means cluster analysis were applied to a set of nine variables. The nine variables take intrinsic and extrinsic motives into account and extend them with the additional motives of labor-market orientation, academic convention, and a doctorate as an "emergency solution". The distribution of the cluster affiliations was tested using chi-square for its dependence on the academic field.

The results of the analysis not only confirm and extend the existing types of motives to start a doctorate but also show reliably how these types are distributed within different academic fields and how this distribution differs significantly between them. In the future, data from new Nacaps cohorts will provide comparative insights into the temporal dynamics of doctorate motives.

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3C

Castleton | **Tuesday 16.30-17.50**

Is the research-teaching nexus a myth for postgraduate students who teach? (0066)

Ruth C. Windscheffel, *City, University of London, United Kingdom, The Open University, United Kingdom*

This paper explores how postgraduate research students who teach [PGRTs] experience the research-teaching nexus and develop their academic practice. It considers the importance of an 'integrated' model of academic practice - in other words the interactions of research practice with university teaching - to their formation as early career academics. The paper is based on a small-scale 'insider' research study undertaken in a UK 'commuter' university in London in 2019, which used a case-study approach and narrative interviewing to explore a small number (>10) of participants' experiences of research, teaching and academic citizenship. Rationale: PGRTs are facing heightened research pressures: to complete their research degrees quickly, publish earlier and in high-rank journals, as well as generate 'impact' and be effective 'digital scholars' (Hakala, 2009; Gouseti, 2017; Prasad, 2013). At the same time, more PGRTs are being employed by universities to teach (Park and Ramos, 2002; Muzaka, 2009) and are facing increasing pressure to achieve professional recognition against nationally recognised standards frameworks such as the UKPSF (HEA, 2011), which is based on an 'integrated' model of academic practice. Given such expectations, how do PGRTs' experiences of becoming academic citizens measure up? Theoretical context: whilst the research-

teaching nexus has generated considerable scholarly attention regarding how it operates in undergraduate and postgraduate taught curricula (Healey et al, 2007), the interrelationships between the identities of researcher, teacher and academic citizen/digital scholar for PGRTs has not yet been extensively covered, and the interplays between experiences of research practice, teaching and other contributions to the academy amongst PGRTs remain largely hidden from view. Conclusions: the paper offers a variety of insights, problematising the expectation that PGRTs can easily develop an integrated model of academic practice based on a research-teaching nexus. It suggests that localised, discipline- and research-orientated academic cultures are as influential as ever in certain contexts (Becher and Trowler, 2001), and highlights the role of the 'hidden curriculum' (Jackson, 1968) in research supervision and teacher training in UK Higher Education.

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3D

Wentwood | **Tuesday 16.30-17.50**

'Whose line is it anyway?' Notions of integrity in collaborative research projects among academics (0055)

Suzanne Nolan, *University of Suffolk, United Kingdom*

Researcher collaboration has become more common than ever before (Bozeman et al 2013), particularly in the pursuit of funding (Lewis et al 2012), and research suggests that it leads to more 'productive' research outputs (Landry et al 1996). Similarly, being a good 'academic citizen' means engaging productively with colleagues, seeking ways to build quality relationships – particularly in terms of research and teaching – to develop not only our own professional practice, but the quality and reputation of the institutions in which we work.

For Early Career Academics (ECAs), part of the process of 'becoming' is learning how to be an academic, and we take our cues from the more senior academics around us (see, for example, Archer 2008). What does 'good practice' look like in practice? Academic hierarchy clearly defines many ECA experiences within academia. Reed (2017) outlines several positive examples where research collaborations, initiated by senior academics, include ECAs for the benefit of all. Bozeman et al (2016), in contrast, discusses several examples where more senior academics misuse, manipulate, and have unrealistic expectations of ECA colleagues.

This paper will evaluate the current state of literature in relation to academic research collaborations. It will also address one of Bozeman et al's (2013) suggestions for improvement in research on collaborations and offer a discussion of an example of 'malpractice'. While it rarely appears in the literature, there is an understanding that academic misconduct is still very much part of the everyday experience of many academics. This paper, then, will offer an auto-ethnographic account of working on a collaborative research project. It will analyze the experiences of one ECA in relation to more senior academic colleagues, and discuss the need for greater transparency within academic communities of practice (e.g. Cox 2013).

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3D

Wentwood | **Tuesday 16.30-17.50**

How does public engagement happen in a science research network? Ethnography of an emergence. (0078)

Laurene Cheilan, *University of Bristol, United Kingdom*

The call for dialogue between research and society has been growing in the last 30 years, leading more recently to what has been called the "public engagement agenda", which considers engagement outside academia as an evaluation criteria for research in several funding schemes (Burchell, 2017). While, in parallel, science communication emerged as a professional field on its own, researchers were more and more fostered to go out of their "ivory tower".

As a member of the Europah network (mainly focused on astrophysics and astrochemistry), I am given the opportunity to observe, from an insider's point of vue, the happening and the extent of the cultural change triggered by the public engagement agenda. This study considers public engagement as a process, happening continuously through the gathering of heterogenous entities including humans, institutions, molecules, tools and artefacts, which allows to go beyond the traditional view of a dual relationship between researchers and publics. The model used is the "event", formulated by Fraser (2008) and drawing on Stengers (2003). It is aiming at understanding what public engagement does to the research environment and its possible transformatory potential on the actors involved in its emergence. Through a multi-sited ethnography conducted alongside the members and partners of the network, the aim is to build an in-depth understanding of the emergence of public engagement in this context. The methods used are participant observation and interviews, conducted through several iterations of data collection, analysis and writing up, that will feed mutually in a progressive spiral approach of the ethnographic work (O'Reilly, 2009).

How does (and doesn't) public engagement happen in practice? How does the culture within research institutions allow it, or not? Which actors, humans as well as non-humans, participate in this emergence? How do they make sense of what is happening?

Beyond moral duty and institutional incentives, a comprehensive analysis of public engagement in research, as a process, is crucial for embedding the dialogue with society at the core of higher education.

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3D

Wentwood | **Tuesday 16.30-17.50**

The Impact of the Humanities on Whole Person Development (0027)

Jennifer M. Cline, *Taylor University, The United States of America*

Question

Do Humanities courses taken by students help positively develop students in a way that produces growth within their whole person?

Constructs

The Humanities

- Conceptual definition: An academic discipline that includes comprehensively any study that involves an area of humanity.
- Operational definition: Courses taken by students that involve participation in the arts or a study of the human condition, society, or culture.

Whole-person development

- Conceptual definition: A growth in areas of the human character and personality in areas such as emotional, spiritual, intellectual, and social potential, and mindfulness.
- Operational definition: A self-reported observation of personal growth in specified areas of character.

Rationale

The Humanities, as an academic discipline encompassing many departments within a university, is seemingly steadily declining in terms of participation and perceived importance. It seems within a culture of placing the worth of an education within its financial benefits and discernable opportunity cost, the role of the Humanities is reduced to an unwise investment for a student to make. A defense for the Humanities needs to be made, as the act of studying and understanding humanity is imperative for the development of the whole student, instead of merely an intellectual development. The role of the Humanities is to assist with this type of development.

The Humanities are a worthwhile area of study for a declared major as well as for a student on a science track – they are imperative to develop skills and understanding necessary for any vocation a student might find themselves post-graduation. For example, this has been seen within science-track students. The ability to function effectively in a dynamic, culturally diverse healthcare environment requires both critical thinking and clinical reasoning skills. Analyzing literature, for example, might help a student better understand the people and the world by which they are consistently surrounded.

Contribution to higher education

The waning of interest and encouragement to involve one's self in the humanities, especially as a major, is lending itself to a decline of the departments encompassed within the humanities. It is now important to focus on the reasons why the humanities are crucial to a collegiate education, and a measured growth of a whole-student can help impede the unfortunate decline of a misunderstood essential.

Methodology

Data collection includes a phenomenological approach; the researcher has interviewed 10 students that, at the time of the interview, were in their last month of their humanities degree. Senior students who were interviewed were completing an English Literature, English Creative Writing, Philosophy, or History degree. The researcher will code and theme the transcribed interviews to determine if there exists a shared experience of positive whole-person growth within humanities majors.

3E

Langstone | **Tuesday 16.30-17.50**

"Tutors' perceptions of the role of written feedback in promoting self-regulated learning in students: A case study of Durham" (0051)

Suleyman Yıldırım, *University of Durham, United Kingdom*

Self-regulated learning means an individual ability to perceive and manage their learning environments (Schraw, Crippen, & Hartley, 2006). To develop this ability, students need to learn to create goals, choose strategies to achieve these goals and observe their own developments towards the goals they set (Schunk, 1996). Research shows that self-regulated learners spend more time learning topics, willingly answer the questions, seek out help from their peers, teachers or additional resources to achieve the learning goals (Labuhn, Zimmerman, & Hasselhorn, 2010; Elstad & Turmo, 2010). Nicol and Macfarlane-Dick (2006) suggest that formative assessment and feedback are considerably helpful to stimulate student internal motivation and this may lead students to self-regulate their emotion and effort to reduce the gap between current and desired learning. Hattie and Timperley (2007) state that providing written feedback may also lead students to regulate their own effort to reach desired learning goals. This research focuses on the relation between written feedback and student self-regulated learning in the higher education. In addition, my purpose is to discuss the effect of written feedback on student critical thinking and intrinsic motivation which are related to self-regulated learning.

Although most research has discussed the effect of written feedback on student academic progress in terms of students' perceptions and opinions, there is very little research investigating academics' perspectives. In this paper I will compare academics' perceptions and activities about how they use their written feedback to help their students to be self-regulated learners and what, if any, differences there are in terms of the various disciplines. In this research project, 37 academics (Assistant, Associate and Full Professors) have been interviewed in the faculties of Arts and Humanities, Science and the Faculty of Social Sciences and Health at Durham University. In depth semi-structured interviews have been conducted and analysed using a phenomenographic approach. This approach allows us to conceptualise self-regulated learning as defined by the academics who were interviewed and understand their, experiences and practices in relation to its development in students.

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3E

Langstone | **Tuesday 16.30-17.50**

Theoretical Analysis of the Introduction Process of IB in the U.S. and Japan (0048)

Chika Ebata, *University of Tsukuba, Japan*

Purpose of this presentation: The International Baccalaureate Diploma Programme (IB) is a secondary education programme established by teachers in the International School of Geneva in the 1960s.IB was designed to be an international university entrance examination that could be taken and recognized in any country (Peterson 1972). Many countries have introduced IB into their public education systems since the 1980s. In other words, IB have been adopted by many countries for domestic purposes although its original aim was "international".

The purpose of this presentation is to describe the process of introducing IB into the education system in the U.S. and Japan and attempt a theoretical analysis about why the process in both countries defer by using the educational borrowing theory suggested by Ochs and Phillips (Ochs and Phillips 2002).

Research methodology
This presentation is based on the analysis of policy documents and interviews with key stakeholders for example executive officers, university admission officers, high school teachers, and IB students, in both countries.

Findings
The reason why IB could take root in the state of Florida is the success of "indigenisation". That is, IB is regarded as an acceleration programme with the recognition of college credits, rather than as a graduation qualification for completing secondary education.

On the other hand, Japan failed at the "decision" stage of educational borrowing to be clear about the role of IB, making it difficult to proceed to the "implementation" stage. In Japan, generally, it is not permitted to explicitly give special educational opportunities to specific students. Therefore, for the introduction of IB, both the objective of developing world-class human resources and the objective of improving whole domestic education system were imposed. The existence of two objectives means that the philosophy of educational borrowing is unclear. Moreover, Japanese universities prefer to select students through their own systems and so they do not trust IB as a tool for admissions. Before fully considering what the introduction of IB would bring to the Japanese education system, the Japanese government may have made a "quick fix decision".

Value of this presentation
The value of this presentation is its attempt to describe the process of introducing IB into public education systems in some countries using theoretical critical discussion.

Practical implications
This presentation is useful for countries attempting to introduce IB into their education system.

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3E

Langstone | **Tuesday 16.30-17.50**

Exploring leadership practices of heads of department in the universities of Kazakhstan (0019)

Anar Mukhtarova, *University of Warwick, United Kingdom*

Leadership in Higher Education has been widely researched in Western countries but there is limited work on middle leadership in developing countries and very little on academic leaders in post-Soviet countries (e.g. Mercer & Pogosian, 2013; Kuzhabekova & Almukhambetova, 2017). This study of Kazakh Heads of Department (HoDs) therefore fills an important gap.

Its main objective is to identify what constitutes successful/effective departmental leadership in the eyes of both Kazakh HoDs and their followers (i.e. lecturers). It employs an Explanatory Sequential Mixed Methods Design. In the quantitative phase, the Multifactor Leadership Questionnaire (Avolio & Bass, 2004) was distributed to HoDs and lecturers from different universities in more than 15 cities of Kazakhstan. The data was collected using an online survey tool Qualtrics (N=313) and traditional paper/pencil (N=680) data collection method. Overall, there were 993 usable questionnaires. The questionnaire aimed at **(1)** identifying academic leadership styles and practices; and **(2)** choosing the head interviewees based on 'Reputational Case Selection' (LeCompte & Preissle, 1993). The focus of this presentation will be the findings of the quantitative strand of the study.

Preliminary findings suggest that transformational and transactional leadership styles are commonly practised followed by laissez-faire leadership style. There is no evidence in data of universities or other organisations providing a systematic preparation and development of middle level leaders in Kazakhstan. Additionally, some unique needs and challenges are also identified.

It is hoped that the findings will contribute to the success of current, novice and future heads in Kazakhstan. Furthermore, the results of this study may be of interest to universities located in other member countries of the Commonwealth of Independent States since they have common Soviet legacies.

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3E

Langstone | **Tuesday 16.30-17.50**

Future of inclusive, innovative and sustainable internationalisation of UK HE (0046)

Eun Sun Godwin, *Wen Wang, University of Wolverhampton, United Kingdom*

Growing influence of neo-liberal governmentality in Higher Education sector in recent years has been criticised by many scholars (e.g. Teichler, 1996; Marginson and Rhoades, 2002; Olssen and Peters, 2005; Hostins, 2015; Sakhiyya and Rata, 2019). Neo-liberal doctrine promoting key virtue of market such as efficiency or competition has driven 'knowledge capitalism' in which 'knowledge' is commoditised, priced and sold (Olssen and Peters, 2005; Sakhiyya and Rata, 2019). This results in increasing competition in HE 'market' which further encourages 'standardisation' of strategy (Hayes, 2019), programme (Teichler, 1996) and research (Hostings, 2015) amongst HE institutions.

This trend has also shaped internationalisation of HE such as Trans-National Education (TNE) partnership. 'Standardised' educational models shaped by 'neo-liberal governmentality' has been promoted to developing countries by both Western countries and international institutions (Ordorika and Lloyd, 2015). Thus, international partnership in HE has been highly institutionalised within the framework where export of knowledge production and recruitment of students are mainly from developed countries to developing ones resulting in movement/flow of people and knowledge uni-directional.

However, effective partnership requires "dynamic collaborative process" which involves "shared ownership of the project" and joint decision making (British Council, 2015). Thus, this study elaborates in 're-thinking TNE partnership' by trying to develop a new model for an international partnership in HE. Here, Marginson and Rhodes (2002)'s 'Glonacal Agency Heuristics' provided the fundamental theoretical background in which the new model is developed. In addition, this study also suggests 'teamwork approach' for effective TNE partnership as a way of achieving the new model of internationalisation of HE. In this approach, TNE partners are not 'consumers' of exported knowledge production such as modules or courses but international team to work with. As for any successful teamwork, successful TNE partnership as an international teaching team also requires sharing value, open communication and feedback and synergy creation. By doing so, 'inclusive', 'innovative' and 'sustainable' partnership can be achieved.

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3F

Caerleon | Tuesday 16.30-17.50

Adult students' experiences of learning and their perceptions of academic success in online postgraduate programs at the UK University (0052)

Olga Rotar, *Lancaster University, United Kingdom*

The flexibility and accessibility of online education allow adult learners, often portrayed in the literature as a homogeneous non- traditional population, gain a second chance in pursuing a degree while balancing work and life responsibilities (Dwyer, Thompson, & Thompson, 2013). However, despite these advantages, the issue of students' withdrawal from online programs remains the biggest problem for both educators and students. Although scholars have been making numerous attempts to address this issue, there is still no clear understanding of factors that might influence adult students' decisions to retain or withdraw from their online courses (Park & Choi, 2009; Phirangee & Malec; 2017; Simpson, 2013). Moreover, although adult learners have unique profiles and the great variety in life and study experience, the notion of diversity is often neglected in scholarly discussions on adult online learners.

Gaps, identified at the stage of the literature review, determined the choice of the methodology of this research project. My study employs a phenomenographic approach to identify and examine qualitative differences in experiences and perceptions of adult students in two identical online courses at the UK University and its partner institution in Russia.

As a methodological approach, phenomenography assumes that there is a limited number of qualitatively different ways a phenomenon can be experienced or understood (Marton & Booth, 1997). It is presumed that the ways in which a phenomenon can be experienced are structurally related, while variations within those ways of experiencing a phenomenon are logically related (Akerlind, 2005).

In-depth interviews were used as a primary method of phenomenographic data collection (Marton & Booth, 1997). Fifteen adult students were interviewed and asked to describe their experiences of learning online (phenomenon one) and their perception of academic success (phenomenon two). In addition to that, course handbooks were reviewed beforehand to enable an understanding of the learning context.

As a result of the data analysis, two hierarchically inclusive models were developed, representing various ways each phenomenon under question is perceived by the study participants. The relationships between the two phenomena were also examined and discussed.

This study has implications for a better understanding of the variations in the learning experiences and perceptions among the adult student population. Findings of the study might be used for the improvement of the tuition in online postgraduate programs as well as for the development of a more effective support system for adult learners in an online learning environment.

Keywords: Online Learning, Adult Learning, Non-traditional Students, Phenomenography, Online Postgraduate Programmes.

3F

Caerleon | Tuesday 16.30-17.50

Institutions: How universities are training their leaders (0072)

Bianca Fox, *University of Wolverhampton, United Kingdom*

Leadership development is an emerging field, currently confronted with global self-transformation, which makes both leadership scholars and practitioners reassess old leadership development practices in order to find new ways to address current problems in the field. According to McCauley, Kanaga and Lafferty (2010), leadership development is now a strategic priority for contemporary corporations because skilled leaders are essential for the long-term success of any business, and, as a result, in order to secure their future organisations are constrained to constantly look for creative ways to develop existing or new leaders (Lehmberg, Rowe, White, and Philips, 2009). British Higher Education Institutions (HEIs) spend large amounts of money every year on leadership development programmes, hoping that the investment will return to the organisation through effective outstanding leadership. Workshops like 'How to be an effective leader?', 'Communication techniques for leading people through change', 'Coaching and mentoring skills', to list only a few, are mandatory for HE managers. More extended programmes, like Aspiring Leaders or AURORA, are also available.

In response to scholars who believe that the positive effects of leadership development practices on leadership performance in organisations remain largely unexplored (Collins and Holton, 2004; Richards, Holton, and Katsioloudes, 2014), this paper aims to fill in a gap in scholarship by evaluating the effectiveness of these programmes. The paper examines the structure and effectiveness of leadership development programmes in British HEIs and aims to find an answer to the following research questions: How do universities respond to the increasing demand of excellent leaders in a highly competitive educational sector? How interested are academics in leadership development programmes and how do they measure the effectiveness of these programmes?By employing a large questionnaire, this paper explores not only the leadership development opportunities available for academics but also academics' attitudes towards leadership and leadership development opportunities. Interesting results emerge showing that academics are still not very well informed about leadership development opportunities and their view of leadership development training is very different than what's being offered by their HEI.

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3F

Caerleon | **Tuesday 16.30-17.50**

Visualization: A Tool to Teach Technical Subjects to Design Students (0042)

Siu-Kit Lau, Noopur V. Joshi, Ming Fai Pang, Stephen Siu Yu Lau, *National University of Singapore*

Higher education in Architecture today, aims to develop professionals who are well equipped to fight climate change through a sustainable approach to design. Integration with engineers and technology consultants at every stage of design is one of the most crucial processes required to achieve environmental responsive buildings. Environmental Systems is the only course in the undergraduate Architecture program that develops a fundamental technological and scientific understanding of building services. Students, however, lack the interest and motivation to learn about the technical facet of architecture and resort to surface learning techniques to pass examination. They are ill-equipped to communicate or negotiate with building engineers to provide comprehensive design solutions. The topic of building services has engineering concepts that need to be simplified and made engaging for Architecture students. Architects prefer the visual language and thus, to encourage a deep approach to learning, visualisation is used as a tool to teach these technical concepts.

The research aims to measure the effectiveness of using visualisation to teach a technical subject to design students by analysing the approach to learning and its effect on student performance. It also aims to study the effect of spatial cognitive abilities on approach to learning as according to the cognitive theory of multimedia learning, students with varying spatial ability benefit differently from visual learning. A mixed-method quasi-experimental study was conducted on a cohort (n=79) where visual tools such as flowcharts, 2D drawings, physical models, immersive 3D representations using BIM models and site visits were used to demonstrate building services. Students' approach to learning after the semester, spatial cognitive ability and student performance were measured using Biggs' R-SPQ-2F questionnaire, Purdue Spatial Visualisation Test (PSVT) and rubrics developed for a critical analysis essay respectively. These factors were also measured for the previous batch which formed the control group (n=53).

Student feedback was a qualitative measure of learning experience. Statistical T-tests revealed a higher level of deep approach to learning ($t=2.584$, $p=0.011$, $d=0.5414$) among the treatment group. Students with deep approach to learning performed relatively better on higher cognitive tasks such as application and analysis. In the treatment group, students with higher spatial cognitive ability displayed significantly lower levels of surface approach to learning ($t=-3.202$, $p=0.002$, $d=0.872$) when taught using visualisation. Design students, such as architects, have relatively higher spatial cognitive ability as a result of visual training. Thus, the visualisation tool can promote deep learning among them. Students reported an increased interest in the content and claimed the lectures to be more engaging that provoked them to learn deeper. Overall, a positive effect of visualisation was observed. The paper discusses ways of implementing visualization to encourage deep approach to learning and heighten interest of design students in relatively technical subjects.

3F

Caerleon | Tuesday 16.30-17.50

A critical reflection on narrative interviewing: A change of hats. (0016)

Heather M. Fraser, *University of Coventry, United Kingdom*

Narrative interviewing is derived from the Latin term narrare, meaning to report or to tell a story (Jovchelovitch & Bauer, 2000), and is considered an in-depth interview technique. Three commonly cited characteristics of narrative interviewing are as follows: Firstly, it is considered a co-construction of knowledge between the interviewer and the interviewee (Clandinin, 2016; Gemignani, 2014); secondly, the interviewer is reported as adopting more of a silent listening role than in other types of interviews, whilst the interviewee has longer periods of talking (Goodson, 2012); and finally, there is a focus on the data collection being around the elicitation of participants' stories as opposed to the broader more general information collected in some other qualitative interviews (Clandinin, 2016; Goodson, 2012).

This presentation offers a critical reflection on my own experience of narrative interviewing. In particular, I explore the three commonly reported characteristics of narrative interviewing and how they featured within my own interviews. I build on this to also reflect on my own story and identity, and how changing role from occupational therapist to narrative researcher inspired a different approach to interviewing; akin to changing hats. I note commonalities and differences in these interviewer roles, discussing challenges, successes and key learning points, whilst drawing on theory relating to both narrative interviewing and therapeutic communication skills.

The narrative interviews which are the focus of this reflection are data collection methods within an ongoing PhD study, exploring the influences to approaches in facilitating problem-based learning in higher education settings. Participants are academics from a range of disciplines across 4 different research sites in the UK. The study will be briefly outlined in order to provide some context.

This presentation may be useful for qualitative researchers using interviews to collect data, particularly those using narrative methods. It prompts them to consider the roles they adopt within interview scenarios and how this may impact on their narrative interviewing.

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3G

Usk | Tuesday 16.30-17.50

Third space environments: learnings from an intercultural inter-campus multiple case study in one Australian university (0029)

Natalia Veles, *James Cook University, Australia*

University professional staff are arguably underutilised in the workplace. In the context of the increasingly complex and volatile global(ised) convergent/divergent higher education sector, underutilisation of any staff may reduce the ability of universities to harness their collaborative capabilities and predispositions that improve university performance and enhance its collaborative capital (Pham & Tanner, 2015). A recent comprehensive literature review of the diversification of the academic workforce (Marini, Locke, & Whitchurch, 2019), and empirical research into professional and academic staff collaboration focusing on professional staff contributions to diverse projects (Graham & Regan, 2016; Ryttberg & Gerschwind, 2017; Botterrill, 2018), demonstrates that synergistic effort and wider contributions from all university communities are required to solve current and emerging higher education challenges. These studies recommended further research to explore how professional staff, working on collaborative third space projects, co-create and innovate; and to investigate how different the needs for cross-boundary collaborative competencies may be in various global contexts.

Involving one Australian regional university with campuses in Australia and in Singapore, this qualitative PhD study explored five diverse cases of professional and academic staff collaborative engagement. Cases were selected to cover different organisational contexts, drawing on a conceptual typology of the university

third space environments (Whitchurch, 2008; 2018). The outcomes of each collaborative project were examined through the analytical lens of the Multilevel Boundary Crossing Framework (Akkerman & Bruining, 2016) with a particular focus on specific needs of professional staff for boundary skills and cross-boundary competencies (Akkerman & Bakker, 2011) and feelings of competency, autonomy and relatedness (Ryan & Deci, 2000; 2017) in order for them to be better prepared and more predisposed to collaboration.

Co-constructing with project participants, the narrative case summaries with subsequent analysis and cross-case synthesis of emerged themes, offered invaluable insights into professional staff working across multiple boundaries of culture, geography and activity domains. Findings suggest that these professional staff are continuously renegotiating professional spaces and identities. For example, although the opportunities to work on collaborative projects were claimed to be infrequent, with professional staff at times lacking confidence to take initiative, all five investigated projects were developed and executed by academic and professional staff who worked together to bring about innovation and change for the university within the continuously changing higher education environment.

One of the most significant pragmatic outcomes of this exploratory research was the development of a University Cross-boundary Collaboration framework. This framework was used to formulate practical recommendations for the university leadership, in terms of how to use the creative energy of professional staff through enabling them to be more predisposed toward collaboration: to continue championing, driving and facilitating change and innovation.

3G

Usk | **Tuesday 16.30-17.50**

Trading places to design spaces that do more than tick boxes: the case for experiential Disability Equality Training in Higher Education. (0010)

Abigail V. Pearson, Chris Little, Karl Gimblett, *Keele University, United Kingdom*

The recent changes to Disabled Students Allowance (DSA) have led to institutions having to take a proactive rather than reactive approach to accessibility for students with disabilities (Willetts, 2014). However, there is evidence that academics and institutions find the law difficult to translate into practice (Cameron et al., 2019) and are unsure of how best to support students in practice. Also, there is a lack of institutionally supported opportunity to engage in module design and evaluation (Dempster et al., 2012). Additionally, there are concerns about the potential misuse or negative impact on academic standards from reasonable adjustment requests (Madriaga, 2007). Despite a growth in interest in exploring Universal Design for Learning (UDL) for all students, without nuanced knowledge of the needs and impact upon students with disabilities of failing to make learning accessible risks engaging in a tick-box approach (Kroeger, 2016) where students may remain excluded from higher education. This impact driven viewpoint is largely absent from UK literature due to a distrust of simulation as a learning tool for staff due to the belief that it perpetuates negative stereotypes and medical approaches to disability (French, 1992). However, the concept of the simulation has been rehabilitated in American literature (Burgstahler and Doe, 2004, 2006) to focus on the impact of failing to make activities accessible to students rather than on the personal pathology of students with disabilities. The 'Lecture from Hell' SEDA Developing Researcher Grant Project aims to apply this impact focused immersive learning to the UK context. Staff will be asked to go back to school and to access the learning experience from the point of view of their students. This new 'experiential' approach to disability equality training enables academics to experience rather than simply recognise barriers, translating the esoteric to the practical. Collaborating with students with diverse learning needs to find out their barriers to learning to illustrate how these manifest in the classroom ensures that students remain the experts in relation to their experiences, both as students and people with disabilities. This will mean that any Universal Design measures will be more nuanced and viewed by staff as an element of Continuing Professional Development (CPD). It differs from the Irish approach to Universal Design and CPD (Ahead - CPD - the Digital Badge, n.d.; What happens when you support staff to reflect on their practice? - AHEAD's Digital Badge in UDL and the John Kelly Award, n.d.) by reaching out to those without a specialist interest (Moriarty, 2018) and focusing on those who may struggle to engage with accessibility rather than Early Adopters (UDLL, 2017). Consequently, this project challenges the view of accessibility as an added pressure, making UDL more effective for our students.

3G

Usk | Tuesday 16.30-17.50

Growth mindset and Athletics (0030)

Justen J. Paden, *Taylor University, The United States of America*

Mindset is defined as "the established set of attitudes held by someone" ("Mindset", 2019). Therefore, the mindset an individual possesses highly impacts how decisions are made for each situation. Dweck's (2006) research has identified fixed and growth mindsets to categorize individuals' approach to the world around them. Indicators of a fixed mindset consist of being focused on the result of a performance, which results in: avoidance of difficult tasks, less desire to learn, and inability to believe improvement is possible. In contrast, growth mindset encourages the process of learning and is marked by a desire for challenge, the ability to learn from mistakes, and a belief that improvement is possible.

Overall, individuals make decisions concerning whether they see themselves as malleable. A person who is malleable is able to bend and stretch, but not break under pressure. Therefore, adopting a growth mindset may require the individual to grasp a new perspective. Developing a healthy growth mindset can occur through many contexts. Intercollegiate athletics, in particular, is a key setting for cultivating this important approach. Moreover, coaches have the unique opportunity to implement a growth mindset culture among team members. Coaching is defined as, "a collaborative solution-focused, results orientated and systematic process in which the coach facilitates the enhancement of work performance, life experience, self-directed learning and personal growth of the coaches" (AC, 2012). For example, UCLA's legendary basketball coach, John Wooden, set a high standard of integrating growth mindset characteristics into his philosophy.

Failure in sports can cause the athlete to improve or decline in his or her performance. Adopting a growth mindset can improve players' performance especially when faced with mistakes or failure. "Growth through error" is a program implemented by Hankey (2014, p.87), encouraging improvement by helping athletes to improve through engagement with their failure. In addition, Haselhuhn and Burton (2013) implemented consistent hitting system "which systematically promotes growth mindsets and mastery orientation development by focusing on process goals and redefining outcome goals in baseball by focusing on 'quality contact' rather than base hits" (p.1). Both examples involved coaches encouraging his or her athletes to embody growth mindset. As student athletes seek to improve their skills and performance, the coach can play a vital role in guiding them to better understand the ideas associated with a growth mindset. Overall, athletes who are coached in growth mindset practices become better equipped to handle high difficulty situations and a variety of challenges.

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3G

Usk | **Tuesday 16.30-17.50**

A critical pedagogy approach to understanding equity and equality in a neoliberal, globalised transnational higher education sector (0056)

Nathaniel Pickering, *Lancaster University, United Kingdom*

The expansion of Transnational Education (TNE) provision by UK providers has coincided with radical transformation of the UK higher education landscape. Neoliberal policy changes have led to significant reductions in government funding for universities, and an increase in the marketisation, competition and regulation of the higher education sector. Growing public animosity towards immigration led the government to commit to an aggressive reduction in immigration, which included a crack-down on 'bogus students' entering the country, and changing the student visa requirements and terms (Tannock, 2013). This had a profound impact on international student recruitment, and how Britain was viewed internationally. TNE provides a solution to these challenges and rebalances the 'global higher education market' by allowing more students to study in their own countries but still access UK universities (HEGlobal, 2016, p. 9).

TNE has become an increasingly important element of the global higher education market. However, for many, TNE represents the antithesis of higher education as a public good, and instead symbolises the commodification and marketisation of higher education by neoliberal policies into a private good (Naidoo, 2007). For others, the opening up of new markets through TNE provision is viewed as a way to widen access into higher education for those currently excluded (Hills, 2017). However, the assumption that increased higher education provision will lead to more equity and equality in access and the student experience for all young people across the globe has received little theoretical discussion in the academic literature on TNE.

This is a positioning paper that will scrutinise the schizophrenic nature of Anglo-Saxon universities that emphasise and promote their 'public role and function', while being active in the education marketplace, especially across international borders where they 'behave like private entities' (van der Wende, 2003, p. 202). Using Henry A. Giroux's (2011) critical pedagogy, issues of equity and equality in relation to location of provision, the curriculum's failure to address social injustices, subject and knowledge disparities, disadvantaged groups, and meritocracy will be examined. The paper concludes by reflecting on what UK providers can do to ensure more equitable and equal access and student experience in TNE provision, and the role of freedom in ensuring social justice.

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POSTER COMPETITION SUBMISSIONS

Severn Suite | 15.30-16.15

nr1 ***Using Lego bricks and Social Media to help first year undergraduate students cope with loneliness (0073)***

Bianca Fox, *University of Wolverhampton, United Kingdom*

nr2 ***Leadership development in Higher Education Institutions: How universities are training their leaders (0071)***

Bianca Fox, *University of Wolverhampton, United Kingdom*

nr3 ***The residential writing retreat as restorative tool for postgraduates' wellbeing (0074)***

Marcella Sutcliffe, *Institute of Education UCL, London, United Kingdom*

nr4 ***Psychological Safety and Higher Education (0080)***

Josh D. Meredith, *Taylor University, The United States of America*

nr5 ***Widening Participation, Evaluation and Power: How is evaluation defined and framed within 2020 -2025 Access and Participation Plan guidance from the Office for Students? (0005)***

Naomi Aurora A. Clements, *University of Portsmouth, United Kingdom*

nr6 ***Institutional Change in the Irish University 2008-2014 – its impact at the meso and the micro level - examined through the lens of institutional logics (0006)***

Anne Gannon, *Department of Government & Politics, University College Cork, Ireland*

nr7 ***International Academic Commuters in Central and Eastern Europe – another sign of precarity? (0033)***

Kamil Luczaj, *University of Information Technology and Management, Rzeszow, Poland*

nr8 ***Degree apprenticeship pathways to professional occupations in England – a game changer? (0040)***

Caroline S. Casey, *University of York, United Kingdom*

nr9 ***Future of inclusive, innovative and sustainable internationalisation of UK HE (0046)***

Eun Sun Godwin, Wen Wang, *University of Wolverhampton, United Kingdom*

nr10 ***Adult students' experiences of learning and their perceptions of academic success in online postgraduate programs at the UK University (0052)***

Olga Rotar, *Lancaster University, United Kingdom*

nr11 ***Identifying types of motives to start a doctorate and their distribution within different academic fields (0059)***

Moritz Seifert, *German Centre for Higher Education and Science Studies, Germany*

nr12 ***Curriculum-Based Assessment in Japanese Universities: focusing on Learning Outcomes of Individual Student (0060)***

Toru Hayashi, *Yamaguchi University, Japan*

nr13 ***Geographical imaginaries in internationalisation of higher education (0068)***

Thilde Juul-Wiese, *Aarhus University, Denmark*

nr14 ***Exploring Graduate Experience of Capitals used in the pursuit of employment: A narrative study within an areas of high socio-economic deprivation (0077)***

Ellard Jo, *Staffordshire University, United Kingdom*

nr15 ***'Teaching innovation in 21st century UK higher education: motivations, staff/student perceptions, advantages and challenges' (0086)***

Stephen A. Holmes, *Royal Hollow, University of London, United Kingdom*

nr16 ***Digital spaces as key places to mitigate isolation for academics of color (0088)***

Michelle N. Grue, *University of California, The United States of America*

nr17 ***'Everyday bordering' and transnational academic citizenry formation among Central Asian students in the UK (0089)***

Olga Mun, *University of Oxford, United Kingdom*

nr18 ***Evaluating contextual pressures on creativity and their implications for sustainable development researchers (0098)***

Thomas J. Empson, *London Southbank University, United Kingdom*

nr19 ***Enhancing teaching practice in a cross-disciplinary subject using Positive Pedagogy approaches (0100)***

Priyank Shukla, *Stephen McClean Ulster University, United Kingdom Elizabeth Hidson, University of Sunderland, United Kingdom*

nr20 ***Being an engaged academic in the neoliberal university: community-university partnerships, 'impact', and wellbeing (0026)***

Marion A. Oveson, *University of Sheffield, United Kingdom*

POSTER ABSTRACTS FOR NR1-NR4 AND NR20

Severn Suite | 15.30-16.15

nr1 *Using Lego bricks and Social Media to help first year undergraduate students cope with loneliness (0073)*

Bianca Fox, *University of Wolverhampton, United Kingdom*

Loneliness is considered a common feeling (Tan, Pamuk, Donder, 2013: 606) that all people experience at some point in their lives. In short, loneliness is defined as a displeasing, undesirable, negative feeling that results from the discrepancy between one's real social relations and one's desired social relationships (Perlman & Peplau, 1981). However, it is not the multiplicity of social relations that makes one feel socially contented, but the value and significance of these relations. This means that loneliness can occur both in the presence or absence of other people (Masi, Chen, Hawkley, & Cacioppo, 2011) and is usually generated less by the number or diversity of social relations and more by the lack of satisfying social relations (Young, 1982; Andersson, 1993) or by social relations that lack intimacy, honesty and emotiveness (Weiss, 1973).

The study reported here is part of a larger mixed-method longitudinal research project that examines experiences of loneliness in young people and how transitions can increase the risk of loneliness with the aim of finding sustainable solutions for early prevention and coping mechanisms. Data for this project was collected in two stages: an online questionnaire and semi-structured interviews. This paper will focus on a segment of data that refers to undergraduate students. The paper explores undergraduate students' experiences of loneliness and identifies a series of ways to help students cope with loneliness by using Lego play and social media apps. First year undergraduate students have reported higher levels of loneliness than second or third year students. Results indicate that Lego play and social media apps can decrease loneliness and help first year undergraduate students with their transition to university life.

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nr2 *Leadership development in Higher Education Institutions: How universities are training their leaders (0071)*

Bianca Fox, *University of Wolverhampton, United Kingdom*

Leadership development is an emerging field, currently confronted with global self-transformation, which makes both leadership scholars and practitioners reassess old leadership development practices in order to find new ways to address current problems in the field. According to McCauley, Kanaga and Lafferty (2010), leadership development is now a strategic priority for contemporary corporations because skilled leaders are essential for the long-term success of any business, and, as a result, in order to secure their future organisations are constrained to constantly look for creative ways to develop existing or new leaders (Lehmberg, Rowe, White, and Philips, 2009). British Higher Education Institutions (HEIs) spend large amounts of money every year on leadership development programmes, hoping that the investment will return to the organisation through effective outstanding leadership. Workshops like 'How to be an effective leader?', 'Communication techniques for leading people through change', 'Coaching and mentoring skills', to list only a few, are mandatory for HE managers. More extended programmes, like Aspiring Leaders or AURORA, are also available.

In response to scholars who believe that the positive effects of leadership development practices on leadership performance in organisations remain largely unexplored (Collins and Holton, 2004; Richards, Holton, and Katsioloudes, 2014), this paper aims to fill in a gap in scholarship by evaluating the effectiveness of these programmes. The paper examines the structure and effectiveness of leadership development programmes in British HEIs and aims to find an answer to the following research questions: How do universities respond to the increasing demand of excellent leaders in a highly competitive educational sector? How interested are academics in leadership development programmes and how do they measure the effectiveness of these programmes?By employing a large questionnaire, this paper explores not only the leadership development opportunities available for academics but also academics' attitudes towards leadership and leadership development opportunities. Interesting results emerge showing that academics are still not very well informed about leadership development opportunities and their view of leadership development training is very different than what's being offered by their HEI.

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nr3

The residential writing retreat as restorative tool for postgraduates' wellbeing (0074)

Marcella Sutcliffe, *Institute of Education UCL, London, United Kingdom*

Despite the growing body of literature evaluating postgraduates' wellbeing, UK HE institutions until recently underestimated doctoral students' levels of anxiety when implementing policies: the latest study by Vitae (2018) reported that funding and expertise for PGRs' wellbeing was inadequate. On the back of these recommendations new funding was allocated to projects aimed at improving PGRs' mental health and wellbeing (Catalyst Fund, 2019). In this paper I focus on the experience of residential writing retreats, arguing that in the light of the latest shifts in policy direction and in view of the efficacy of residential writing retreats as a wellbeing restorative tool, writing retreats may have a claim to emerge from 'marginality' to 'mainstream', not only because they increase productivity (Murray), but because they decrease stress levels. At the interface between industry and academia, this paper focuses on the case study of a rural academic writing retreat location in North Yorkshire, where I hosted for two years, regular structured academic writing retreats run by facilitators, trained on Rowena Murray's writing retreat model. Based on an empirical study, which draws on data gathered by open-ended questionnaires, feedback forms and participants' voluntary observations, the paper focuses on the value of managed breaks as an opportunity for mindful activities. Such breaks, experienced in a non-institutional, 'homely' environment, have the added advantage of being taken in direct contact with nature: the mindful breaks become containers for restorative experiences, ranging from the established English tradition of country walks, convivial collegiality and croquet on the lawn sessions, to practices borrowed from oriental cultures, such as yogic breathing sessions and experimental mindful 'forest-bathing' sessions. In making the case for reassessing the value of residential academic writing retreats in relation to postgraduates' Mental Health and Wellbeing, the paper argues for institutional funding of academic writing retreat as a cost-effective way to engage with postgraduates' wellbeing at entry level, combatting isolation, promoting social interaction, improving resilience, and ultimately contributing towards retention of the most vulnerable PGR groups, such as international students and mature students.

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nr4 *Psychological Safety and Higher Education (0080)*

Josh D. Meredith, *Taylor University, The United States of America*

The purpose of this presentation is to give the audience a brief but succinct overview on the literature of psychological safety and discuss the potential implications for higher education, specifically the undergraduate classroom. Psychological safety is defined as “a shared belief held by members of a team that the team is safe for interpersonal risk taking” (Edmondson, 1999, p. 350). Psychological safety has largely been studied in the field of organizational management, but research in the field of higher education is not as extensive.

Edmondson (2002) posited four interpersonal risks individuals face in a group setting: being seen as ignorant, incompetent, negative or disruptive. Someone with a fear of being seen as ignorant might withhold a question from the group with the belief that the answer is something he should already have known. “Most of us can think of a time when we hesitated to ask a question because it seemed that no one else was asking, or perhaps we believed that the information was something we were expected to know already” (Edmondson, 2002, p. 256). Second, the belief that admitting mistakes or asking for assistance will be negatively viewed by peers can lead to the fear of being seen as incompetent. Third, individuals tend to preserve their own image by withholding negative feedback or critical assessment of other ideas. Fourth, individuals avoid feedback or help for fear of intruding on others’ time and becoming burdensome (Brown as cited in Edmondson, 2002), which leads to the fear of being viewed as disruptive. The four risks given above are fears of the perceptions of others. Specifically, individuals can fear the perceptions of their peers or their leader/superior.

What are the benefits of psychological safety for higher education? Researchers have studied psychological safety in the organizational context, but what insights does the literature provide for the university classroom? Do undergraduates perceive these same risks in the classroom, and what can higher education professionals do to limit or mitigate the perceived risks? What is the experience of students in undergraduate classrooms, and do students face similar risks as employees on a work team? These questions and more are explored.

nr20 *Being an engaged academic in the neoliberal university: community-university partnerships, 'impact', and wellbeing (0026)*

Marion A. Oveson, *University of Sheffield, United Kingdom*

For some, being an engaged academic citizen means you are simultaneously exhausted, excited, under-funded, under-supported, emotionally connected to your project and the people in it, and at times exploited by your institution.

My research reflects on what it means to be an engaged academic citizen in the Neoliberal academy working in long-term partnerships with communities. My doctorate focuses on the concepts of the civic university (Boyer 1996; Harkavy 2006), ‘impact’ (for whom?), and critical pedagogy (Freire 1972) by looking at community-university projects. It asks, how are these partnerships experienced by the stakeholders, and what is the impact on those involved in these partnerships? An emerging finding relating to the concept of academic citizenship has been a disconnect between institutional language about public engagement as the third pillar alongside teaching and research, and the lack of support, action, and resourcing. This lack of support for academics actively working alongside local people has led to frustration, disillusionment, missed career progression, and stress.

I’ve combined an ethnographic approach with interviews and document analysis for my two case studies of UK universities that have differing levels of institutional support for their civic initiatives. My initial analysis demonstrates the complexity found in community-university projects and how much time is needed to develop, build, and maintain relationships with community partners. However, sufficient time and financial resourcing is often not given, as is the case in one of my sites, because this doesn’t fit well within a ‘business case’ model needed by the neoliberal university. This can result in a cycle whereby the academic is perpetually chasing funding, which leads to not being able to spend enough time on the project, not having enough time to write journal articles; by extension it can exclude them from promotion opportunities, as well as making it difficult to secure more funding.

My data suggests that those doing community-based long-term projects are particularly impacted by the managerial business model now driving HE (Chile and Black 2015) due to the lack of resourcing, pressures on mental health, and promotion structures that don't value this kind of 'non-traditional' work. Being an engaged academic citizen and wanting to make a difference may be in tension with career progression and personal wellbeing.

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Biographies

Dr Samuel Dent leads the Educational Research & Evaluation Team, at Nottingham Trent University in the Centre for Academic Development and Quality. Here he runs a praxis-focused research team of 5 staff, who look at addressing issues of equity and inclusion in higher education. Prior to this Samuel worked at the University of Sheffield leading a national praxis-orientated project on the role of personal tutoring in addressing unexplained gaps in attainment and conducting a study into student demand for credit transfer. He holds a PhD from Sheffield Hallam University, on the experiences of students who care for children while studying, and was named the Forum on Access and Continuing Education's (FACE) emerging researcher of 2016. Samuel's research has received numerous awards and recognition shaping practice in HE in the UK and Ireland, including being cited in the Office for Students regulatory framework.

Dr Mark J.P. Kerrigan is a National Teaching Fellow and Principal Fellow of the HEA working as the Director of Learning, Teaching & Enhancement at the Plymouth College of Art. His role is to drive pedagogical innovation and excellence and provide strong and effective cross-college leadership to enhance learning and teaching.

He has research interests in curriculum design and delivery, assessment, digital literacy and mobile/ technology-enriched learning. He holds a PhD from Edinburgh University, is a published researcher and an experienced PhD supervisor. Before this role, Mark was the Director of Learning & Teaching and University Teaching Fellow in the Faculty of Medical Science at Anglia Ruskin University. Previously, he worked in the Educational Development Unit at the University of Greenwich and was a programme leader and Teaching Fellow for the University of Westminster.

He is convenor for the Society of Research into Higher Education, Newer Researchers' Network and a Fellow of the Royal Society of Biology. He was recently awarded an Honorary Visiting Fellowship to Anglia Ruskin's Centre for Innovation in Higher Education. He was a founding member and co-led the national Jisc-funded Change Agents Network and was the project manager for the Jisc-funded Digital Literacies in Higher Education project. Previously, he developed a new model of assessment feedback as part of the Jisc-funded project, Making Assessment Count and co-developed MapMyProgramme - an open-source tool to support the holistic design of assessment. In 2012, he was awarded a prize from ALT-C/Google for his Google work.

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The submitted Posters will be evaluated by all conference participants and a panel of judges of senior academics

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ACKNOWLEDGEMENTS

We warmly thank all individuals who volunteered as reviewers and conference session chairs.

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