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**Transforming Identities in Globalised
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Finding your research voice: the application of bibliometrics as an analytic literature tool on the pedagogic field of higher education (0059)

This paper documents the use of bibliometrics as a methodology to bring forth a structured, systematic and rigorous way to analyse and evaluate a range of literature. When starting out and reading broadly for my doctoral studies, one article by Trigwell and Prosser (1996) led me to wonder about my level of comprehension as the content, concepts and methodology did not resonate with my epistemology. A disconnection between our paradigms emerged. Further reading unveiled the work by Doyle (1987) who categorised research in teaching and teacher education by three main areas: teacher characteristics, methods research and teacher behaviour.

My growing concerns that there were gaps in the knowledge also exposed the difficulties in documenting said gaps. As an early researcher who required support to locate myself in the field and to find my research voice, I identified bibliometrics (Budd, 1988; Yeoh & Kaur, 2007) as an appropriate methodology to add value and rigour in three ways. Firstly, the application of bibliometrics to analyse articles is systematic, builds a picture from the characteristics of the literature, and offers a way to elicit themes within the categories. Secondly, by systematic analysis there is occasion to identify gaps within the body of work, limitations in methodology or areas in need of further research. Finally, extension and adaptation of the bibliometrics methodology, beyond citation or content analysis, to investigate the merit of methodology, participants and instruments as a determinant for research worth allowed the researcher to build confidence and contribute new knowledge to the field.

Therefore this paper frames research in the pedagogic field of higher education through teacher characteristics, methods research and teacher behaviour, visually represents the literature analysis and gaps, and locates my research self within methods research. Through my research voice I will present bibliometrics methodology, the outcomes by category, chronology and research worth within the landscape of the pedagogy in the field of higher education.

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Contemporary understandings of Academic Freedom an Australian case study (0005)

This paper examines a work in progress of the contemporary understandings of Academic freedom and academic work in an Australian context. Australian universities like many in the western world are in a state of flux as they try to meet the demands of globalisation, commodification and increasing managerialism.

Contemporary Australian universities are now in a state of flux as the Commonwealth's contribution to university expenditure has decreased, while its regulation of higher education institutions has increased. It has been argued that the presence of the private sector is also a contributing factor to this changing environment of the university.

These outside influences are leading those within Australia's higher education institutions to rethink and reposition the role and function of modern Australian academics in a global knowledge economy. Starkly absent is a rigorous examination of academic freedom within these discussions. Building on the findings of the Australian government-initiated review of higher education the Bradley Report (2009) this research has examined the consequences of recent and recommended policy changes on the business of higher education and critically analyse the state of academic freedom within this new context. Its significance lies in its potential to enable academics to come to a common understanding of academic freedom despite the pressures to concede to its erosion from their highly individualised work environments

Academic freedom, also known as *Lehrfreiheit* (Searle, 1971) traditionally involves two aspects – the right of academics to teach and conduct research without outside influences; and the right of the student to study and learn without outside influences on the curriculum. These basic rights can be traced back to the founding of modern western universities as we know them (Humboldt, 1809; Newman, 1852; Marginson, 1997).

The working hypothesis for this research is that as an academic one will have a particular understanding of the concept of academic freedom and, that under current pressures of commodification and globalization, the traditional importance placed on the notion of academic freedom is slowly disappearing and/or changing.

The research was conducted using an interpretative approach. It involved interviews with a range of Australian academics while all discussed their understandings of academic freedom some of the variables investigated included gender, type of university, length of time as an academic and subject discipline.

The key underlining argument for this research is that academic freedom is understood differently according to institutional type, discipline and length of time in the academy.

Globalised higher education and its implication for development in low income countries. (0073)

Universities for so long have been regarded as international, at least in their outlook, and more so in developing countries where they have considered themselves as part of a global structure. Universities established in colonial times have enjoyed partnerships with those in the north in form of student and staff exchanges, research collaborations, and in some cases curriculum and academic programme structures (Mohamedbhai, 2002). Whereas the above has been referred to as internationalisation, globalisation is distinct. Globalisation has been defined by Held et al (1999:2) as “the widening, deepening and speeding up of worldwide interconnectedness”. Ultimately, globalisation has resulted in higher education being referred to as a commercial product which is highly governed by forces of demand and supply (market forces). Therefore, the future of higher education lies in its ability to successfully respond to pressures from external and internal sources (Birnbaum, 1988). The adaptability of higher education institutions with varied missions and objectives in the face of globalisation challenges is at stake if they cannot fulfil the ever increased demands from various stakeholders. Higher education is seen as critical to achieving local, regional and international economic and political agendas through its core functions teaching, research and outreach. One key question will be analysed to highlight how higher education institutions have worked within the socio-economic dynamics to respond to demands dictated by globalisation in a developing country. These include:

1. How are higher education institutions responding to forces of globalisation
 - a. In what ways has globalised higher education changed or influenced universities’ missions and objectives
 - b. What is the status of globalisation in the higher education sector in Uganda
 - c. How has globalised higher education influenced the relationship between universities and their local, regional or national development agendas

This paper is part of the study in its final stages that set out to analyse stakeholder perceptions on the contribution of universities in the socio-economic development of their local communities in Uganda, though this goes beyond their borders to include global issues. Preliminary findings show a significant contribution in terms socially, economically and general influence of universities in policy direction of the country.

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Negotiating the borderlands: The impact of professional learning on the online teaching identities of part time HE teachers (0038)

This paper explores the impact of professional learning on the online identities of part time HE lecturers. (Hall 1996). It examines, by means of biographical narrative, (Maclure 1993, Beijarrd et al 2004), differing forms of professional learning, and looks at those which have the greatest and most positive impact upon these identities. (Hanson 2009, Clough 2002). The study, concomitantly, looks at ways in which the sector can encourage and develop effective online teaching identities in HE staff.

Research Methodology

This two-year doctoral qualitative case study based on The Open University UK uses biographical narratives to investigate the ways in which teaching identities develop and are maintained. It examines the challenges that the HE teacher encounters during development of online teaching identities.

Twelve respondents were interviewed twice within a 12 month period, using a framework for professional development, (HEA 2006, Banks 2001). The study takes a phenomenological psychological, feminist approach to data analysis. (Langridge 200, Kelly et al 1994).

Background

The 2005 HEFCE strategy for e-learning has continued to gain pace, playing a key part in the vision of global, individual, organisational and community education. More recently the HEFE online Learning Task Force has been set up to maintain and develop the position of UK Higher Education as a world leader in online learning (HEFE:2010). A key area of the taskforce's work is to investigate how institutions can support and enable staff to develop their expertise in the area and to develop key organisational models to deliver online and blended offerings.

A principal element within the articulation of these strategies, is to equip part time HE teachers with the knowledge and skills needed to manipulate online tools; to develop new pedagogies and find new ways of feeling effective within their role; to feel like creative 'bricoleurs' (Turkle 1995), happy to experiment and pedagogically innovate, rather than to feel constrained by the perceived imposition of new technologies, to the detriment of both their professional identities and academic autonomy.

Key findings

The study revealed key areas of professional learning and insights into development opportunities which the individuals themselves felt would be instrumental in enhancing their confidence, skills and knowledge in online teaching and learning. The insights emerging from the case study, offer potentialities for both The University and the wider sector.

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The personal dimension of thesis supervision in higher education (0006)

In my presentation I discuss the relation between personality and professionalism in higher education. This discussion is a central part of the theoretical framework in my own Ph.D.-Project, and it has been the point of departure for my empirical research into thesis supervision across four faculties at Aarhus University, Denmark, conducted in the spring semester and autumn semester 2010.

Globalisation and the personal voice in higher education

To be a student (and a teacher) in a globalised world means, according to Ronald Barnett, to be a student in an age of supercomplexity. It becomes more important than ever for students and teachers to find their own voices in multicultural and cross-paradigmatic academia, and for Barnett the real challenge of globalised higher education is first and foremost found on the personal level (Barnett 2008, 2007). However, exactly what this personal dimension in higher education contains has to be further examined.

Personal supervision as facilitation of learning processes

Thesis supervision is one of the most intense or 'thick' learning spaces regarding personally differentiated learning/teaching, and the personal dimension of the supervisory dialogue has received profound attention over the last decade, in Scandinavia as well as on the international scene (Lauvås and Handal 2006, Wisker 2005). In this line of research the personal dimension is seen as a general pedagogical category which aim is to convey the subject knowledge to the student. Thus, the personal dimension helps facilitate learning processes. However, one might wonder if not the subject knowledge itself can be seen as a person-dependent phenomenon?

Personal supervision as manifestation of knowledge

In line with researchers like Ronald Barnett and Finn Thorbjørn Hansen (Hansen 2010), I am interested in investigating the personal flavoured and 'strange' (Barnett 2007, p.68) modalities of knowledge which can be contrasted to a more general pedagogical facilitation of learning processes. Barnett and Hansen suggest that we dwell on the personal expression of the subject knowledge and scrutinize eccentricities and idiosyncrasies present in the concrete manifestation of knowledge. I wish to discuss this schism between facilitation and manifestation of knowledge and to point out its key importance to globalised higher education.

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Experiencing the spinout company: a changing identity for university employees? (0015)

Purpose:

This presentation will outline some of the initial findings of an ongoing doctoral research project. It will problematise the research methodology and invite participants to offer advice for improvement and share their own experiences and, if possible, solutions. There will be a particular focus on the extent to which being 'spun out' affects the individual's notion of their own identity and self.

The research project:

This is an ethnographic study conducted in my place of work which details the lived experience of employees involved with a particular university spinout company. It takes place over a two year timescale and will have been underway for fifteen months by December 2010. The research seeks to address two key questions: firstly, what is the impact of the commercialisation of knowledge on the individual employee in the context of a university spinout company? and; secondly, why does knowledge transfer (KT) impact on university employees in the ways they describe? The impact of change at the individual level suggests a focus on the lived experience, so I chose to conduct an ethnography which provides the opportunity to study 'close up'. Data are being collected through observation and the use of semi-structured interviews.

Outcomes:

There is an element of both inductive and deductive theory building. Data are examined as they surface and themes drawn out; these themes are then tested in the field. A model is emerging which I call "The Four C's". The participants' experiences of their spinout company can be broadly categorised into the areas of Change, Challenge, Culture and Confusion which all impact upon their academic and professional identities, e.g. raising doubts about institutional priorities or the relative worth of different types of research activity.

Contribution:

This study builds on considerations around the purpose of HE, how the world is changing, the responses of institutions in the way they are managed and in the activities which they undertake. It takes as a starting point the philosophical idea of the university (Graham, 2008) and changes to institutional management (Deem et al, 2008) insofar as they arguably impact on organisational culture and individual identity. It notes the work already conducted on academic capitalism (Slaughter & Leslie, 1997), institutional entrepreneurialism (Clark, 2007) and the budding new literatures around innovation and KT.

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Self-Portraits and Perpetual Motion: Resources for choice, feedback, and the student experience (0025)

Title:

Self-Portraits and Perpetual Motion: Resources for choice, feedback, and the student experience

Purpose:

This presentation presents preliminary data on phase one of a two part study and encourages discussion on the use of higher education resources in forming student identity.

Background:

Resources exist to facilitate informed choice and assist with discovery of self and identity formation, but effective organization and presentation of resources are essential. Universities must understand which resources are most useful for students to avoid the “paralysis [that] is a consequence of having too many choices.” (Schwartz 2005).

One resource, feedback, can be used by students and faculty to inform choice, provide guidance, and develop a sense of strengths and weaknesses (Hounsell, McCune et al. 2008). This links to personal development planning which aims to highlight and hone the “meta-skills in reflection and self-direction” (O’Connell 2003). Understanding of the resources students use could enhance meetings with academic advisors. The interaction between student and university can be enriched by a deeper comprehension of choice processes and how resources and support can be positioned most effectively. (Foskett and Hemsley-Brown 2001)

Methodology:

Focus groups and interviews with students and staff in three disciplines are used to investigate how students make informed choices, resources they use, and the utility of feedback and resources currently offered. The study uses the focus groups to prepare for a second phase of research where students and staff will participate as co-researchers in a facilitated action research project.

Initial Findings:

Initial findings show available resources need to be valid, verified and limited and these resources can be a key aspect of the formation of student identity. After preliminary analysis, it appears that there is a need for specific university-based resources to explicitly aid students in mapping their time at university and investigating their own identities. In addition, there are opportunities for feedback, both formative and summative, to be used as a tool for this exploration and understanding. If students are to form portraits of themselves as learners then self-awareness and the ability to recognize aspects of their abilities are essential. Phase one results suggest that carefully managed resources can have a significant impact on this process.

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Constructing professional identities with 'knowledge' in higher education in New Zealand: How methodological choice can uncover lived realities (0036)

Research in times of rapid social, economic and global change has led to methodological innovation (Hesse-Biber & Leavy, 2008). Gaps in traditional methods emerge as we investigate research questions with new perspectives. This paper explores the use of thematic analysis (TA) in my PhD study, investigating the nature of architecture and accounting professional disciplinary knowledge and the formation of professional identity within higher education context.

My qualitative research is informed by interviews and focus groups with academics and practitioners, and professional and institutional documents. At the presentation, I will have completed my literature review and methodology chapters and will be finishing analysis, interpretation and writing up.

Thematic analysis has been neglected with little attempt to conceptualise its nature, its function and its application (Braun & Clarke, 2006). Thematic analysis is implicit in qualitative approaches such as grounded theory yet it is argued that thematic analysis is a method in its own right (Boyatzis, 1998; Braun & Clarke, 2006). Thematic analysis is not tied to theoretical frameworks, allowing it to "reflect reality and ...unpick or unravel the surface of reality" (Braun & Clarke, 2006, p. 81). Thematic analysis is flexible, accessible, and yields rich data residing in complex accounts of lived experiences.

Thematic analysis appealed to me as I analysed personal accounts of 'knowledge' and what it means to be a professional. It was important to be epistemologically flexible so that I could grasp the various notions of knowledge. Yet it was equally important to be explicit about my theoretical framework as this informs the application and congruence of theory and method.

My findings indicate that using thematic analysis in analysing interview and focus group data is yielding valuable themes, interpreted at semantic but predominantly latent levels as the underlying assumptions (Braun & Clarke, 2006) that shape what participants are saying are key within my research. Flexibility allows me to determine the prevalence of themes as they relate to my research questions and literature. I focus less on the frequency of a theme but more on the relevance of themes to my research questions.

Such transparency gives credibility to my data collection and analysis, and my research can be regarded as robust and trustworthy as I demonstrate self-awareness, caution, consistency and competence (Miles & Huberman, 1994).

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What is plagiarism? A pentagonal approach towards student understanding (0042)

This paper presents a conceptual framework for approaches to improving students' understanding of plagiarism. The conceptual framework supports a longitudinal PhD research project which aims to analyse the impact of these approaches on undergraduate students' change in understanding of plagiarism from year one to final year. The value of a conceptual framework is that it provides a solid foundation for driving the research design forward (Dewey, 1938).

The globalization of HE has brought to the fore the complexities associated with plagiarism, with international students frequently perceiving actions deemed to be plagiarism as normal academic practice (Welikala and Watkins, 2008). Students' understanding of plagiarism is a complex issue and one which requires a 'holistic approach' (Macdonald and Carroll, 2006, p.233). The framework illustrates the interrelationship between different approaches to tackling plagiarism amongst students, positioning students' understanding of plagiarism as subjective and dependent upon the approach used by the institution. The longitudinal design of this PhD study positions students in two disciplinary positions, those studying traditional arts subjects and students studying science, technology, engineering and mathematics (STEM).

The model illustrates five approaches to improving students' understanding of plagiarism: Institutional approaches and policies, Punitive approaches, Subject-specific norms, Learning development and learning theory, and the Role of technology. A longitudinal design makes it possible to gain a distinctive insight into the impact of the environmental factors and the relationships between variables, thereby allowing for an in-depth comparative analysis (Bryman, 2001). Therefore, this paper will also present some early findings from a PhD pilot study which looks into first year students' understanding of plagiarism across disciplines. Further, the findings of this research paper will contribute to the literature on tackling student plagiarism and thus highlight the need for longitudinal research in this area.

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Examining the Use of the National Student Survey in League Tables (0063)

The National Student Survey is used to gather feedback from final year university students about their satisfaction with their course. It is a UK-wide initiative in that all higher education institutions (HEIs) in England, Northern Ireland, Scotland, and Wales participate annually (HEFCE 2003/51, 2003). The survey has been and continues to be commissioned by the Higher Education Funding Council for England (HEFCE) on behalf of the Higher Education Funding Council for Wales (HEFCW) and the Department for Employment and Learning, Northern Ireland (DELNI).

The development of the NSS is steeped in the history of student evaluations of teaching effectiveness (SETs). Whilst traditional SETs evaluate the teacher as an individual in the context of the individual class, the NSS evaluates the course as a whole. For purposes of the present study the term course/university evaluations (CUEs) is used to distinguish this form of student ratings from traditional SETs. SETs have been documented to exist since the turn of the century (Guthrie, 1927). The division of SETs and CUEs is based upon the research methodology that should be used when conducting statistical analyses on the data. In SET research, the unit of analysis is at the individual teacher or class, whereas for CUEs, the unit of analysis should be at the level of the course or university, as this is the purpose of the evaluation. Here, the data considered are hierarchical in nature – students are grouped into the courses they take, which in turn are nested within the universities that offer these courses. However, the majority of research carried out on CUEs has disregarded the unit of analysis which violates the fundamental assumption that the data are independent in nature. Students which take the same course will tend to become more similar over time. Ignoring this dependence will lead to an increase in the Type I error (rejecting the null hypothesis when it is true; Luke, 2004). More importantly, according to the ecological fallacy, results at one unit of analysis (e.g., individual students) may have little relevance to results at another level of analysis (e.g., university or courses within a university).

This presentation incorporates data from three years collected from the NSS between 2005 and 2007 and use advanced statistical methodology to determine the reliability and structural validity of the NSS responses to inform policy and practice in the future years of its administration. The multilevel modelling techniques that will be employed here will take into account the hierarchical structure of the data and allow a more in-depth analysis of the NSS responses to investigate whether the survey is able to differentiate between universities and courses and, the extent to which university, course, and individual student characteristics affect ratings.

Career identity as a narrative practice: Reflections from South Africa (0044)

A number of theories have been used in trying to understand the career identity and career processes within and outside higher education and this stream of literature rests within career literature, largely influenced by work from American psychologists (Super, 1957; Erikson, 1968; Holland, 1973). These theories have aided our understanding of career processes and the career identity especially in higher education contexts. In aiding our understanding of these theories a range of methods are incorporated, mainly positivist in nature. However, much of this work including the methods have been questioned with regards to their cross cultural applicability and relevance within an African context ((de Bruin and Nel, 1996; Stead and Watson; 1998; Maree, Ebersöhn, Molepo, 2009) Added to this, much work using these career theories has been criticised for being linear, rudimentary and not taking into consideration contextual and historical factors which are important in countries like South Africa (de Bruin and Nel, 1996). This paper argues for a discursive approach to career identity as a narrative practice based upon a pilot study conducted using ten South African distance learners. Due to the scope of this work, the findings from one case will be presented for this paper to show how this approach can be used within an African context. The paper further shows that career identity in South Africa can be conceptualized as practice of articulating, performing and negotiating identity positions (LaPointe, 2010) based upon the narration of student career experiences. The methodological implications of this approach in understanding the career identity within a South African context are considered. The contribution of this proposed approach is also discussed, chief of which, is that this method pays attention to the historic, cultural and interactional contexts of South Africa via discourses and master narrative that position the career identity. It is envisioned that the findings of the pilot study will help inform a wider study thus advancing not only the career identity and process literature but on methods of their investigation especially within an African context.

Globalised higher education in the economic crisis: tools for the recognition of qualifications, student mobility, up-skilling and re-skilling. (0031)

The impact of Global and European policies impacting higher education such as the Bologna Process since 1999, the European Qualifications Framework for Lifelong Learning, the Lisbon Process, have instigated certain trends in higher education especially the means to provide for greater transparency of qualifications, mobility of learners, and flexibility in and access to education and training. Much of this educational policy reform is tied in with EU priorities of labour market development and economic competitiveness, where education and training are considered key contributing factors to success.

The Expert Group on Future Skill Needs (EGFSN) in Ireland in 2007 found that in order to sustain a knowledge economy 45% of the workforce would need to hold a third level qualification and that further up-skilling of the current workforce was essential (EGFSN, 2007). Despite the economic downturn the EGFSN reports for 2009 and 2010 (released July 2010) find that there is still a need for up-skilling and now even more so to re-skill especially those facing redundancy or to address the still significant shortages in certain, often high skill areas.

In addition to providing means for the recognition of qualifications in a more globalised higher educational environment characterised by student and faculty mobility and advances in communications and information technology providing for speed and flexibility in international collaboration higher education must now respond to the demands of the knowledge economy for up-skilling in the labour market, for re-skilling as a result of unemployment, and the skills demands in certain professions.

This paper seeks to explore briefly how HE is responding to this situation by way of the EU's lifelong learning agenda, and the recognition of prior learning (RPL) in particular, is increasingly cited as a tool to address both labour market and higher education demands on a global scale. In doing so I will use the findings of a Delphi study that I carried out between October and December 2009 and on which I completed the analysis in March 2010 as part of my doctorate research. This Delphi study sought the opinions of twenty-two national and international experts from higher education, work-based learning, in-company training, professional bodies, further education, and continuing professional development, about likely future trends in the value of the Recognition of Prior Learning (RPL) to companies and organisations.

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Academic skills in HE: Who needs them and who wants them? (0007)

The purpose of this presentation is to discuss the findings about student and staff perceptions of the academic skills of first year undergraduates and the differences between diverse student groups. This is empirical research reporting on completed research conducted over 2 years, initiated because of the number of students seeking and being referred for additional support for academic study skills issues.

Previous research has been based on testing and actual ability (Tariq and Cochrane, 2003) however, this research focuses on perceptions, as they can affect engagement (Washer, 2007). The presentation will explain how a deductive approach was taken which began by asking what the issues are and this led to uncovering theories about traditional and non-traditional students' perceptions, which would not have been as clear if traditional methods had been used.

Purposeful sampling was used in one school in a University, as academic skills are usually taught in the first year of the degree programmes. Quantitative analysis of online questionnaires was completed to check for statistical significance and was followed up with qualitative analysis of focus groups and interviews to expand the results further.

The presentation aims to highlight that universities need to change along with the globalised student body and it would be better if they stopped thinking about two distinct groups of traditional and non-traditional, as there is little difference between them anymore. They also would benefit from feedback from the students themselves rather than making assumptions based on 'old' university perceptions (Brennan and Osborne, 2008).

It concludes that it is important to have academic skills instruction in first year for all students as there are no guarantees that students are prepared for studying at a tertiary level (Wingate, 2006). Universities need to be more aware that some problems are about perceptions and confidence in abilities, yet there is a fundamental issue about the lack of higher level skills that students possess when starting university, regardless of their previous qualification level.

Writing in a Second Language for Academic Purposes: Coping with the Challenges in Globalising Higher Education (0035)

This paper discusses the findings of a study which investigated the effectiveness of the strategies used by undergraduates in writing in English for academic purposes. It also presents a writing strategy instruction cycle which was specifically designed for students writing for academic purposes.

The study was carried out using 72 science undergraduates following English for Academic Purposes (EAP) course at a national university in Sri Lanka. The study adopted a mixed method research design and data were collected using writing strategy questionnaires and stimulated recall protocols.

With a view to prepare students to meet the challenges of the globalising higher education, English is used or being introduced as a medium of instruction for higher education in countries where English is used either as a second language or as a foreign language. Research and anecdotal evidence show that out of the four language skills, writing is the most difficult skill for the learners who study in the medium of English in Sri Lankan universities. According to Kellogg (1999), working memory plays a major role in the writer's ability to retrieve and apply relevant procedures, schemas, facts and episodes in guiding the writing process and improving the written product. Strategies which are located in working memory are essential in perceiving, holding, processing and encoding working memory functions (Macaro, 2006). Strategy instruction has also found to be beneficial in some studies (e.g. Graham & Macaro, 2007; Macaro, 2001).

Hence, a study on learners' use of writing strategies and the effectiveness of their strategy use was carried out and a strategy instruction cycle was designed and tried out with the sample. The students reported moderate use of strategies but most of them did not show effective use of those strategies when writing. The strategy instruction cycle was found to be successful in promoting effective strategy use in writing for academic purposes.

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Competing within the global knowledge economy: the paradox for innovation and scholarship in higher education (0033)

Purpose: The purpose of this presentation is to discuss, explore and debate with academic peers the conceptual arguments that underpin the beginning of a PhD research project.

Nature of research: The work being presented will be conceptual in nature but informed and developed through a thorough and ongoing literature review.

Stage of research: The literature review will be nearing completion, and the methodology being developed.

Methodology: It is hoped that the discussion and debate within this presentation will help to inform the methodological approach to be taken within the PhD.

Key argument: A globalised knowledge economy demands, for national economic success, a larger workforce capable of working with and applying knowledge in innovative ways. The government has long stated its view that higher education (HE) is the means of delivering this required workforce (e.g. DfES 2006). The new coalition government has recently confirmed that this will take place within a context of declining resources (Cable 2010). Scholarship and innovation within teaching and learning in HE are at the heart of this as teachers must develop methods and approaches to cope with a progressively larger and more diversified student body. At the same time they must ensure a learning experience that equips learners to work effectively within this new economy. However, there is much literature to suggest that this HE context has significantly raised the workloads of lecturers within universities in order to meet its growing needs and requirements (e.g. Brennan and Osborne 2008; Barrett and Barrett 2007). There lies the paradox: it may not be an overstatement to suggest that scholarship and innovation are of fundamental importance to survival within the current HE climate, but the climate itself makes them harder and harder for staff to engage effectively with. It is this paradox that forms the basis of the PhD research project and the argument to be discussed and debated with academic colleagues.

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Institutional Transformation in Globalised Higher Education? The Case of the Structured

Doctoral education forms the first phase of any young researcher's career and is therefore a major global priority for universities. Since doctoral studies have been included in the Bologna Process it is also becoming the norm for European doctoral education to embed doctoral education in (their) institutional structures. Meeting these needs, universities have to shift their focus from traditional training based largely on individual relationships to (more) structured programs. During this period of transformation, US-American Ph.D. programs have served as a model for many of the new doctoral programmes and schools in Europe.

Institutional change in Higher Education?

But how does such a far-reaching institutional change in a Higher Education System take place? Can we detect fundamental institutional transformation or path-dependent stability or a hybrid of both? How is the globalised nature of Higher Education shaping and transforming identity at the institutional level? This presentation aims at identifying institutional change in the German Higher Education System. The theoretical arguments will be illustrated by empirical reference to the patterns of institutional change in the German doctoral education system using results of the presenter's ongoing research.

A new path in German doctoral education

This presentation shows that the German doctoral education system has initiated a new institutional path. However, this path does not represent an entire break from the past. One can discover an "evolutionary" process of institutional change, which goes along with a slow transformation of the identity of the German doctoral education system. This new path is characterized by what Deeg (2001) calls an institutional hybridization between stability and change in which many of the old institutions continue as before, some are transformed to new purposes and new institutions are introduced. This represents a new institutional path because the logic of the doctoral system has changed from personal master-apprentice relations to collective institutional relations with the ambition to increase the transparency of rights and obligations for doctoral candidates. Within this framework old, transformed and new institutions exist at the same time interpreting the global requirements in different ways.

The theoretical arguments of the presentation will be supported by federal statistical data and qualitative results from the presenter's interviews with doctoral candidates in Germany from ongoing research work.

Burkhardt, A., *Wagnis Wissenschaft. Akademische Karrierewege und das Fördersystem in Deutschland* (2008). Akademische Verlagsanstalt.

Deeg, R., *Institutional Change and the Uses and Limits of Path Dependence: The Case of German Finance* (2001). MPIfG Discussion Paper No. 01/6

Gorzka, G. & Lanzendorf, U., *Europeanising Doctoral Studies. The Russian Federation and Germany on the Way to Bologna* (2006). *Ost-West Dialog* 8.

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Welcoming Alumni: What Motivates an Institution to establish an Alumni Association? (0071)

It is fifteen years since you visited the campus, ten years since you lost touch with many of your university friends. You regularly receive a magazine in the post updating you on a university you hardly recognise. You attended your tenth reunion and recently received a phone call from a current student asking you to give a donation to support the library. Like many alumni, you may respond to your alma mater's request to 'keep in touch' with zeal, nostalgia, indifference or disdain. This is a typical scenario for graduates of higher education institutions (HEIs) worldwide. The formulaic nature of Institutional Advancement activity, including communications, alumni relations and fundraising, are now replicated to some degree in universities beyond its origins in the United States.

It is rare to come across an HEI that has yet to formalise its relationship with graduates. Establishing an alumni association, or similar structure, is usually the first stage in the lifelong process of building alumni relationships (Simpson 2001). This research is based on a unique opportunity to investigate an HEI that intends to engage with alumni and as of yet has not set-up the systems to do so. What motivates an HEI initially to contact alumni? This paper reports on the first phase in an action research project examining a small HEI in Ireland and its intentions to formalise alumni relations. The study is based on a series of interviews with those in management and governance positions in this HEI and their perceptions, expectations, needs, and aims to create formalised alumni structures.

Alumni relations is key part of Institutional Advancement, defined as a strategic approach to building relationship with key stakeholders, including alumni, to support the development of the institution (Jacobson 1986). The advancement literature points to alumni as the only permanent stakeholder of an institution as graduates have a link to an institution for life (Webb 1998). The importance of alumni relations as a component of university advancement is acknowledged, and this research offers a provocative insight into the perceptions of those unfamiliar with this advancement activity to consider the area of alumni engagement ab initio. Moreover, this paper offers an opportunity to spark a wider debate on the role of alumni for institutions.

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Exploring a Paradigm Shift in University Student Perceptions of Leadership (0018)

Purpose of Presentation & Nature of Research:

The purpose of my presentation is to report the major findings of a qualitative research study I conducted at a private, liberal arts institution in the United States. In particular, my presentation will spark awareness of an emerging paradigm shift in university student perceptions from Industrial to Post-Industrial Leadership values. Research by Joseph Rost explains that leadership can be placed into two categories: Industrial and Post-Industrial. Rost (1993) argues "there is a pervasive sense that our values are changing radically, and that the values built into the Industrial paradigm are not going to be the ones that support... the post-industrial world"(p. 100). For this reason, research scholars (i.e., Komives & Wagner, 2009; Kouzes & Posner, 2002; Rost, 1993) articulate that Post-Industrial Leadership is the wave of the future. However, there is little scholarship examining whether or not university students define, practice, and exert a Post-Industrial Leadership perspective. Hence, my research aims to add to this literature.

Methodology:

My study used focus groups to understand, through detailed questioning and probing, twelve university students' perceptions of leadership, and determine if those perceptions fall in line with an Industrial or Post-Industrial Leadership view. Lindloff (1995) supports the uses of focus groups for my study because they "create settings in which diverse perceptions, judgments, and experiences concerning particular topics can surface" (p. 174).

Findings and Conclusion:

Analysis of focus group transcripts finds that participant responses to focus group questions supported Industrial Leadership qualities; however, Post-Industrial Leadership characteristics were also present. The data revealed that university students are currently in the midst of a paradigm shift from Industrial Leadership to Post-Industrial Leadership. Thus, based on my findings this research concludes that in order to prepare university students to succeed as leaders in the modern era, institutions of higher learning must integrate the values of Post-Industrial Leadership into the higher education experience.

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Mature Students: An analysis of the relationship between learning and family (0029)

Mature Students: An analysis of the relationship between learning and family

The aim of this paper is to provide a critical overview of issues involved in developing a conceptual framework in order to explore the impact of learning in higher education on the families of mature students, while simultaneously looking at the impact families may have on that student experience.

Changes in the education system, resulting in a greater number of older learners, have led to a more diverse student body (McGivney 2002). The literature has focussed on a deficit model of mature students and their families; barriers to adult learning are extensively documented in the literature (for example, Bamber and Tett, 2000). However, less investigation has been made into the distinct experiences mature students have whilst studying for their degree, in particular, how mature student learning can impact upon, or be impacted by, the family structure. This study will consider the student and family experience of both current mature students, and those who have graduated over five years ago to investigate the impact over a longer term. It will build upon the few existing studies involving families, such as Kantanis (2002) which looked at the reactions of family and friends to the mature student's decision to return to learning.

The pre-pilot work to conceptualise the main factors of the study has begun with an extensive literature review of previous research in the field. Building upon an analysis of this review, the presentation will provide an overview of a conceptual framework developed during the exploratory phase of the research. Having developed a conceptual framework the next stage of the research will be to undertake qualitative research and to identify underlying themes through its analysis.

It is anticipated that this research will contribute to theory and increase understanding of the experiences faced by this group. This will enable the development of appropriate support, and influence both institutional and governmental policy.

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Planning and implementing effective sustainability within a globalised higher education sector (0019)

Purpose

The purpose of this presentation is to present and discuss the findings of research which is seeking to conceptualise and develop a sustainability maturity model for higher education with institutional strategic plans providing the foundation.

Nature of research

A literature review and pilot study have been completed. Currently data analysis is in progress, which involves qualitative analysis of government strategies and policies, institutional strategic plans and other related documents. All Welsh higher education institutions provide the sample for the project, which is investigating changes emerging over time to determine the processes, goals and actions which should prove the most effective for future planning.

Key arguments

The United Nations Decade of Education for Sustainable Development (2005-2014) advocates the crucial role of higher education globally in engaging with sustainability and globalisation issues (UNESCO, 2010). Such emphasis on sustainability is reiterated by the Welsh Assembly Government; with the Higher Education Funding Council for Wales aiming to fulfil requirements to direct change within the sector in accordance with Welsh Assembly priorities for sustainability and global citizenship. One such priority proposes all organisations in Wales incorporate sustainability within their principles to inform policy and strategy (Welsh Assembly Government, 2009).

Strategic planning in higher education provides the general direction of travel for an institution. However, detail does vary from specific aspirations to much broader flexible aims. A recent report drew attention to the fact that there are gaps in the appraisal of the mechanism of corporate planning and incorporating sustainable development into mission statements, strategic plans and policies (Higher Education Funding Council for Wales, 2009, p.17). Strategic plans are a tool with which to implement change and by examining the common ground among several institutions it is proposed that effective processes, goals and actions can be identified and consequently the shaping of a higher education sector which demonstrates effective sustainability actions and a globalised dynamic. This research will reflect the transforming identity of institutions as they endeavour to determine effective change in order to comply with priorities from local, national and global agendas; placing institutions in a global context as well as teaching about globalisation.

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Recognition of prior learning - shaking up the university? (0027)

Recognition of prior learning (RPL) has been part of higher education and adult education policy for long time, but in varying ways in different times and places. RPL comprises varying processes of assessing, documenting and giving recognition to prior learning, irrespective of when, where and how learning has taken place. The domination of formal education is challenged when RPL provides new possibilities for valuing learning and knowledge from informal and non-formal learning contexts.

The introduction of RPL in higher education is a challenge for complex changes in commodification of education in a neo-liberal marketplace, around globalization of information, around increasing participation, and around the future of university as a public good (Murphy 2006). Barnett (2003; 2000) calls it an age of 'super-complexity' that is both post-industrial and postmodern.

The concept of RPL is problematic in the higher education context because the predominant perception of an institution of higher education is as a place where people come to learn, or to be taught rather than one where people bring their existing knowledge for recognition or sharing (Peters 2005). The effect this ethos has had on approaches to RPL is that emphasis is placed on the importance of learning being presented in a form which meets academic criteria, even though it has not taken place in an academic setting (Peters 2005). Thus the power of recognizing knowledge and its value rests uniquely with the university and therefore in order for knowledge or learning to be recognized by the university it must be presented according to norms and regulations laid down by the institution.

This paper focuses on following questions:

Is implementing RPL changing university setting? What changes are seen by RPL main actors (applicants, assessors, counsellors)?

Data has been collected by focus group and in-depth interviews with learners who have applied for RPL, RPL assessors and counsellors in university. Thus the analyses provide an extensive insight to how RPL implementation in a university is seen by its main actors and the changes that are seen from different viewpoints.

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Peters, H. (2005). *Contested discourses: assessing the outcomes of learning from experience for the award of credit in higher education*. *Assessment & Evaluation in Higher Education*. Vol. 30, No. 3.

How can post graduate distance learners be better supported to overcome difficulties and learn effectively via self-learning? (0067)

The objective of this research is to explore the efficacy of the present support provision in distance education; and identify potential strategies and methods for improvement. The basic characteristics of distance education is the separation of teaching and learning (Keegan, 1996); interactive learning and independent learning become two main forms of learning to distance learners. The balance of these interactive and independent learning are essential (Daniel and Marquis, 1979) and a mixture approach is suggested for setting learner support (Anderson, 2003). In last two decades, regardless of the exponential growth in digital communication and associated technology, the enhancement of learner support has been focused upon traditional methods of human interaction. The recognition of the value of independent learning, particularly in the context of distance education should be reviewed in learner support.

Distance learning are influenced by several factors of individual's life, for instance, the relative complexities of social environment or its absence; the demand for time management in an isolated environment; variety of existent learning skills; and learning strategies (Mitra, 2009). To understand the efficiency of existing learner support and to explore what are happening in students' learning experience are necessary in improving learner support. A pilot case study has been carried out to achieve this purpose in one distance education programme. Multi-methods (statistic analysis, document study, focus group, interview, and non-participant observation) have been employed. Main findings include:

- 1) Value of existing learner support are different between individuals ;
- 2) Existing learner support is designed based the idea of encouraging interaction, however, it has not been significantly used;
- 3) Invisible learning activities cause a dilemma of distance education pedagogy.

The ongoing research is focusing on how individuals learn in the complex distance learning environment by a number of case studies. It attempts to seeking a proper pedagogy by exploring the invisible distance learning activities and looking for a solution to improve learner support.

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Globalisation and beginning teaching practices in the University: some dilemmas, tensions and questions to reflect on. (0049)

The purpose of this paper is to present a reflexive analysis about teaching practices of beginning teachers in the modern University. As we live in a global world with deep financial, technological and social transformations, there are changes which impact on the way we conceive and assimilate knowledge; this way, new teaching practices are necessary. Beginning teachers have to face a wide range of dilemmas and tensions in order to develop their teaching (Feixas, 2002b). Firstly, there are some institutional conditions which can become in obstacles (poor job conditions, the dilemma between doing research/publishing and/or focus on teaching to develop an academic career, etc.). Secondly, teachers can have different approaches to teach (a teacher/learning centered approach), to assess learning (as a continuous process or as a product), to promote motivation in students, to use technologies in teaching, etc. Thirdly, beginning teachers have to make important curricular decisions and establish which kind of contents or competences are the most important to develop in students (who have different backgrounds, learning needs, styles, abilities, etc.). Bearing this in mind some questions arise: How beginning teachers learn to teach in order to promote a meaningful learning among all their students? How can they achieve balance between the content and the didactic knowledge? How can they promote learning motivation among a wide range of diverse students? Which elements or factors hinder/impact on their teaching practices? Which kind of teacher training and professional development are required and who is/are responsible of them? The analysis presented in this paper originates in my thesis work in which I employed a qualitative approach to study the cases of two beginning teachers from the University of Barcelona. I collected data using classroom observations, in-deep interviews of the teachers and focus groups with their students; I analyzed it using the constant comparison method proposed by Strauss & Corbin (1990). The main results and conclusions are related to the different teaching approaches they have developed through their practices, their main difficulties when teaching, the impact of their beliefs, their autobiographical background as well as the institutional conditions on them, and the need of reflective practices -both individually and in collaboration with other teachers- supported at the institutional level in order to reach the scholarship of teaching (Weston & McAlpine, 2001).

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The PhD and the UK 'knowledge economy': the reflections and experiences of STEM PhD students (0009)

Creating a Higher Education system to serve the needs of the economy has been an explicit policy aim of successive UK governments since the late 1980s.

The most recent expression of such thinking is encapsulated in the maxim: 'knowledge economy'. Since the Leitch Review (2006) forecast that future economic success depended upon degree-educated workers, the construction of a knowledge economy became the sine qua non New Labour's Higher Education policy. The centrality of STEM PhD graduates to the new economy formed the focal motif of the government's aspirations –concurrent by employers, the EU and other developed nations (CBI, 2008; CIHE. 2009). Pragmatic ideation underpins the spending designs and emphasis upon 'Graduate Premiums' of the current coalition government in a time of economic recession.

It is clear that the changing economic and political environment has not left the UK PhD unmarked. Its popularity has increased; and the Roberts Transferable Skills agenda left the degree more structured. This evolution has not gone unnoticed by Higher Education academics (Park, 2007). However, much of the UK literature continues to focus on; pedagogy; attrition; gender; supervision; ethnicity; socio-economic access and funding. The specific context of 'knowledge economy' is an area ripe for exploration.

Drawing from first year doctoral research, this paper will explore whether political interpretations of the 'knowledge economy' have influenced the perceptions and experiences of PhD students and academic supervisors. It will report the multitude of conceptualisations of a 'knowledge economy' revealed through a critical literature-review, and the findings of a questionnaire with STEM PhD students at Imperial College London and Hong Kong University.

The paper will close with a consideration of the future. It is clear that the UK PhD is in a period of transition – however, no single vision of the relationship between the PhD, academic research, and the economy is yet decided. The nuances in data between the UK and Hong Kong will go some way to suggest the effect which national expressions of a 'knowledge economy' have on the PhD experience. How the PhD student might best interact with the economy and the type of knowledge economy which develops in the UK, are questions open for the contemplation of the academic community.

The next stage of the research methodology; depth interviews with STEM PhD students, academic supervisors; and a comparative sample of Arts, Humanities and Social Science PhD students will work to this end: to deconstruct the understandings of education stakeholders and consider how these might be negotiated with the ambitions of policy-makers and industry.

CBI, Science and Society (CBI: 2008)

CIHE, The Value of Graduates and Postgraduates (London: CIHE, 2009)

Leitch, S, Leitch Review of Skills (London: HM Treasury, 2006)

Park, C., Redefining the Doctorate, (York: HEA, 2007)

Planting Junior-Level Colleges in Developing Nations (0040)

The purpose of the presentation is to discuss the framework of a dissertation on elements related to the sustainable development of junior-level colleges in Tanzania and Uganda. With increased quality in data gathering and regional standards in quality assurance is there data that when analyzed will aid in locating sites appropriate for junior-level colleges in developing nations? The presentation is centered on the methodology used to scale score the variables into key elements associated with site selection junior-level schools. The literature review was organized around the framework of each element—human capital, educational attitudes of the headmasters and teachers, educational excellence, information and communication technology access, and infrastructure (physical and political). Serving as important resources are G. Becker (1964) on human capital; Alison Gillwald (2004) on ICT access, usage, and policy; Michael Fullan (2009) on school leadership; and a variety of work by Tia Zuze on economic growth through education. The data is based on international datasets such as SACMEQ III and the Afrobarometer.

Using hierarchical linear modeling (HLM) and matched optimization the variables are tested for relevance to the construct they are intended to measure or behavior they predict. These are then mapped using GIS software to see where the strongest combination of elements exists to be considered as a valid site, which is then surveyed in a detailed feasibility study for final consideration.

The value of this research is that a well-placed school could reduce costs, reduce corruption, and build a ground swell of economic activity through concentrated human capital growth using a sustainable development model. It is not enough to teach courses about sustainability, or to capitalize on the wise use of resources; it is essential that resources are at hand to those who need them, education develops new resources, and each person is valued as a member of a community as they work together to learn from the past, solve problems for the present, and prepare for the future.

While designed primarily to support an indigenous adaptation of a work-college model that is centered on serve-learning, rooted in shared values, and integrated in the community; the model is also practical for other types of junior-level colleges with various coupling options to existing universities.

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Compromising between personal projects and local conditions: doctoral graduates and the copper mining industry system in Chile (0030)

Overall research project

This presentation is based on my doctoral thesis, which focuses on the interface between doctoral graduates' work trajectories and industry learning systems, in three strategic economic sectors from the natural resource based industries in Chile - copper mining, aquaculture and fruit growing- using a comparative strategy. It is based on the narratives of 24 individuals' work experiences from their doctoral graduation until now, some narratives start in the 1980s. The main research question for the study is: How are the work trajectories of doctoral graduates related to industry learning systems?

Purpose of the presentation

I will share some preliminary findings from my doctoral research based on the narratives of eight doctoral graduates related to the copper mining industry in Chile. Six of the interviewees work at universities and the other two give occasional lectures and maintain linkages with universities.

Methodology

I am exploring the interface between personal experiences and relevant contexts, the encounter of personal biographies with industry systems from doctoral graduates' perspective. My theoretical framework links the individual and the industry level by the social process of building capabilities. Drawing on studies of professional development by Eraut (1994) and a review on competences and capabilities by von Tunzelmann (2009) –who builds upon Sen's notion of consumer capabilities, reinterpreted as producer capabilities and characterised by interactions and dynamism explained by learning from external sources over time. I understand capabilities as the realisation of an individual's potential for performing in a social situation, particularly work. Capabilities are dynamic in nature and cumulative through the process of doing, which is context specific. They accumulate and develop as a consequence of learning. The concept of capabilities can be applied to individuals and, also, to collectives. Individual and collective capabilities are mutually related as a progression and as relevant context for each other.

Findings to be presented

As emerging themes from the data I found doctoral graduates move towards the wealthy copper industry in an environment of scarce and competitive funding, they interact with industry in different roles maintaining synergy and they are active in creating new elements in the industry system. On the other hand, universities, as actors in the system, seem to be growing in low cost equipment based research and in competition amongst institutions.

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Constructing identity through metaphor: an analysis of supervisors' discourse on the meaning of the Master's thesis (0055)

Globalized HE forces us to make our underlying conceptualizations of what it means to educate explicit, in order to ensure transparency across borders. This is also the case for the forms of assessment we choose to employ. Even when they share the same name across disciplines and countries, they might be structured, applied and understood differently. Not only does the process of attempting to describe and standardize forms of assessment have implications for globalized HE, it also challenges disciplinary communities on a local level. The standardization of evaluative tools and practices required by globalized HE produces a need for an explicit articulation of what it means to be educated within a specific field in a specific academic culture and of what role forms of assessment play in this process.

In my Ph.D. project, I focus on the Master's thesis as a form of examination, as practiced across the faculties of a major Danish university. The project is based on a qualitative study in which I interview twenty-one thesis supervisors about the Master's thesis as a form of assessment. I apply the tools of discourse analysis and grounded theory to an analysis of these interviews as well as to university policy documents on the topic.

My initial findings suggest that supervisors' conceptualizations of this specific form of examination are heavily interwoven with the idea of constructing the identity of a full-fledged academic. The supervisors do draw on the rational discourse of the policy documents regulating the Master's thesis as a form of assessment, a discourse which reflects the requirements of globalized HE. But they also express the meaning of the Master's thesis in both metaphorical and narrative terms. I am interested in the role of metaphor in the discourse of the supervisors, as it appears to offer ways of expressing meaning that neither the discourse of policy papers nor the dominant literature on learning in higher education at the university provide. This incongruity might be viewed as an obstacle to globalized HE, but it might also be viewed as a resource. The analysis of the underlying conceptualizations which are not immediately compatible with the discourse of globalized HE has the potential to tell us something important about how we perceive education at its highest level and about the vital interplay between the construction of an academic identity and the Master's thesis as a form of examination. What metaphors do we educate by and what are the implications of these metaphors for future forms of assessment?

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How many critical 'yes, but' of students can globalised higher education handle? (0057)

This paper is a theoretical exploration of the options that students in globalised HE settings have to develop a critical attitude towards the knowledge offered. The economic and environmental crisis in our 21st century stresses the need for this vital and critical capacity in our societies in order to be able to reject existing ideas and 'truths' and thereby creating new knowledge and ways of living.

The paper is the first stage of a Ph-study exploring the possible meanings of a critical 'yes, but' in order to give a theoretical support of the current aim to educate students to become reflective practitioners. I'll resume several concepts which have been worked out by previous philosophers. I'll explore the concepts from within the thinking of the philosophers in order to place the concept in, and if necessary to translate it to the present situation in HE. In this paper I studied the critical, disarranging and experimental thinking of Nietzsche (described in *Die fröhliche Wissenschaft* 2001/1882). In the next stages I'll examine others concepts of philosophers like Kant and Socrates.

'Yes, but' often arouses irritation because it doesn't accept reality as it is and challenges the other person to critically examine his own ideas. Simultaneously 'yes, but' expresses the search for new knowledge. In a 'yes, but' new opportunities vibrate. Nietzsche was one of the first philosophers who worked out this concept.

If we want to educate students who are able to express their own 'yes, but', we'll have to – after careful examination of the prevailing truths within the profession by the students – emphasize action and experimenting in stead of cognition, perception and reasoning. Students have to be stimulated to cross the borders of their discipline and experience different ways of thinking and acting.

At first sight the globalisation of HE offers students possibilities to enter unknown areas and literally cross borders. Globalisation of HE might itself be appreciated as a Nietzschean critical 'yes, but'. However, globalisation might as well lead to a world in which all variation in knowledge has disappeared. To what extent do global economic competition and the accompanying transparency and standardization affect our appreciation of a critical 'yes, but'? How much space is left for self-mockery and paradoxes which are especially beneficial for developing a critical 'yes, but'? 'To be a Nietzschean, one must not be a Nietzschean' (Kaufmann, 1974, p.403), but is Nietzsche welcome in globalised HE?

Preparing University students for self-directed learning: staff and student perspectives (0050)

Today's student is faced with many challenges in a mass globalised Higher Education system; students therefore need to demonstrate their ability to motivate themselves to learn how to learn. Self-directed learning has come to the fore as a skill to enable lifelong learning and ultimately enhance graduate employment.

Whilst the goal of the educational process is to produce self-directed, lifelong learners, there is also mounting evidence (Kemp, I.J & Seagraves, L., 1995) that in the changing landscape, students need to develop a range of transferable skills, one being self-directed or Independent learning to augment their subject based degree. Generally speaking, most teachers in H.E would argue that students should be independent learners. For the purposes of this research, self-directed learning occurs when students spend time on course-related study outside of scheduled class hours due to a teacher's request/demand. The literature so far demonstrates that the concept of self-directed Learning embodies many crucial factors connected to students' responsibility and independence in learning, and research has focused on measuring students' ability to be self-directed (Kell and Van Deursen 2000). The notion of self and management of the learning situation have been stressed and little attention has been paid to the level of preparation given by teachers to self-directed learning. (Sil,C & Uhlin,L.(2008). The main aim of the study is to explore staff and student perspectives around preparing for self-directed learning and will be challenging what is perceived as opposed to what occurs.

This exploratory study will present findings on how students are prepared for self-directed learning largely from a teacher's perspective and also referring to student evaluations from two programmes in different parts of the University, both at Undergraduate and Postgraduate Level. Data will be collected using documentation analysis, semi-structured interviews for staff and a student evaluation questionnaire.

From the results I would anticipate some arguments around student perspectives and teaching staff to consider gaps in knowledge of activities on SDL. It may also transform and repurpose SDL to be seen as an essential part of students' learning.

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Kemp, I.J & Seagraves, L (1995) transferable skills: Can Higher Education deliver? *Studies in Higher Education*, Volume 20, Issue 3, 1995, Pages 315 – 328

Sil,C & Uhlin,L.(2008) Self-directed learning - a learning issue for students and faculty! *Teaching in Higher Education*, Volume 13, Issue 4 August 2008, pages 461 - 475

The use of marketing metaphors within higher education publicity material – does it enhance or impede what it is trying to say? (0021)

Research Domain:

The aim of this paper is to draw attention to the extensive use of marketing language in higher education and to analyse how such communication impacts on a range of stakeholders including current and future students. In order to achieve this aim a theoretical framework is proposed which brings together the concepts of marketing (concentrating on buzzwords and jargon) and higher education.

Previous literature suggests that the concept of marketing can be applied to all types of organisations, including higher education (Hirschman, 1987; Kotler, 1972). From this perspective, marketing ideas, metaphors and buzzwords may be readily applied to the higher education sector where, for example, much has been written about the student as a customer of the university (Aliff, 1998; Naude and Ivy, 1999). Indeed, there is some argument to support the contention that universities are strongly influenced by marketing metaphors, often viewing themselves as suppliers of knowledge to students, who are regarded as customers (Svensson and Wood 2007).

However, the use of marketing buzzwords does not necessarily provide an understanding of the student-university relationship, or what it means to study at university. Instead misunderstandings can happen due to confusing or misleading words. Driscoll and Wicks (1998) describe a university brochure defining its programmes as 'products that are client-centred and market-driven' (p58). It would seem that marketing metaphors have become a natural part of the academic vocabulary in the marketing efforts aimed at students. The conflicting nature of marketing and education is discussed by Aliff (1998, p5) who contends: 'business terms applied to education represent a clash of metaphors'. (In Svensson and Wood, p21, 2007).

The paper concludes by arguing that the use of marketing buzzwords in higher education marketing materials is analogous to the business world in that students are often also viewed as customers, clients or consumers of education. Combining these terms with words such as innovation; knowledge economy and enterprise, to name but a few, suggests that universities are embracing the use of marketing terminology. However, on a cautionary note, Jopson (2005) argues 'by crossing the threshold into the world of commercial practice universities leave themselves open to the implications of trade practices legislation that may be applied to the university sector with the resultant consequences that the sector may not have anticipated' (Jopson, 2005, p19, In Wood et al, 2007).

What is meant by 'the student experience' in the world of globalized higher education? Re-thinking expectations, entitlements and responsibilities.... (0037)

Aim

This presentation will attempt to problematize the notion of 'student experience' and to consider it from different perspectives: individual, collective and institutional. Government and institutional rhetoric suggest that a quality student experience is the measure of success for student, tutor and institution, and that it is the panacea to poor retention rates and low National Student Survey scores. But what does this mean? How is this judged and by whom? This presentation will contend that higher education should be understood in terms of battleground and site of conflicts and clashes (Bourdieu, 1984) where students, academics and the institution vie for position and 'control' in and of the said 'student experience'.

'Thinking paper'

The presentation will review current literature around student experience and expectation (Yorke & Longden, 2008) and will essentially be a 'thinking paper' which presents and discusses an emerging conceptual framework within which the author intends to set the findings of qualitative empirical research currently being undertaken in the context of an EdD thesis. Some reference will be made to the initial analysis of the qualitative data.

'Thinking tools'

The framework borrows Bourdieu's (1970; 1984; 1993) conceptual tools of habitus, capital and field which, the author suggests, continue to be valuable 'thinking tools'. The presentation will aim to demonstrate the continued relevance and currency of Bourdieu's ideas in the context of trying to apprehend the student experience, and as a vehicle for re-thinking expectation and aspiration, entitlement and responsibility.

Key argument

The discussion will focus particularly on the notion of "(mis)-recognition and reconstrual" the idea that structures of domination become legitimized through institutions such as universities and through established practices such as those associated with the academic field. It will also seek to challenge the view that there is in fact a collective 'student experience' which can be understood and exploited as such by the machinery of globalized higher education (government, higher education sector, economy, employers ...) and will consider the changing power dynamic between student, tutor and institution.

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BOURDIEU, P. (sous la direction de) (1993), *La misère du monde*, Paris: Éditions du Seuil

YORKE, M. and Longden, B. (2008) *'The first year experience of higher education in the UK'*,

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An exploration of factors that influence PhD completion rates (0051)

As Higher Education becomes increasingly globalised, it has been argued that the identity and lived experience of the PhD student has changed, particularly since the 1950s (Wellington et al., 2005). In recent years emphasis has been placed on the improvement of the PhD experience and on research degree qualification rates (RDQRs) to comply with funding body requirements. Despite this, there remains considerable variation amongst RDQRs for publicly funded research degree students at different Higher Education Institutions (HEIs) in England (HEFCE, 2010).

City University, London (City) is a University for business and the professions and seeks to lead London in education, research and knowledge transfer. However RDQRs for City have been relatively poor; for example the 2008-09 RDQR was 50% for all of City's full-time Home and EC students that started their programme in 2002-03. According to HEFCE, this figure deviates significantly from their benchmark of 74% (HEFCE, 2010). Interestingly, City's seven Schools contributed differently to City's overall RDQR for 2008-09, with the Cass Business School demonstrating the highest RDQR of 60.5% and the School of Informatics the lowest at 38.5%. The reasons for this variation are not known, however this study intends to close this gap in knowledge. Better understanding of the factors that can adversely affect PhD completion is anticipated, and this could lead to improvement strategies to enhance the PhD student experience at City and HEIs with similar issues, for example the development of 'early-warning' approaches for non-completion (Manathunga, 2005).

The research to be presented will be based on the content analysis of semi-structured interviews with Senior Research Tutors (SRTs) from City. SRTs have been asked questions about PhD research provision and supervision in their School and themes arising will be discussed in relation to each School's RDQR. All City PhD students in or beyond their completion year will be randomly sampled and asked to participate in a survey that draws on these themes and comparisons between SRT and PhD student viewpoints will be made. It is anticipated that the findings will link to PhD completion impact factors previously described in the literature albeit in different contexts (Latona and Browne, 2001; Wright and Cochrane, 2000).

HEFCE (2010) Research degree qualification rates (online only)
http://www.hefce.ac.uk/pubs/hefce/2010/10_21/

Latona, K. and Browne, M. (2001) Factors associated with completion of research higher degrees. Governmental report in 'Higher Education Series', 37.

Manathunga, C. (2005) Early warning signs in postgraduate research education: a different approach to ensuring timely completions, *Teaching in Higher Education* 10: 219 - 233

Wellington, J., Bathmaker, A.M., Hunt, C., McCulloch, G. and Sikes, P. (2005) *Succeeding with your Doctorate* London: Sage

Wright, T. & Cochrane, R. (2000) Factors influencing successful submission of PhD theses, *Studies in Higher Education*, 25: 181 – 195

Exploring individuals' experiences in a HE-NHS collaboration (0041)

In this presentation I am aiming to share with others some reflections on my analysis and invite discussion and comments on the understanding I have constructed on the topic.

The context of the study

The aim of the research is to explore experiences of individuals in a multi-organisational collaboration, CETL4HealthNE. The collaboration has nine HE and NHS partners across the North East. The focus of the collaboration is on preparing health care professionals fit for practice in the modernised NHS through innovative learning and teaching programmes. To capture the multifaceted and varied nature of the collaboration qualitative methods were employed. The methodological framework behind the study is hermeneutics (Crotty, 1998). Total of 14 members of the collaboration have been interviewed about their participation.

Analysis

In hermeneutics analysis is process of deepening understanding constructed from the interplay between the parts and the whole (Diekelmann and Allen, 1989). Building a picture of the context both in NHS and HE during the collaboration is an essential part of the analysis and will be used to shed light to the individuals experiences. The focus of hermeneutical study is on offering accounts of an individual's experience in a specific setting rather than in producing highly universal theories, the focus is on micro level theory rather than grand theory (Reeves et al., 2008).

Early results

The analysis will be completed by the of the presentation. From the early stages of analysis increased communication between partner organisations and better understanding of different health professions both on individual and organisational level are important outcomes of the collaboration for the participants. CETL4HealthNE seems to have created a platform for cross HE and NHS communication to happen in a more meaningful manner. Individuals have appreciated the opportunity to network, being able to share practice and knowledge as well as being able to come together to think creatively.

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Exam-waived Recommendation of Master's Candidates in Chinese Graduate Institutions: A New Selection Approach to Keep in Line with International Practice (0020)

As a general rule, admission procedures for Master's programmes around the world are currently dominated by the open-application process; however, in Chinese graduate schools, the postgraduate entrance examination has historically been the primary method of vetting eligible candidates. Although the Chinese idiom "dragon gate" aptly alludes to the degree of difficulty that Chinese students associate with this type of admission (Zeng, 1999), almost all qualified Master's candidates always attempt to circumvent the dragon gate of graduate institutions.

Over the past decade, Chinese postgraduate education has experienced unprecedented progress from a global educational perspective. Based on an educational-borrowing inquiry of Master's admissions policies in western universities (Wu, 2002), the Chinese Ministry of Education promulgated an "exam-waived recommendation" policy and a series of regulations to recruit more outstanding, qualified candidates to graduate schools (MOE, 2006). Accordingly, a few excellent undergraduates have since been able to continue their Master's studies by open application instead of through the traditional examination process. This approach has disrupted the monopolisation of the national examination and more closely aligned Chinese admissions practices with those of many international institutions of higher education. With the sharp increase in the number of beneficiaries over the past few years, this new approach has been actively debated in popular public media forums (SINA, 2008). However, scholarly discussion about its features and influences has remained surprisingly quiet.

This presentation describes a documentary research which seeks to establish clear parameters of this transformation in Master's-student selection and comprehend its significance to both Chinese graduate institutions and globalised higher education. It will review current policies, controversies, and research on this topic, which seem to indicate that its effects include accelerating the production of Master's students and increasing graduate schools' autonomy. A comparative analysis that incorporates British procedures will also be used to argue that the establishment of a better social credit system and a "strict out" assessment system will enhance the status and efficiency of this new approach for Master's-candidate selection in Chinese graduate institutions.

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Stepping into the light or tapping in the dark? Postgraduate students at the Central University of Technology (CUT), Free State, South Africa (0043)

Involvement in postgraduate studies generates increase demands on higher education institutions with respect to the qualifications and quality of staff, research infrastructure, the quality and availability of postgraduate students, and the quantity and quality of research outputs. Within this context it demands higher education institutions to sustain high-level research capability and involvement on an efficient and effective basis.

Recently the state of postgraduate studies in South Africa has come under increasing scrutiny due to diverse reasons. Questions about rapid transformation processes; quality of postgraduate supervision; the slow growth in masters and doctoral graduates; lengthy postgraduate completion rates and the high percentage of termination of postgraduate studies are present.

Within this South African higher education context, postgraduate studies is even more problematic and complex due to the following reasons: Firstly, South African higher academic institutions are engaged in a process of rapid transformation, which raises the concern of how well the national system is able to produce what the international workplace needs. Secondly, an increasing proportion of the postgraduate student body is from previously disadvantaged and diverse cultural backgrounds, with limited experience of library facilities and independent research work. Thirdly, most academics are grappling with the demands of increasing postgraduate student numbers, as well as rapidly changing curricula and modes of delivery – especially due to various policy demands.

These are only some of the issues that resulted in an improvement-orientated case study in which the environment of postgraduate students at a university of technology was investigated. The research methodology which was applied in this study was primarily a qualitative research method (i.e. focus group discussions with postgraduate students) assisted with a quantitative research element (i.e. a profile questionnaire). The perspectives and insights obtained from this evaluative case study could assist the managers and supervisors of the CUT (or other higher education institutions) in developing effective and efficient postgraduate supervision practices. It may also help prospective postgraduate students to prepare themselves for the postgraduate environment. This would indirectly improve the quality of postgraduate research as well as the related results of the research outcomes/products/outputs.

For the purpose of this paper the focus of the findings will concentrate on postgraduate student challenges, namely the stumbling blocks (e.g. serious systemic issues that require attention such as too many overburdened and inexperienced supervisors, insufficient research preparation for master/doctoral students, insufficient national and institutional financial support for students, insufficient institutional attention and resources devoted to postgraduate support, etc.) postgraduate students encounter in the research environment at the CUT, Free State. Awareness thereof is not only crucial for the stipulation of improvement strategies, but also to develop and establish a quality enriched research environment at the CUT, Free State.

The impact of of Aimhigher within the context of University Centre Hastings (0034)

Purpose

This presentation will discuss the findings of recent research on the impact of Aimhigher in encouraging progression to Higher Education (Action on Access 2010) within the context of University Centre Hastings (UCH). The widening participation work of Aimhigher is particularly important to the remit of UCH, whose philosophy is to promote 'education led regeneration'; Hastings is a deprived area which traditionally has a low progression rate to HE. UCH's focus is on courses that are attractive to a diverse range of 'non-traditional' students these include a range of work-based Foundation Degrees which will contribute to the local economy and beyond; providing students with a skill set allowing them to be a part of the global information and knowledge society which now exists (Thomas 2001).

Nature of Research

Empirical research will be presented which is currently being written up for Masters Degree submission and journal publication.

Methodology

The research was carried out through the case studies, using narrative enquiry (Webster and Mertov 2007), of four current FdA Broadcast Media Students, two of which were former Aimhigher pupils and two of which were 'non-traditional' first in family students who did not have the opportunity to participate in Widening Participation interventions. A focus group was held with year 9 pupils from an 11-16 mixed comprehensive school who have participated in Aimhigher Taster Days at UCH. Evaluations from Year 10 Aimhigher Media Taster Days have also been analysed.

Key Arguments/Findings

The conclusions of the research will be presented – the themes include:

The benefit of a structured programme of interventions verses the negative impact of 'one off' activities.

The importance of Information, Advice and Guidance (IAG) and post-activity follow-up sessions.

The lack of preparedness of non-traditional students and the implications this has on student retention.

The benefits of introducing work-based Foundation Degrees as a mode of HE study to Aimhigher Pupils

The importance of Student Ambassadors in raising aspiration to progress to HE.

Sustaining the local Widening Participation efforts after Aimhigher ceases.

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The 'Digital Native': Evaluating the evidence a decade later (0070)

As we consider the implications of a globalised higher education, it is important to consider the premises upon which our tools and methods of globalising participation are based. Within the increasingly important domains of educational technology and E-learning, the theory of "Digital Natives and Digital Immigrants" (Prensky, 2001) has been a pervasive element of discourse on student's identities. With almost a decade now passed since the seminal publication on the 'Digital Natives', this paper will evaluate the degree to which the conceptual framework offered by the theory is resonant with research evidence.

The concept of the 'Digital Native' has been used to describe a generational divide in digital aptitude; positioning all those born post-1980's as habitual participants in social, media, and gaming technologies (Prensky, 2001). Moreover, this sustained engagement with technology practices has been implicated in shifting approaches and attitudes toward learning within the 'Digital Native' generation. The theory has been highly influential, being drawn upon to theorise disposition toward technology practices in a variety of educational settings (e.g. Lei, 2009). However, research from the UK (e.g. Jones et al. 2010) and from abroad (e.g. Thinyane, 2010) has cast significant doubt upon the validity of claims made by the 'Digital Native' theory. Despite these rebuttals, the theory remains a persistent discourse within educational technology trends such as virtual world learning (e.g. Penfold and Duffy, 2010).

This paper will seek to arm the audience with a coherent empirical and theoretical understanding of 'Digital Native' theory and its subsequent critiques. In pursuit of this, the paper will draw upon recent literature in educational technology and illustrative examples from the author's PhD research in the field of virtual world learning.

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Refugees in Higher Education: Symbolic struggles, learning and identities (0022)

Refugees are involved in a process of profound learning as they negotiate new identities, a new place in the social world and a new way of being. In Bourdieu's terms the habitus that they were born into, and the cultural and social capital which they had acquired and which had enabled them to move quite smoothly through their social world, has no purchase or value in the new and unfamiliar context. As they move across social space habitus becomes 'divided against itself, in constant negotiation with itself and its ambivalences...' (Bourdieu 1999: 511).

This paper draws on empirical research which combines a life history with a longitudinal approach to explore the identity struggles and learning processes of a group of refugees as they manage the transition to a new life in the UK. Adopting a concept of learning as a process of 'becoming' or 'unbecoming' (Hodkinson et al. 2007; Biesta 2006) I will consider the processes and strategies adopted as refugees negotiate, resist and claim identities for themselves in a new social space. For many refugees who already have a tertiary education and who come to the UK with professional qualifications, higher education is perceived as a strategy for accruing capital which they hope can be traded for reward in the labour market; it is also a means of establishing a positive identity and sense of respectability.

However, the experience of higher education and the kinds of identities which can be constructed through pedagogical interaction can be very different. These differences will be explored in relation to the narratives of two women (a nutritionist from Iran and a teacher from Zimbabwe) both of whom came to the UK with strong learner identities and a clear sense of their academic abilities. Drawing on Bourdieu's framework I will suggest the different experiences reflect the recognition of capital and the adherence between habitus and the field of higher education. The narratives illustrate how for some higher education can offer a space for new possibilities of selfhood and the enactment of positive identities, for others it represents a space of difference and exclusion, and of dominating constructions to be resisted.

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International trends and the Irish Academe: how the changes in academic working conditions reported internationally are being reflected in different types of higher education institutions in Ireland (0046)**Purpose, Nature, Methodology**

This paper presents a statistical analysis of the available data on Irish academic staff in different institutional types to examine whether the international trends of increased student staff ratio, casualisation of academic staff, increasing research output per capita and changing student profiles are reflected analogously in Irish higher education institutions (HEIs). It also presents the first findings from the Faculty Identity and Institutional Type (F.I.I.T) questionnaire sent to lecturing staff in Ireland which measures the extent of changes in working conditions (such as decreases in autonomy, authority, academic freedom and collegiality, and increases in accountability, managerialism, research activity and workload), how they differ depending on institutional type and how they compare with the changes affecting academic staff internationally.

Argument

European policy initiatives and international trends have impacted Irish higher education policy such that the academic staff in Ireland is reportedly experiencing similar changes in their working conditions as those experienced by their peers globally. The extent to which these changes are occurring in Ireland and whether or not they are occurring differently depending on the type of HEI is the subject of this research.

Faculty work, roles and conditions are shaped by institutional type (Losco and Fife 2000). In Ireland, the higher education system is essentially organised into a binary system with 7 Universities and 14 Institutes of Technology (IoTs). International data from research done on academic staff in the mid 1990s (Boyer, Altbach et al. 1994) found that when compared to those working in universities, faculty in non-universities were less satisfied, had higher teaching loads, worked less hours and were less prepared to work over the conventional working hours, they spent less time on research, rated the resources worse, were less frequently engaged in collaborative research projects and published much less (Enders and Teichler 1997). However, Ireland has not been included in international surveys on academic staff prior to 2010 and there is little history of collecting independent data on Irish faculty or academic work. The data contained in this paper forms part of my PhD research which aims to elucidate the academic working conditions in the binary higher education system in Ireland and situate the Irish experience in a global context.

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Learning strategies and professional competencies acquired by young people in vocational training system in Algeria. (0017)

This study has been done in the accordance with our interest in problems of young people with low education level. More specifically, it focuses on the day to day obstacles that they face in learning new skills and competencies. These skills and competencies should help their school-to-work transition, and facilitate their first-entry and their successful integration in the labor market.

The study focuses on the investigation of learning strategies (LL) that vocational trainees declare to use and their relationship with the acquired professional competencies. These vocational trainees are young people preparing a “superior technician diploma” in human resource management by apprenticeship training. This training is proposed for young people who failed the baccalaureate, which is an Algerian national exam that gives access to the university. These people suffer from cognitive, meta-cognitive, linguistic problems and low motivation, which may explain the high drop-out rate and failure in the vocational training (Zahi, 2004) and their unsuccessful integration on their first work.

To assess (LL) we elaborated an inventory, which is a self report questionnaire, inspired from many other inventories (Dowson and Mc 2004; Mok; Pintrich 1991; Boulet et al 1996; Ruph 1999 ; Weinstein and Mayer 1986), containing items that determine the (LL) groups used by the learner and the frequency of this use. The groups of (LL) are cognitive strategies, meta-cognitive strategies, affective strategies and resources management strategies. We constructed, also, an experimental situation (external examination) to measure the acquired professional competencies (Tardif, 2006). It is a simulation of a problem as in the real professional life, which requires the acquisition of necessary competencies to solve it. The four general types of competencies are the acquisition, the development, the maintenance and the human resource planning competencies.

The results of the application of the questionnaire on a sample of forty (40) trainees, and the results of the external examination, allowed us to measure the relationship between strategic choice and success in resolution of the simulation problem. The study shows that trainees used a wider range of groups of LL. Despite this use, many of them had not solved the problem, which revealed the difficulties in acquiring the professional competencies by using the adapted (LL). Based on this finding we suggest integrating a “cognitive educability unit” in the training program to help them mastering new (LL) and how to use them, and also elaborate new plans that will help them acquire competencies in the community of practice.

Keywords: young people, vocational training, workplace, learning strategies, professional competencies.

Creative Spaces (0048)

How does the environment in which we learn and teach influence our creative process? How can we manipulate the space around us to enhance student productivity and the quality of student work?

As teachers, we are limited to the space we are given, but can we overcome an uninspiring space to produce a successful learning experience?

There have been a series of discussions and studies in the United States and Canada devoted to the subject of study space and the student experience. A growing sense that students can learn best in collaborative and social spaces challenges the 'traditional' idea of a classroom setting of desks and lecture podium and gives credence to the idea that educational institutions need to provide unique spaces that will facilitate the student learning experience.

I will share a literary review and exploration of spaces in HEIs across the United States and the United Kingdom. I specifically look at the work of Torin Monahan, Strange and Banning, and Nancy Van Note Chism. I review workspaces of the creative industries and the evolving movement to consider unique and inspiring spaces in higher education.

However, for those of us who do not have access to bookable spaces for the purpose of facilitating creativity, what can we as individuals do?

I conduct a series of exercises meant to determine how space can be used to enhance student creativity and the student experience, without detracting from learning objectives and outcomes. Exercises, student participation and projects, field notes, and surveys will comprise the scope of this research. Joint projects within other disciplines were also undertaken.

This research has already greatly assisted me in my own teaching practice and I believe it will assist others in their own practice.

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Beyond human capital: Social relations and networks in Vietnamese students' experience of Australian tertiary education (0045)

Purpose

This presentation seeks to highlight the need for a close examination of international students' experience in current international education practices, with emphasis on social dimensions and their cultivation of learners identities and actions.

Nature of the research

This research examines dimensions of Vietnamese international students' social networks, how they formalise, manage and mobilise these social networks to shape their identities, goals, motivations and behaviours. This pilot study will be completed by early December 2010.

Methodology, approach and sample (pilot)

This research employs a case study approach drawing on aspects of ethnography with in-depth interview being the main method of data collection. Findings are based on interview data collected from a sample of 6-8 tertiary students from Vietnam currently studying at NSW Universities, and thematic analysis of this data in the narrative style of social inquiry.

Key arguments and findings

This research is informed by Bourdieu (1986) and Coleman (1988) social capital model, which explicates that actual and potential resources of people are linked to their network of relationships including communities beyond immediate family members, and that people act upon their obligations and expectations of their social environment. It draws on theoretical and empirical evidence of students creating and managing their social capital in the construct of their identities, and the dual struggle that they face between personal pursuits, economic purposes and broader community interest in their international learning experience (Lauder et al 2006).

From the perspectives of Vietnamese international students, their beliefs, values, objectives and needs in seeking offshore education, this study demonstrates the interaction of individual choices and their surrounding social parameters, that choices and actions are made in terms of preferences and defined within socially constructed identities. The findings show that students construct their identities by integrating personal, sociological, experiential and intellectual dimensions of learning over time; their identities are individualistic and collective, and essentially are products of their social experiences (Weil 1986).

This study emphasizes the need to view social dimensions as dynamic factors in the development of human capital because students' sense of identities, motivations and actions are intricately bound with their social environment.

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**Transforming the student learning experience beyond the lecture theatre:
The Hall Resident (0074)**

Responsive scholastic provision recognises the student as a valued stakeholder and customer. We offer a variety of learning experiences within a traditional classroom setting. However, to transform the student's academic career, we must look at total University life, not just the learner role.(1) Students reside in University managed accommodation, especially in their formative first year, joining sport teams, societies and other extra-curricular, but University-supported, endeavours. These promote personal growth and further opportunities for learning, particularly soft skills that are becoming more important in graduate hiring decisions than qualifications.(2) With an international student population, these alternative learning sites integrate students and virtual learning environments within modern Universities suit the Web2.0 generation entering University today(3), thus continuing education beyond the lecture theatre into the home – the Hall of Residence. This poster summarises some key findings of a six year ethnographic study into learning within the accommodation domain, namely that greater flexibility in learning environments enhances the student experience. Residents take responsibility for large projects, including handling significant budgets, managing complex relationships and challenging expectations. These permit development of a personal effectiveness that prepares students for post-degree employment. Hall has many benefits, but equally there are aspects that contribute negatively to a student's academic and personal success. These have to be carefully managed, to the extent permitted without overt paternalism, by the Hall staff. They must balance their pastoral role with permitting students to learn from their mistakes. This fine line is even more difficult to determine with policy guidelines that are often scripted in generalities. Here the selection of 'good' Wardens is crucial for the promotion of the appropriate atmosphere – one of genuine rest from academic endeavours, but with other avenues for learning.(4) This poster highlights four familiar projects: Book Club, Choir, Hall Ball Committee and InterHall Sporting Competition. Often ignored by academic officers, it is the responsibility of the Wardennial Team to get recognition for these, both for the students' and for their own unit's sake. With funding pressurising how these living-learning environments are supported, it is necessary to justify the continuance of these non-traditional educational programmes. This poster calls for acknowledgement of the important role played by accommodation as an arena for development and education.

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Virtual worlds and 'real' universities – opportunity or limitation for identity creation and transformation? (0061)

Virtual worlds are persistent three-dimensional online environments, such as Second Life by Linden Labs., which could offer an opportunity for university students to learn more about themselves, try out new behaviours, and reflect on what influences their identities facing the challenges of a globalising Higher Education (HE) system. However, when virtual worlds are utilized as learning environments in the context of HE this raises important questions of whether these opportunities can be effectively realised, which university norms and rules can influence the decisions made for/in the virtual world, and how these decisions may impact upon the context of HE education with respect to both the individual student and the system in general.

It is frequently suggested that virtual worlds, alongside the internet in general, offer liberating opportunities and possibilities that can overcome key restrictions of the physical or 'real' world (Stone 1996), including distance, dimension, and economics as well as different aspects of identity such as gender, age, ethnicity or status which are the focus of this study. The possibility to be or become someone else which starts by creating an individual appearance (a so-called avatar), leads to notions of self-creation, identity play and having multiple identities in spaces described as 'laboratories for the construction of identities' (Turkle 1996: 184). The central problem with this approach, however, is that experimenting with identity relies to a significant extent upon the anonymity of the participant, a condition difficult to fulfil within a university setting. Additionally, virtual worlds alongside other virtual learning environments used in HE offer opportunities and instruments to observe and, thus potentially control, students' behaviours (Land and Bayne 2005).

Using a narrative research approach (Riessman 2008) this paper draws upon initial findings from data collected at three UK universities to discuss how notions and mechanism of surveillance and assessment can impact upon students' identity formation and self-understanding.

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The Graduate School: Portal and Gatekeeper (0056)

Purpose

To argue that the introduction of cross-institutional Graduate Schools, often described as US imports (Woodward, D and P Denicolo, 2004), to British Universities, has been necessitated by the globalisation of the 'focus on practice' (Boud, D and A Lee, 2009, p.13) of doctoral education. Graduate Schools act as both portal and gatekeeper for the globalising policies and discourse supporting a changing doctorate. Portal in that they focus, facilitate and champion the required structural and behavioural changes necessitated by the globalisation of doctoral education; gatekeeper in that they repackage parts of this external agenda in order to sustain postgraduate research education within some institutional environments, sometimes protecting the 'Humboldtian' features of the doctorate's former self, and shaping the professional identities of research students, supervisors, and administrators.

Nature of work

The presentation is based on the results of completed empirical research.

Methodology, approach and sample

This study takes up the challenge of those theorising about the globalisation and practice of doctoral education (Boud D and A Lee, 2009, Mared, N, 2010) for more local studies of how these processes operate. Based on a case study of a Graduate School within a post 1992 University, the research has included documentary analysis, fifty hours of participant observations of the research skills training in 2008/9, and seventy five semi-structured interviews with research students, supervisors, and administrators.

Key argument

Doctoral education has been in a state of accelerating change since the late 1980s and has had to adapt to, as part of the larger changes all of Higher Education is adapting to, an age of globalisation and 'supercomplexity' (Barnett, R, 2000). As the nature, structure and purpose of the British doctorate changes so must the process of the socialisation of research students, supervisors and administrative staff. The Graduate School is a key actor in this socialisation process, helping to shape the shared set of meanings of what the doctorate is within an institution. This study has explored the impact of the introduction of a Graduate School within a particular context, the penetration of the practice and discourse of the globalising doctorate, the shaping of professional identities and the role of a Graduate School in sustaining postgraduate research education within particular institutional environments.

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Globalised Higher Education: The '(re-)created classroom'? (0065)

As we explore the notion of an increasingly globalised higher education context, it is essential that we also consider the role and positioning of technologies associated with such claims (Pelletier 2005). Technologies such as virtual worlds have often been presented and used as opportunities to embrace teaching and learning on a global scale, and this is particularly so when the intention is to encourage 'a feeling of presence' (e.g. Edirisingha et al 2009). This paper will thus explore the use of virtual worlds as (re-)creations of the familiar and established classroom space that might still transcend geographical boundaries.

The use of virtual worlds such as Second Life as seminar, discussion and meeting spaces for distance learners has been clearly established (e.g. Edirisingha et al. 2009; Kemp, Livingstone & Bloomfield 2009; Minocha & Roberts 2008). These uses can be unrelated to other characteristics of the virtual world space, for example its applicability in experiential learning or identity play, although in many cases these affordances might also be drawn upon. Here, though, the focus is upon how a virtual world might resonate with the sensation of an embodied, synchronous and co-present discussion space. In such practices, it could be suggested that we are not observing a shift to new spaces of higher education but rather a (re-)creation of familiar spaces within the virtual world.

Drawing on current PhD research and associated literature, this paper will explore the use of Second Life for distance learning where its primary function is to act as a discussion or seminar space. It will suggest that its positioning as a 'virtual classroom' has been under-discussed in both empirical and conceptual research, despite its increasing application. The intention of this paper is to stimulate discussion around the (re-)created classroom in Second Life, suggesting that in a globalised HE where these applications might continue to grow, it is critical that we might begin to comprehend them.

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Strategic Leadership: A Solution to Business Schools' Success at Global Level (0013)

It is evident that reputable league tables such as Financial Times Global MBA rankings are predominated by the US business schools (Pfeffer & Fong, 2004), while the UK business schools are competing. Sadly, although there are over 100 business schools in the UK, only 16 of them are rated as 5 or 5* research centres (Ivory et al., 2006). In addition, "the poorest performing universities may have to be closed so as not to hinder more successful institutions" (BBC News, 2010). This study asks what strategic leadership can do for business schools to navigate the crises and be successful at a global level.

This study aims to examine the experiences of leaders of the UK business schools on how they manage their institutions to meet their goals, maintain the quality of research, teaching and learning and sustain their success. The theoretical framework, based on McGee et al. (2005) and then adapted from doing the pilot study, will be used in the main study to test its validity.

The main PhD project involves conducting semi-structured interviews with deans and managers of selected UK business schools, undertaking open-ended questionnaires with middle managers and organising focus groups with staff. The transcribed data are analysed with NVivo.

The study will provide insights on effective management of resources, strategic thinking, organisational cultures, strategic direction and ethical practices. These enablers are likely to result in strong reputation and success of business schools at a global level.

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Renegotiating identities: public Peruvian universities and the post-development discourse in a neoliberal era (0066)

1. Purpose. This paper explores the impact of neoliberal reforms and the crisis of the “development discourse” on the redefined institutional identity of a public university in Peru. I will present evidence of the tensions and contradictions that the San Antonio Abad del Cusco University faces in the simultaneously response to local demands and to the national and global processes of educational reform.

The case study will allow me to explain the impact of global higher education discourses on the selected university marginalized by these discourses. It focuses on a region of Peru where the introduction of the Higher Education system only became possible through direct state intervention and through the construction of a discourse centered on “the contribution of the higher education system to the national and local enterprise of Development” (Escobar: 1989, Fuenzalida: 1987).

2. Nature of the research. This research (part of my MA) is an attempt to explore the role of Latin American Universities in the production and circulation of knowledge and their relation with hegemonic and contra-hegemonic discourses produced in this region. It will contain a reflexive analysis and literature review discussion of the aforementioned topic. The research will conclude in November.

3. Methodology. Literature review and discourse analysis of texts produced in this university.

4. Key arguments. The literature review conducted thus far elicits the following key points for further investigation:

a. The identity of the Latin American universities has been highly influenced by the “development discourse”. With the apparent crisis of this discourse (Escobar: 1989, 1995) it is worth knowing how these universities are redefining themselves.

b. The impact of global higher education tendencies is not a new process. With the ascension of USA as a new global empire in the 50's, the American universities became the new benchmark in Higher Education, especially for Latin American universities (Fuenzalida: 1985)

c. “New” global tendencies in Higher Education bring threats and opportunities: either promoting processes of meaning and knowledge accumulation in the center (Mignolo: 2003, Sousa: 2006); or facilitating the circulation of knowledge.

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MERGING METACOGNITIVE TOOLS FOR USE IN HIGHER EDUCATION. (0047)

Purpose: This research will present a model of teaching and learning in Higher Education through the integrated use of Concept Maps and Let Me Learn advanced learning system so as to capture the learner uses of metacognitive skills during an extant learning event.

Nature of the research and stage: Prevalent literature in Higher Education calls for more emphasis on the student learning process through increased reflection and metacognition (Moon, 2000; Cowan, 2006; Biggs & Tang, 2007). University students are more assumed to be more focused on passing their exams than to enhance themselves as critical and reflective learners. "They tend to study without reflecting on the purpose or strategy and to see the course content as discrete items of information" (Kinchin, Baysan & Cabot 2008:377). However, one cannot solely blame the students for this kind of experience. University teaching tends to ignore how students prefer to learn and many times it does not embrace the notion that students are capable of transformation (not only accumulation) and so leads to non-learning outcomes (Kinchin, Lygo-Baker and Hay, 2008).

This pilot research is in its initial stages and will hopefully in the long run, shed some light on how Concept Maps along with an awareness of how students' mental mechanisms work most effectively for them may lend themselves for a meaningful learning process leading to transformation for both the teacher and the student.

Concept Maps and the Let Me Learn System are two metacognitively driven tools which respond effectively to meaningful learning and both have a substantial body of international research (Cañas & Novak, 2006, 2008; Johnston, 1996, 1998).

Methodology: Using student work product from the B.Ed course at the University of Malta, this study traces the effect of a learner's mental operations on the learner's use of Concept Mapping as the learner embeds and retrieves new and scaffolded knowledge. The data collected reveals the powerful effect which this combination of learning tools and learning processes yielded on student achievement.

Key argument: This research will put forward the argument that when using Cmaps along with an awareness of how students prefer to learn, the students would be embarking on a metalearning journey through metacognitive processes. This would eventually lead to meaningful learning thereby challenging the ever prevailing factory model of education.

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Medical School Admissions and Bourdieu's Concept of Reproduction in Education (0026)

Introduction

It is well documented that students from higher social classes and independent schools are over-represented in medical schools [1]. Part of the problem is that students from lower social classes and state schools are not as likely to apply to medical school [2]. Research suggests that the problem is compounded by the fact that it is more difficult for those who do, to actually get in [1]. This presentation discusses Bourdieu's concept of reproduction in education [3], exploring the ways in which these trends are reproduced by medical schools through admissions policies, and how the introduction of the United Kingdom Clinical Aptitude Test (UKCAT) may help to improve the situation.

Methods

This study was conducted at a single medical school where the UKCAT was introduced in 2007 to help make fairer admissions decisions. Previous school type data were collected for each student and coded into: state, grammar and independent schools. Regression analyses were conducted to determine the relationship between school type and performance on admissions measures (personal statement, interview and UKCAT). Regression analysis was then used to determine whether school type or admissions scores predicted performance on the course.

Results

School type was not a significant predictor of UKCAT or interview scores. Personal statement scores were predicted by previous school type, with students from independent and grammar schools performing better than those from state schools. The only significant predictor of performance on medical school exams was UKCAT.

Discussion

The results show that personal statement score was predicted by school type; a likely contributor to the disproportionate amount of independent school students in medical schools. This highlights one way that medical schools are reproducing the type of students being accepted; perhaps creating and reinforcing the perception that this is the type of student who should apply. UKCAT score was not predicted by school type, indicating that it is less biased than personal statements. The UKCAT was also able to predict performance on medical examinations, showing its utility as an admissions tool. Bourdieu would likely challenge the use of aptitude tests to make medical student selection, reflecting what he called the 'myth of merit,' however these results are a positive step in breaking the reproductive cycle of medical school admissions.

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