

## Understanding social science students' choices and experiences: exploring the role of consumption. (0178)

*Research Domain: Student Experience*

This paper draws on an analysis of students' accounts of their choice of university and degree and their experiences of university. We focus on the extent to which the students conceptualise themselves as consumers and/or their education as a product. We explore the intellectual value of theorising students' accounts with consumption theory and contrast this with an approach drawing upon Basil Bernstein's notion of pedagogic identities. We argue that on the whole students see themselves as involved in a broader transformation through knowledge, pedagogies and their overall experience of being a student. They do not see university education as a product or themselves primarily as consumers but there are elements of consumption theory that help to provide insight into aspects of students' identities. Bernstein's concept of pedagogic identities facilitates an integration of consumer orientated elements of students' identities within the broader pedagogic process of undergraduate education.

De Montfort University, UK

## Student Perceptions of Outstanding Teaching (0150)

*Research Domain: Learning, Teaching and Assessment*

This project interrogates the question 'What makes excellent teaching in the current context of a diverse student population and decreasing resources? Themes include curriculum and employability; transitions in, through and out of university; assessment and feedback; and support for learners. This builds on previous research (Clarke and Watson SRHE 2009), (Dobbins Clarke Merton and Watson SRHE 2010).

The principle testimony of students for the current project was gathered through six focus groups shaped by an online questionnaire. Whilst responses do not provide the richness of previous projects they give valuable insight into what aspects of outstanding teaching might be disseminated more widely. The student voice has increasing currency in contemporary HE internationally and can form a powerful mandate for change especially when it coincides with data including the voice of the academic. However the authors concur with Harvey's (2003) challenge of the utilization of students' appraisal of teacher performance.

### **Gender equality and meritocracy in research policy in Sweden (0161)**

*Research Domain: Higher Education Policy*

Political efforts have been of crucial importance for gender equality in Sweden, but at the same time contested in academia. To be able to understand how gender equality is conceptualised in higher education, we scrutinise the logics involved, how they conflate and (re)construct each other. Specific logics based on academic research culture on the one side and logics based on political justice governing policy on gender equality on the other. When politicians strive for gender research they turn into this mixture of logics. Ambitions to encourage the field of knowledge are looked upon as unlawful political interfering unfamiliar to the logics of academy. Still, gender equality in the academy – as elsewhere - have to highlight a need for gender studies. The disadvantage is the conflation between gender research and gender equality work, which has lead to problems both for the research field and for gender equality in higher education.

**Anchor John**  
**number: M1**

**Programme**

**Benešová Martina**  
University of Huddersfield, UK

### **Learning and earning: the expectations of level 1 and level 3 undergraduates (0154)**

*Research Domain: Higher Education Policy*

This paper reports on the preliminary findings of a study comparing the earnings' expectations of level 1 and level 3 undergraduates in economics and business studies in two countries – England and the Czech Republic. These countries are chosen because in England tuition fees have been in existence for some time, whereas in the Czech Republic tuition remains free in the public universities. The results to date indicate that at level 1 students in England expect higher returns to their University education than Czech students. In particular, they expect their graduate salaries to compensate them for their need to repay their student loans. Their expectations are influenced by gender and socio-economic characteristics. It is hypothesised that level 3 students will be better informed about the labour market than level 1 students, and therefore more realistic about their prospects. Data will be collected in an attempt to investigate this hypothesis.

**Anderson Deborah**  
**number: M4.1**

**Programme**

Kingston University, UK

### **Developing sustainable pedagogic models in a turbulent environment (0026)**

*Research Domain: Learning, Teaching and Assessment*

In this paper, I propose that educators need to develop their own pedagogic models which are flexible enough to accommodate change from one year to the next. Instead of a focus on content and developing sessions which cover new subject ground, we should develop pedagogic models which ensure that students themselves collaborate in the development of new knowledge, making full use of new research tools. By investing time in developing engaging, collaborative sessions, we can decide at a later stage the actual subject matter. We can also be flexible in the research tools used to develop the new knowledge base.

In summary, course design should start with the pedagogic plan over which the content can then be overlaid. This approach also necessitates a move away from the educator as owner of knowledge to a fully collaborative approach.

**Andrews Jane**

**Programme**

**number: C10**

**Clark Robin, Higson Helen**

Aston University, UK

### **Forging Futures: Enhancing Employability Through Work-Based Learning (0143)**

*Research Domain: Academic Practice, Work and Cultures*

The value of providing students with high level work-based training is reflected in the literature with much emphasis being given to the role of education in preparing undergraduate students for the world of work (see for example, Gleeson & Keep 2004, Billett 2008, Bennett & Kane 2009, Jackson & Jamieson 2009, Longhurst 2010). However, whilst such training undoubtedly has its merits, in engineering education in particular, difficulties in assessing and evaluating such activity-based learning (McKenna & Laycock, 2004; Melin et al; 2009) means that the added-value of work-based learning programmes is somewhat difficult to capture. Based upon the findings of an exploratory study, this paper critically discusses the pedagogical and practical issues of assessing and evaluating the value of work-based learning in undergraduate level engineering education programmes.

**Ariwa Ezendu**

**Programme number: P4.1**

**Okeke John Paul Okeoma**

London Metropolitan University, UK

### **Corporate Sustainability and e-Tutoring for Disable Persons: Implications for Green Technology and Consumer Electronics driven Pedagogy (0008)**

**Research Domain: Learning, Teaching and Assessment**

The concept of corporate sustainability is also rooted in the wider concept of sustainable development. According to the Dow Jones Sustainability Indexes website, Corporate Sustainability is a business approach that creates long-term shareholder value by embracing opportunities and managing risks deriving from economic, environmental and social developments. Corporate sustainability leaders achieve long-term shareholder value by gearing their strategies and management to harness the market's potential for sustainability products and services while at the same time successfully reducing and avoiding sustainability costs and risks.

This paper examines the concept of corporate sustainability and how it can help businesses encourage disabled persons in their organisations and communities through E-tutoring. This covers the broad area of questions dealing with the business effects and business success relevance of voluntary social activities of a company. Stated differently: Can the competitiveness and business success of organisations improve through voluntarily created outstanding learning approaches and social performance?

**Aronson Pamela**

**Programme**

**number: B2**

University of Michigan-Dearborn, USA

### **The Non-traditional College Student Experience (0199)**

*Research Domain: Student Experience*

The rise in nontraditionally-aged college students represents an important historical shift in higher education in the United States. This presentation examines how such students in the Detroit, Michigan area experience college. Through in-depth interviews with a diverse sample and an analysis of their academic transcripts, this study examines the perspectives of nontraditional college students. Findings differentiate between two types of such students. "Returners" enrolled in college later in life, after having children and/or significant labor force experience. In contrast, "stayers" enrolled in college immediately after high school yet were still enrolled over the age of 25. The latter type of nontraditional student takes many years to complete a Bachelor's degree as a result of academic difficulties and/or full-time work circumstances. They are thus "off time" in degree completion. The paper concludes with recommendations for program and policy supports for each of these types of students.

**Ashwin Paul**<sup>1</sup>

**Programme**

**number: N1**

**Abbas Andrea**<sup>2</sup>, **McLean Monica**<sup>3</sup>

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**Where is the knowledge? Visions of high quality undergraduate education in UK policy documents (0158)**

### **Research Domain: Higher Education Policy**

In this paper we examine the way in which a 'high quality' undergraduate education is positioned in policy documents relating to UK higher education. By examining policy documents from different groups including government, student bodies, employer groups, trade unions, and international higher education agencies, we argue that students' relations to knowledge are largely invisible within the visions of a high quality undergraduate education that are offered by these documents. Whilst this absence is in some ways understandable, we explore the potential implications that this can have within debates around 'quality' within undergraduate education.

**Batchelor Denise**

**Programme**

**number: C2**

Institute of Education, UK

### **The Measure of a Student (0221)**

### **Research Domain: Student Experience**

Herder put forward the idea that each person has an original way of being human: everyone has his or her own 'measure'. The term 'measure' is employed in its evaluative sense in UK higher education, in relation to quality assurance benchmarks, and the policies and practices of accountability and assessment procedures. I build on those understandings by dwelling on the alternative interpretation of the concept of 'measure' which Herder proposes. I examine how the 'measure' of a student, in Herder's sense of the term, might be recognised, and suggest a particular construction of listening as a condition that fosters the discernment of measure. I draw on the literatures of higher education and philosophy of education, and establish links with higher education policy through two particular issues: student retention, and recognising and engaging with students' diversity. Both of these issues connect with the research domain termed the student experience.

**Baughan Patrick**

**Programme**

**number: D3**

City University London, UK

**Connecting propositional knowledge to professional practice: what is the future for module specification documents? (0201)**

*Research Domain: Learning, Teaching and Assessment*

This paper is based on empirical research which involved the undertaking of nine narrative interviews with participants of a postgraduate teaching development programme. The research was based around use of module specification documents by participants. The study explored the extent to which propositional knowledge that participants are expected to gain through a programme of study as depicted in module specification documents maps to that which participants feel they did gain and were able to enact in their professional practice. Drawing on a theoretical framework comprising two knowledge representation theories, it is argued that specification documents offer a restricted perspective of what knowledge may be gained by participants in programmes of study, and that 'expected knowledge' presented in such documents does not map to 'actual knowledge' that learners gain. Therefore, some reconsideration is needed of the purpose of specifications if they are to maintain a positive role in future HE practice.

**Baxter** Jaqueline-Aundree  
The Open University UK

**Programme number: D2**

### **Who am I and what keeps me going? Profiling the successful distance student. (0139)**

*Research Domain: Student Experience*

Student retention and progression has exercised the HE sector for some time now and there has been much research into the reasons why students drop out of Higher Education courses. {Boyle, 2010; Buglear, 2009; Trowler, 2010; Yorke, 1999}. The Higher Education Academy retention grants programme briefing {HEA, 2010}, outlined a number of areas that emergent project data revealed as fundamental to both retention and progression and include areas outlined by a number of researchers, {Tinto, 2007; Tinto, 2006; Yorke, 1999; Yorke, 2004}, as: 'essential to student success': expectations, support, feedback and involvement' {Tinto, 2009:22}. But there has been less qualitative research into factors which convince students to stay. This qualitative project based in the Open University UK builds upon an intensive institutional research programme, analysing what type of interventions make a positive difference to student progression and success. The research revealed important factors linking to student identity and concomitant success.

**Bell** Andy  
**number: J12.2**

**Programme**

**Bakewell** Cathy, **Rowley** Kevin  
Manchester Metropolitan University, UK

### **Predictive personality and ability indicators of academic performance at degree level (0166)**

*Research Domain: Student Experience*

This research examines personality factors; measures of cognitive ability; and academic achievement as possible predictive indicators of performance at degree level. Four successive cohorts of Psychology students at the Manchester Metropolitan University participated. Measures of ability (and achievement) were participants' scores on the Thinking Skills Assessment (TSA) Test produced by Cambridge University; scores on the abstract reasoning (IQ-type) test, Ravens Progressive Matrices Plus (RPMP); and performance at A-Level. Personality was addressed through development of the Big Five for Students (BFFS). The factorial structural integrity of the BFFS has been established and five independent dimensions of academic engagement (representing the 'Big Five') have been identified. Students' levels of engagement are examined in relation to academic performance: social engagement (Extraversion); empathic engagement (Agreeableness); procedural engagement (Conscientiousness); emotional engagement' (Neuroticism); and creative engagement (Openness). Issues associated with the current development of narrative feedback (related to students' completion of the BFFS) are also discussed.

**Bertani Tress** Maria  
University of Leeds, UK

**Programme number: E8.1**

### **Challenging scenarios in academia: Latin-American academics coping in the UK. (0206)**

*Research Domain: Academic Practice, Work and Cultures*

This paper derives from doctoral research being undertaken with academics of Latin-American origin working in the United Kingdom. It focuses on understanding the ways in which these academics cope with the everyday challenges in their working lives, linking cultural, psychological, sociological and educational elements through the concept of resilience. Data collection involved semi-structured interviews with 20 Latin-American academics working in diverse disciplines in universities across the United Kingdom. Findings show mainly similarities between the kinds of challenges experienced by Latin-American academics and those which, according to relevant literature, are reported by 'British' academics. Yet differences also emerged, such as Latin-American academics' reports of being stereotyped according to their ethnic culture, and of aspects of 'Latin-American-ness' pervading their working lives.

**Blackmore Paul**  
King's College London, UK

**Programme number: P5.2**

### **Strategic curriculum change: identity and role (0123)**

*Research Domain: Higher Education Policy*

A recent international study of strategic curriculum change in twenty-five institutions (KLI, 2010) highlighted the difficulty of such changes, even where clearly adopted as formal university policy. The study explored such difficulties, drawing on institutions' experiences. Curriculum change initiatives reflect tensions in contemporary conceptions of the purposes of universities. Interviews with a range of stakeholders in all of the institutions underlined the major part that issues of academic identity and role had to play in such changes, that were often not considered by institutions. Interviewees spoke little of institutional initiatives and were more locally focused in relation to teaching and internationally in relation to research. Some disciplines appeared more sympathetic to strategic change than others. Leaders needed to adopt a range of strategies to facilitate change.

**Bloch Roland**  
**Carsten Wuermann**  
Martin-Luther-University, Germany

**Programme number: P10**

### **Null, Conflict, or Complementary? The Research-Teaching-Nexus in Academic Practice (0117)**

*Research Domain: Academic Practice, Work and Cultures*

On the basis of problem-centred interviews with scientists at German universities and quantitative data on teaching loads we explore how scientists shape the relation between research and teaching in their practice. In general, there are three relations between research and teaching: Null, complementary, and conflict. The null-position comprehends research as an exclusive endeavor and maintains a higher prestige of research performance. A complementary relation centers on the assets of teaching. Yet complementary relations are felt to be unstable and conflict arises when teaching is perceived as being at the expense of research. Depending on their position in the academic hierarchy and access to resources, scientists can employ different strategies to balance their teaching load. A conflictual relation between research and teaching is most dramatic for junior scientists since research is necessary for advancing their career while at the same time they lack the power to effectively shape the research-teaching-nexus.

**Bloxham Sue**  
**Boyd Pete**  
University of Cumbria, UK

**Programme number: E3**

### **Grading Student Work: the workplace learning of university lecturers in their role as assessors of student coursework (0028)**

*Research Domain: Learning, Teaching and Assessment*

There is continuing concern about academic standards and grade inflation caused by rapid changes in a massified university sector. Understanding of academic standards in higher education remains embryonic and this paper contributes by considering how tutors learn and use standards in their grading. It adopts a socio-cultural perspective on professional knowledge and workplace learning drawing on Blackler's (1995) characteristics of professional 'knowing' as: mediated, situated, provisional, pragmatic and contested. The study reported here used semi-structured interviews that interrupted lecturers during their marking of student coursework. The voluntary participants consisted of twenty four lecturers in four contrasting domains, humanities, art & design, medicine and teacher education, in three universities, one Russell group and two post 1992. The findings illustrate the informal and situated learning of standards and the challenge this poses to the current approach to quality assurance frameworks in their attempt to secure national academic standards.

### **Failure of theory: grounding academic standards between rationality and interpretation (0149)**

*Research Domain: Learning, Teaching and Assessment*

This paper considers the failure of theory to provide a workable model for university academic standards in use; a growing imperative at a time of political and reputational pressure in the standards arena. Tutors have to negotiate a techno-rationalist discourse regarding standards in assessment systems whilst holding an implicit grasp of standards as interpretive and co-constructed. Fundamental assumptions underpinning the use of academic standards in higher education are discussed. In particular, claims for a consensus regarding standards is challenged, as is the power of explicit propositions such as professional standards and Benchmark Statements to secure consistent judgements. It asks what confidence can we have that academics have the 'assessment literacy' to understand the complex influences on their standards and suggests developing theoretical models for increasing the shared construction of standards through increased intersubjectivity; intra and inter university dialogues.

**Boden Rebecca**<sup>1</sup>  
**number: B6**

**Programme**

**Debbie Epstein**<sup>2</sup>

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### **Serving God and Mammon: Universities, Knowledge and New Religious Orthodoxies (0090)**

*Research Domain: Management, Leadership, Governance and Quality*

Universities create and disseminate knowledges, which, however, are not the 'truth' in any objective sense, but validated through the power/knowledge matrix and the expectation of rigour. This paper argues that in knowledge economies what is validated also constructs power relations, offering legitimacy to particular knowledges. The translation of universities to market actors has meant that money—Mammon—plays a significant part in shaping them and therefore the knowledges they produce, legitimate, validate or credentialise. This paper offers a case study of the University of Wales' (UW) validation of a large number of degree programmes offered by institutions adopting fundamentalist Christian dogma, which seek legitimacy through obtaining UW validation. It argues that the trend to validate knowledge based on the ability to pay has serious repercussions for higher education.

**Boehm Carola**  
**number: C6**

**Programme**

**Ainley Carol, Basin Paul, Din Mo, Jones Helen, Lewin Rita, Rowe Helen, Shutt Mark, Stevens Bev**  
Manchester Metropolitan University, UK

### **The Box-Of-Chocolate Phenomena: Using narratives to improve staff morale in large organisations (0207)**

*Research Domain: Management, Leadership, Governance and Quality*

In 2010 a group of senior managers of the Manchester Metropolitan University, one of the largest universities in the United Kingdom with over 4000 members of staff, started a project to explore ways of encouraging a more positive attitude amongst the wider staff community and to begin to change perceptions of the organisation, i.e to change the cultural narrative of their own institution.

The objectives of the project was to use narratives - as a richer set of data - to provide a deeper understanding of how staff develop different identification factors in relation to the institution, locally as well as corporate and to devise and implement a strategy that would allow the institution to create a new and more positive narrative about itself. The investigation resulted in the development of a major institutional-wide initiative, which is in its early stages.

**Boerma Josefina**

**Programme**

**number: H5**

**De Jong Uulke, Griffioen Didi**

University of Applied Science of Amsterdam, Afghanistan

### **The executives' standard on research competence of teachers in Dutch non-university higher education institutions (0174)**

*Research Domain: Higher Education Policy*

In 2001, Dutch non-university higher education institutions gained the financial means to conduct research. Today, research activities are expected to be a part of the curriculum. Before 2001, the primary task of Dutch non-university focussed on providing vocational education. Nowadays, teachers are expected to be involved in research activities. In this paper the results of a study on the executive managers' standard on research related competence of teachers are discussed. The results of Q-methodology reflect the viewpoints of executive managers, which are compared to the self-perceived research efficacy of teachers. The outcomes show that the standard of managers on research competence of teachers exhibits similarity to the ordering in beliefs of ability by teachers: to be able to conduct research with students is most important while research competence with external organisations is the least important.

**Boyd Pete**

**Programme**

**number: G12**

**Smith Caroline**

University of Cumbria, UK

### **Being a University Lecturer in a Professional Field: tensions within boundary-crossing workplace contexts (0085)**

*Research Domain: Academic Practice, Work and Cultures*

The workplace experiences and learning of university lecturers in professional fields provides some insight into changing academic identities across the sector. This study focuses on the perspectives of experienced lecturers in the health professions. It is based on an online survey across the UK of lecturers in nursing, midwifery, physiotherapy, radiography and occupational health. The 230 respondents work in a wide range of institutions including research-intensive and teaching led universities. The work of these lecturers involves moving from academic contexts to clinical practice settings and this boundary-crossing activity creates tensions that influence their practice and professional learning. The lecturers enjoy their work but feel that they carry heavy workloads which constrain their professional development. The findings include the choices these lecturers are making within their role and identity between research, knowledge exchange and teaching activity.

**Brand Stuart**

**Programme**

**number: A11**

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### **Collaborative working: engaging students and staff in learning and teaching development (0126)**

*Research Domain: Student Experience*

Engagement with learning and teaching is central to the student experience and this concern has become more focused in recent years as a result of both economic crises and the acknowledgement of key theoretical positions. It is clear that institutions need to be much more explicit about the skills that students gain as a result of participating in higher education. This session is a group discussion paper aimed at exchanging and sharing experiences of engaging students and staff effectively in learning and teaching. The group will explore key issues facing institutions in their attempts to engage students and staff in learning and teaching. The discussion will focus on one particularly high profile approach, the Student Academic Partners scheme, developed at Birmingham City University. Using this model, the group will explore the different levels of engagement as well as identify key challenges to engaging students and staff in teaching and learning.



**Brew Angela**<sup>1</sup>

**Programme number: Q10**

**Boud David**<sup>2</sup>, **Lucas Lisa**<sup>3</sup>, **Crawford Karin**<sup>4</sup>

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### **Issues in researching academic identity in different countries (0198)**

*Research Domain: Academic Practice, Work and Cultures*

Research designed to explore how academics make decisions regarding teaching and research and how they develop researcher and teacher identities is the focus of an international comparative study in Australia and the UK. It explores how academics think about and act upon the perceived constraints and opportunities for development in their context; and how they come to position themselves in relation to research and teaching. This paper explores the issues that have arisen in carrying out the first stage of this comparative work. It uses a framework of multi-national research arrayed along a trajectory of increasing academic risk, decreasing stability, increasing human factors with compounding interaction costs, and increasing time to research outputs to discuss the challenges of doing research across continents. The paper discusses the work we have done to prepare for surveying UK academics and interviewing academics in both the UK and Australia and presents preliminary comparative findings.

**Brew Angela**  
**number: D10**

**Programme**

Macquarie University, Australia

### **The use of research in institutional change: A case study of undergraduate research (0202)**

*Research Domain: Higher Education Policy*

This paper argues that carrying out research into current practice is a key pre-requisite for making institutional changes. In an Australian research-intensive university, research is being used as an important strategy to bring about change. The strategic initiative is designed to enhance the extent to which undergraduate students engage in research. In planning an institutional strategy to address this, an integrated program of research was devised and in this paper, I will discuss the research findings and the impact of this work on institutional change. Research into existing practice provides benchmarks against which to measure future progress. It is a counter to arguments that "we are doing this already" and it helps to raise the profile of the strategic initiative and develop understanding about what it means. Carrying out investigations also constitutes an academic development strategy as raising questions in departments provides opportunities for reflection which can lead to change.

**Bristow Gillian**<sup>1</sup>  
**number: A1.2**

**Programme**

**Pill Madeleine**<sup>1</sup>, **Davies Rhys**<sup>1</sup>, **Drinkwater Stephen**<sup>2</sup>

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### **Stay, Leave or Return? Understanding Welsh Graduate Mobility (0102)**

*Research Domain: Higher Education Policy*

Debate has long focused on the 'brain drain' of graduate labour from Wales. Welsh and English higher education and labour markets are interconnected (Rees and Taylor, 2006) and Wales is a 'loser' region generating more undergraduates than it recruits recent graduates into employment (Hoare and Corver, 2009). This paper investigates the nature and scale of graduate flows to and from Wales and explores the relationships between human capital acquisition from higher education and migration (Faggian et al, 2007). In particular, it investigates the location and employment outcomes of successive 'graduate cohorts' since the expansion of HE in 1992, by augmenting HESA's graduate first destinations data with detailed analysis of Labour Force and Annual Population Survey data. The analysis thus provides new insights into the returns to human capital acquisition and to our understanding of the different stages of graduate mobility. This has implications for Welsh HE and skills policy.

**Brooks Rachel**  
Brunel University, UK

**Programme number: J9**

### **The experiences of student-parents within higher education: national and institutional variations (0029)**

*Research Domain: Higher Education Policy*

The extant body of literature on 'student-parents' within higher education has played an important role in highlighting some of the difficulties faced by this group of students (such as the challenges of juggling the temporal demands of being both a student and a parent of a young child, the paucity of on-site childcare facilities and acute financial pressures). Implicit in much of this work is an assumption that many of the problems faced by student-parents are inextricably linked to the wider political and social context within which universities are operating. However, as work to date has tended to focus on single-institution studies within one country only, it has been difficult to explore the impact of the wider social and political context. In an attempt to address this gap, this paper compares the support for and understanding of student-parents in two countries with contrasting welfare systems.

**Brown Roger**  
**number: Q9**

**Programme**

**Carasso Helen**  
Liverpool Hope University, UK

### **Markets Rule OK? The 2011 White Paper In Context (0224)**

*Research Domain: Higher Education Policy*

The 2011 White Paper Higher Education: Putting students at the heart of the system (Department for Business, Innovation and Skills, 2011) sets out the Coalition Government's vision for English higher education. The plan is to transfer most of the costs of teaching to graduates in employment whilst increasing competition by encouraging new private providers to enter the market. The argument in this paper is that can be seen both as the continuation of an historical process of marketisation and as part of a wider reform of publicly provided services by the Coalition Government.

**Buckley Charles**  
**number: A8.2**  
Bangor University, UK

**Programme**

### **A phenomenographic study of academic identity construction within the context of a postgraduate certificate in teaching in higher education. (0056)**

*Research Domain: Learning, Teaching and Assessment*

Whilst initial professional development is contested territory in contemporary higher education, it could be argued that the probationary period, during which many academics are introduced to the PGCertHE, is a transitional period which provides an opportunity to develop an academic identity. There is a relative paucity of published research in higher education into the experiences of lecturing staff and their engagement with such awards. This paper provides insights into the early stages of a project which investigates changing identities amongst practitioners involved at various stages of a PGCertHE in six universities across Wales. The study focuses on the changes in teaching approaches for these individuals and examines the influence of instructional strategies and context on identity formation and reformation. Recommendations are made for academic developers based on the findings.

**Burke Penny-Jane**

**Programme**

**number: J7.1**

Roehampton University, UK

### **Pedagogical Relations in Higher Education: Power, Identity and Positioning (0065)**

*Research Domain: Learning, Teaching and Assessment*

This paper draws on qualitative research, which aims to develop inclusive pedagogies in higher education and to address issues of inequality, difference and diversity. Drawing on critical and feminist theories, this paper interrogates hegemonic discourses of teaching and learning that focus on issues of 'delivery' and 'styles'. The paper considers pedagogical relations to examine the processes by which students and teachers become recognized, included and validated in different pedagogical spaces. The paper will draw on data including interviews with students, focus groups discussions with teachers and classroom observations, in order to explore the ways that pedagogical relations re/shape teacher and student identities and the different meanings and experiences of teaching and learning in their accounts. This exploration will involve a detailed analysis of power, inequalities, the politics of mis/recognition and difference and the ways that inclusions and exclusions play out in pedagogical spaces.

**Byrom Tina**

**Programme number: E5**

**Lightfoot Nic**

Nottingham Trent University, UK

### **Transformation or Transgression? Exploring working class students' identity (0196)**

*Research Domain: Student Experience*

Widening participation in Higher Education (HE) is a key political concern within the UK. Whilst evidence continues to highlight disparity in participation rates across social groups (see for example, HESA data[1]), there continues to be a small number of young people from social groups 4 – 7 who do choose to go to university. There is a body of literature that identifies issues connected to social and academic fit for such students (see Rose 1989, Law 1995, Mahony, Zmroczek 1997, Reay 2001, Walkerdine, Lucey et al. 2001) and in particular their 'fit' within institutions perceived as being elite. Drawing from data collected within a post-1992 HE institution, and utilising a Bourdieuan analysis around the notion of habitus (Bourdieu, 1997), this paper seeks to explore issues of student identity as they negotiate their way through the HE field.

**Cabezas Francisca**

**Programme**

**number: A4.2**

Université de Paris Ouest Nanterre, France

### **Shaping the future of the Chilean higher education: An analysis of the quality assurance instruments (0182)**

*Research Domain: Management, Leadership, Governance and Quality*

Quality Assurance can be considered as the major issue in the last decade for the higher education systems. Largely introduced by governments in a top-down modality, the researches shows in a macro social level, that the introduction of QA instruments is related to political aims not necessarily linked to quality concerns. In this context, the aim of this paper is to analyse the changes proposed by the quality assurance policies in Chile, in two less well explored levels: the level of institutions and programs. Through the "approach by instruments" (Lescoumes and Le Galès, 2004), this paper expects to contribute in the analysis of QA in Chile, and more widely, expects to provide a theoretical discussion about the analysis of the instruments of quality assurance, in their political and technical dimension.

**Carpentier Vincent**

**Programme**

**number: R9**

Institute of Education, UK

### **Public-private substitution in UK higher education: Has cost-sharing gone too far? (0175)**

*Research Domain: Higher Education Policy*

This paper seeks to explore the historical relationship between higher education funding and long economic cycles in the UK, USA and France. This cyclical analysis offers a historical lens to the development the cost sharing policies which have been implemented to counter the slower growth of public funding since the 1980s. The paper identifies a movement of public-private substitution of funding in HE and explores some of its implications on resources, equity and quality. The paper then extends the substitution framework to emerging trends such as the shift from private funding to private provision. It also explores some of the challenges and prospects in considering global HE beyond the public-private substitution agenda.

**Caruana Vivienne**

**Programme**

**number: K4.3**

Leeds Metropolitan University, UK

### **Resilience, transition and the international student experience in diverse university settings (0225)**

*Research Domain: Student Experience*

Whilst students value working in the 'international classroom' benefits from cross-cultural encounters tend to be incidental because cultural diversity alone does not automatically lead to intercultural learning experiences. The social experience of 'otherness' has to be transformed into a personally relevant learning experience which can lead to stress and negative feelings '...caus[ing] cognitive irritation, emotional imbalance and a disruption of one's own cultural worldview...' (Harrison and Peacock, 2010a; 2010b; Otten, 2003). In negotiating these learning experiences resilience is a determining factor.

This paper reports the findings of a HE Academy C-SAP funded project exploring how understanding the dynamics of difference and resilience can assist in identifying curriculum and pedagogic practices that enable students to develop as 'resilient thinkers' capable of negotiating cultural boundaries and complex world views. The project assumes a narrative approach engaging diverse students' perceptions of resilience within the context of their past, present and future life journeys.

**Chadha Deesha**

**Programme number: F5**

Kings College London, UK

### **Remodelling employability skills teaching in an engineering curriculum: making way for employers (0113)**

*Research Domain: Student Experience*

The acquisition of employability skills still remains an area of exploration amongst the academic community. Changing times have meant that the need for graduates to have acquired employability skills is more important than ever. A model highlighting the most effective pathway through which students developed their employability skills was produced in 2005 for an engineering setting through the collection and analyses of empirical data. In this paper, the utility of the original model produced is explored by six professional engineers. Interview data is currently being collected and analysed that will further inform the utility of the model for a different audience. It is envisaged that the eventual research findings will contribute significantly towards further developing the model and support employer-academic dialogue in this area.

**Chen Shuhua**

**Programme number: E12.1**

McGill University, Canada

**Negotiating knowing and not knowing: An identity perspective on doctoral students' experiences in the dissertation defense (0039)**

*Research Domain: Student Experience*

An oral defense of the written dissertation is a requirement for most doctoral programs in North America, yet how doctoral students experience it is largely unknown. This paper reports on how 11 doctoral candidates in education—all of whom successfully defended their dissertation in the past two years—negotiated what they knew (knowledge of their research topic/area and/or questions that they had expected) and what they did not know (areas beyond their research area/topic that they lacked familiarity with and challenging/unexpected questions) in the questioning session of the dissertation defense. Viewing all defending doctoral candidates as researchers, this paper attempts to shed some light on how doctoral students' defense experiences are related to the evolving researcher identities of doctoral students.

**Cheng May<sup>1</sup>**

**Programme number: H7**

**Wong Angel<sup>1</sup>**

<sup>1</sup>The University of Oxford, UK, <sup>2</sup>The Hong Kong Institute of Education, China

**Changes in epistemological beliefs among undergraduate students: programme components and learning experiences (0244)**

*Research Domain: Learning, Teaching and Assessment*

With an aim to map out the development and the learning process for undergraduate students enrolled in a 4-year teacher education programme, a longitudinal study investigating changes in the students' epistemological beliefs conducted. The study involved 197 undergraduate students. Both quantitative and qualitative methods were employed to examine the students' epistemological beliefs and influences from the undergraduate teacher education programme that are related to these changes. Questionnaire data across the four-year period were analyzed to tap possible changes in the epistemological beliefs of students. The analysis of qualitative data from interview identified critical elements of the undergraduate programme which contribute to these changes. Implications for the design of undergraduate professional programmes are drawn based on the findings.

**Cheng Ming**

**Programme number: L6**

**Taylor John**

University of Brighton, UK

**Quality as Transformation: Explore Understandings at Doctoral Level Education (0099)**

*Research Domain: Management, Leadership, Governance and Quality*

Quality is a key term in the lexicon of higher education (Newton, 2002). Various definitions have been applied to it, for example, that quality is transformation (Harvey, 2007). However, both quality and transformation are elusive terms. This paper will provide an insight into how to understand quality as transformation, and will illustrate how quality and transformation are interrelated. Using data from interviews with 32 PhD supervisors and PhD students in two English universities, and the outcomes of a workshop involving staff and students, this paper reveals that quality and transformation are perceived as different concepts, despite their overlap. Transformation was associated with different forms of development, such as emotional, physical, critical,

intellectual and personal, whilst quality was interpreted as instrumental, mainly related to indicators for assessment purposes.

**Chesters Jenny**  
**number: M11**

**Programme**

**Watson Louise**  
University of Canberra, Australia

### **Returns to Education for those Returning to Education: Evidence from Australia (0089)**

*Research Domain: Higher Education Policy*

There is widespread support for expanding access to universities for under-represented groups, such as students from lower socio-economic backgrounds and older students, because of the higher rates of return to university degrees. This study examines whether this assumption holds true for mature-aged graduates who have received their degrees in an era of mass participation. Using data from Australia, where around quarter of university students are now over 25 years of age, we compare the returns to higher education of mature-aged and younger students between 2001 and 2009. We find that mature-aged students are: more likely to reside in less-advantaged areas; be the first person in their family to attend university; and less likely to be employed in the year before graduation, compared to younger students. However in the year after graduation, rates of full-time employment and earnings do not differ significantly for graduates regardless of their age at graduation

**Clark Robin**  
**number: G5**

**Programme**

**Andrews Jane**  
Aston University, UK

### **Tackling Transition: Peer mentoring as a route to student success: The Findings of a Multi-Case Study Research Project (0144)**

*Research Domain: Student Experience*

Starting with the research question, 'how can student success be promoted through the use of Peer Mentoring', this paper critically discusses the findings of a large multi-case study research project which analysed the value of peer mentoring in combating first year attrition in seven different Higher Education Institutions. Following a mixed methodological design, the research critically analysed the benefits and outcomes of participation in Peer Mentoring. From a theoretical perspective, the paper contributes to debates about student mentoring and volunteering by showing that, for student peer mentors and mentees alike, participation in such programmes can have positive outcomes from both social and pedagogic perspectives. The paper concludes by arguing that peer mentoring has a key role to play in Higher Education, both in supporting new students but also in providing second and final year students with valuable transferable 'employability' skills and competencies.

**Clark Wayne**  
**number: H11.2**

**Programme**

Botswana International University of Science and Technology, Botswana

### **Higher education policy in the context of the political economy and national human capital development strategies in a developing country – A Botswana perspective (0114)**

*Research Domain: Higher Education Policy*

Institutions worldwide articulate the value of higher education through the generic qualities and skills their graduates purportedly possess, and the value proposition graduates bring to communities. Ironically, graduate "supply chain" management focuses on institutional imperatives rather than higher education policy, human capital development or civic engagement. This paper considers how Higher Education Policy, National Human Capital Development strategies and the Political Economy in Botswana have influenced higher education over

the last decade, and reviews issues to graduate outcomes by making comparisons to Australia, New Zealand, Canada, China and countries in the European Union. The paper explores aspects of the general 'health' of science, technology and mathematics education in a developing nation criticised in 2011 by the IMF for spending too much on tertiary education, and contextualises the founding of an Afro-centric science and technology specific university within a regional and pan-African context permeated by HIV/Aids and large scale unemployment.

**Clarke Jane**

**Programme number: A8.3**

**Watson Rob, John Bob**  
De Montfort University, UK

### **Strengthening the Core: Uncovering and meeting the Challenges experienced by Programme Leaders and Principal Lecturers (0162)**

*Research Domain: Academic Practice, Work and Cultures*

This cross university project, focuses on this under interrogated 'middle layer' of academics.

(i) The HEI moved from a modular to a programme focus in 2004 and programme integrity has been a key principle of its LTAS since then. Thus programme leaders have significant impact on the student experience. The breadth and depth of the role was interrogated through focus groups and tensions and possible solutions were explored through email and face to face interviews and a final focus group.

(ii) A significant number of Principal Lecturers are programme leaders, others have a range of leadership responsibility and/or focus on research. However an email questionnaire highlighted that a further group – often having moved on from programme leadership are underused as leaders or innovators. A focus group explored these issues further.

Both groups are experiencing tensions in their role and respondents suggested a number of ways of 'strengthening the core'

**Coate Kelly**

**Programme number: P5.1**

National University of Ireland- Galway, Ireland

### **Struggle for Control: the importance of social theory in research on the higher education curriculum (0121)**

*Research Domain: Higher Education Policy*

The curriculum remains an ill-defined notion, with most academics perceiving it to be not much more than a syllabus or outline of a course, whereas higher educational theorists in the UK have tended not to address the concept of 'curriculum' directly. Theorising the curriculum should therefore enable us to understand our core functions, values and purpose. So what can social theorists tell us about curriculum? Bourdieu and Bernstein have mainly viewed educational systems (including the curriculum) as a means of reproducing inequalities in society. Foucault has provided a complex understanding of how power and control operate through education; whereas Castoriadis has more recently offered hope for radically re-imagining the curriculum. It is perhaps through an exploration of the intersections of the structures of the curriculum and the agency of individual actors located within it that we can understand whether higher education is closing off or opening up possibilities for students.

**Coate Kelly**  
**number: A10.1**

**Programme**

National University of Ireland, Ireland

### **The Changing Research Landscape in Ireland and its Impact on Gender (0127)**

*Research Domain: Higher Education Policy*

Irish higher education has been through drastic change in recent decades: from considerable expansion during the Celtic Tiger years with a significant injection of research funding, to a situation today of economic crisis. In this paper I explore the impact these changes have had on the situation of women academics in particular, who

are working under one of the 'thickest' glass ceilings in Europe (SHE 2009). The opportunities for women to advance their research careers during the Celtic Tiger boom have not resulted in increased participation in senior levels of the university. The emphasis in Irish policy on the knowledge economy may also discriminate against women working in fields not deemed economically important. There are very serious challenges to be addressed around the opportunities women have to improve their career prospects in Ireland. The paper draws on detailed research done within one Irish university on barriers to academic women's careers.

**Corkill Helen**

**Programme number: E6**

**Lawrence Lesley, Elkington Sam**  
University of Bedfordshire, UK

**Making connections between communities: linking the parallel worlds of new staff and student transitions (0076)**

*Research Domain: Management, Leadership, Governance and Quality*

Higher education in England is arguably in a state of notable transition, the implications of which are far-reaching for the future of higher education as we view it in 2011. A sector already grappling with the ongoing challenges of relatively rapid massification, an ever diminishing unit of resource and the latest government austerity measures has been plunged further into a serious state of change. Framed within this contemporary macro transition, this paper considers the increasingly parallel experiences of academic staff with students making the transition into a university and the converging organisational processes and mechanisms that together characterise their 'first-year experience'. The preliminary phase of the longitudinal research study drawn on in this paper builds on a conceptual modelling of the parallel worlds of staff and student transition.

**Court Stephen**

**Programme**

**number: D4.1**

University and College Union, UK

**The professoriate: changing realities, attitudes and perceptions of higher education's elite community in the UK and the USA (0060)**

*Research Domain: Management, Leadership, Governance and Quality*

As higher education in the UK and the US has become a 'mass' educational system, so too membership of the professoriate has become something of a mass occupation.

Numbers of full professors have risen sharply in the UK and the US; though still dominated by males, the demographics of the professoriate is gradually changing. However, the growth of the size of the professoriate has reduced the sense in which professors are seen as exceptional people in society, and their status has been diminished by negativity in the media and elsewhere.

The changing nature of university leadership has seen many professors feeling excluded from managerial decision-making. But senior posts in institutions are still largely the preserve of those that are or have been full professors. The paper will consider the challenges facing the professoriate, and senior academics' views on research, working conditions and their influence in their institution.

**Coyle Paul**

**Programme number: F6**

University for the Creative Arts, UK

**Making connections across professional boundaries and the successful development of the portfolio of courses offered by a University. (0070)**

*Research Domain: Management, Leadership, Governance and Quality*

Many universities are taking a more strategic and market-informed approach to managing their course portfolios, including the development of new courses. These changes are being driven by changes not just in HE funding but also in society's expectations of the purposes and outcomes of higher education.



Portfolio management is a political arena and there are tensions between the notions of academic freedom and institutional efficiency. A project funded by HEFCE's Leadership, Governance and Management fund in 2010/11 has explored these issues and its findings relate not just to the processes of portfolio development but also to issues of culture, leadership and governance in higher education. Recommendations are made about how staff can be enabled to work across professional boundaries and examples are given as to how academics and professional support staff (in finance, marketing, quality etc) can be enabled to take a more collaborative and successful approach to working together.

**Crozier Gill**  
**number: J7.2**

**Programme**

Roehampton University, UK

### **Peer Relations in Higher Education: Constructing and Challenging Identities (0069)**

*Research Domain: Learning, Teaching and Assessment*

The paper draws on the HEA funded project (Formations of Gender and Higher Education Pedagogies –GAP) and seeks to explore aspects of the students' experience once at university. In particular the focus is on student peer relationships within the formal learning context and discusses how these impact on gender and learner identities. The context of the research is that of a highly competitive, neo-liberal higher education system and the heightened discourse of 'authenticity'. The paper will therefore explore whether the discourse of 'authenticity' has implications for the students' learning and view of themselves. As part of this the paper explores whether or not students' engage with or reject particular learning strategies and whether this supports or undermines their opportunities for critical engagement or mere conformity with the status quo.

**Curtis Will**  
**number: G3**

**Programme**

**McDonnell Jane**  
De Montfort University, UK

### **Implementing democratic assessment in higher education: Learning from an action research project with students (0042)**

*Research Domain: Learning, Teaching and Assessment*

This paper reports on research into democratic assessment at De Montfort University, involving the trial and development of a 'democratic assessment model' with students in Education Studies. With recent demographic and cultural shifts in higher education, the argument for innovative pedagogic approaches has gained momentum. By bringing more democracy into assessment, we aimed to complement the collaborative strategies already adopted elsewhere in our practice. Findings from the research indicate some of the challenges when implementing democratic assessment, including traditional notions of expertise and the emotional dynamics of sharing assessment between 'markers' and 'marked'. However, they also indicate the value students attached to the democratic strategies adopted, and suggest that such approaches can demystify the assessment process. Not only can this empower students to progress academically; it can also serve as an important lesson in the negotiation of authority and expertise, both within higher education and beyond.

**Davies Chantal**  
**number: J5**

**Programme**

University of Chester, UK

### **The Black, Minority, Ethnic Student Experience at a small Northern University: an examination of the experiences of minority ethnic students undertaking undergraduate study (0053)**

*Research Domain: Student Experience*

This paper presents findings from a research study exploring the experiences of BME students at a small Northern University. The acknowledged need for research in this area is particularly compelling in relation to the

experience of ethnic minority students on a campus with a low proportion of BME staff and students such as the research site. The findings add to the emerging body of work in this area and assist in understanding the BME experience within the research institution and other HEIs. They will contribute to the evidential base for the development of institutional policy and strategy in this important area, with a particular focus on the learning experience and progression of BME students. In addition to various calls for further research in this area, the necessity for institutional research into the BME student experience is reinforced by the basic statutory requirements imposed by the public sector

equality duty.

**Davies Martin**

**Programme number: J3**

**Carrington Michal, Chen Richard, Kaur Jagjit, Neville Benjamin**  
University of Melbourne, Australia

### **The Effectiveness of a Single Intervention of Computer-Aided Argument Mapping in a Marketing and a Financial Accounting Subject (0003)**

*Research Domain: Learning, Teaching and Assessment*

An argument map visually represents the structure of an argument, outlining its informal logical connections and informing judgments as to its worthiness. Argument mapping can be augmented with dedicated software that aids the mapping process. Empirical evidence suggests that semester-length subjects using argument mapping along with dedicated software can produce remarkable increases in students' critical thinking abilities. This study ascertains student perceptions of the use of argument mapping in two large regular, semester-length classes in a Business and Economics Faculty at the University of Melbourne. Unlike the semester-length expert-led trials in prior research, in our study only one expert-led session was conducted at the beginning of the semester and followed subsequently by class practice. Survey results, conducted at the end of the semester, show that, with reservations, even this minimalist, "one-shot inoculation" of argument mapping is effective in terms of students' perceptions of improvements in their critical thinking skills.

**Di Paolo Terry**

**Programme**

**number: K3**

The Open University, UK

### **Intermediate qualifications and part-time students: the value of interim goals and credentials in post-modern lives. (0145)**

*Research Domain: Learning, Teaching and Assessment*

In the UK, students who are not studying towards a first degree or foundation degree are categorised as studying towards an "other undergraduate qualifications". This paper presents key findings from a survey of 294 "other undergraduate" part-time students studying towards a Certificate or Diploma in Higher Education in an undergraduate flexible studies programme. Given almost free reign in their choice of modules from across the undergraduate curriculum, this paper examines how students located their studies within and across disciplines, their motives for study and their destinations in terms of qualifications goals. The paper also uses demographic data to explore the ways in which students connect "other undergraduate" qualifications to work-based aspirations or more personal projects of self-development. In drawing on a framework of cultural capital, this paper extends our understanding of particular "other undergraduate" qualifications as a commodity in the lives of students and in personalised projects of lifelong learning.

**Dismore Harriet**

**Programme**

**number: K5**

Brunel University, UK

### **Crossing boundaries: investigating the transition from apprenticeship to higher education (0186)**

*Research Domain: Student Experience*

A continued commitment has been pledged by the present government to develop the apprenticeships so that they offer more opportunities to progress to higher education. This research explores the transition of advanced apprentices in the South East of England and specifically, the decision to pursue higher education and the extent to which this was matched by reality. Twenty individual interviews were carried out with advanced apprentices in the London area. The findings were analysed in relation to concepts of field, capital and habitus and how these influenced the learning experience. They raise questions about how learners negotiate the different demands of higher education and the workplace during this crossing of boundaries, as well as the extent to which learning is valued as forms of cultural and economic capital.

**Donnelly Michael**

**Programme**

**number: A1.5**

Cardiff University, UK

**‘Don’t be afraid of going to Durham because it’s far away ;anywhere is only a day away’: School messages concerning mobility and HE participation (0129)**

*Research Domain: Higher Education Policy*

This paper specifically addresses the school ‘effect’ on mobility and HE participation. Past research in this area has tended to focus on individual level influences, with few, if any, studies attempting to isolate the school as an independent variable influencing mobility. The research began with an initial quantitative analysis in order to identify schools which may have differential outcomes in terms of entry to HE and leading HEIs, after controlling for their prior attainment and background. Qualitative research was then carried out in four case study schools, including interviews, observation and documentary analysis. The fieldwork identified two dominant school messages concerning mobility and HE participation. These messages were found to be brought about from differences in their strength of ‘classification’ and ‘frame’ which underlie their transmission. Specific school structures, practices, and processes are drawn upon here to highlight these different strengths in ‘classification’ and ‘frame’.

**Doumen Sarah**

**Programme number: L3**

**Jan Broeckmans, Chris Masui**

Hasselt University, Belgium

**The role of affective-motivational factors in freshmen’s study time investment (0133)**

*Research Domain: Learning, Teaching and Assessment*

The current study investigates whether affective-motivational factors predict study time investment. More specifically, we examined whether self-study time, regularity of self-study, and class attendance are related to self-efficacy, learning goal orientation (Dweck, 1999), causal attribution of poor performance, and different aspects of action-orientation (disengaging vs. being preoccupied with failure; taking initiative vs. hesitating, being persistent vs. being easily distracted; Kuhl, 1994). 323 freshmen of business economics participated. Students recorded their study time for a particular course at least weekly for the entire duration of the term. Affective-motivational factors regarding the course were measured by a student questionnaire. Especially self-study time was predicted by affective-motivational factors. Differential relations were found for low vs. high achievers for the course concerned.

**Elkadi Hisham**

**Programme number: J4**

**Abbasi Neda,**

School of Architecture and Building, Deakin University, Australia

**Development of a Tool for Evaluation of Academic Library Spaces (TEALS) (0242)**

*Research Domain: Management, Leadership, Governance and Quality*

The paper provides a brief description of the tool for evaluating the quality and utilisation of academic library spaces (TEALS). Supported by Deakin University Library, TEALS has been developed out of a research project in the School of Architecture and Building, Deakin University, Geelong Waterfront Campus. The tool is intended to establish the setting for evaluation of physical spaces at different phases of development of new academic library spaces and refurbishment of existing ones as well as throughout the life of buildings. The methodological framework of the tool consists of four key elements; establishing Criteria of Quality (CoQ), determining Quality Indicators, evaluating library spaces against QIs and interpreting results for future improvements. The characteristics that distinguish TEALS from existing evaluation models include adopting an approach that focus on people (students, faculty and library staff), acting as a “reflective” and “empowering” tool and being user-friendly, quick and easy to use.

**Evans Ceryn**

**Programme**

**number: A1.1**

Cardiff University, UK

### **‘Home’, university choice and spatial mobility (0100)**

*Research Domain: Higher Education Policy*

Within popular and political discourses geographical mobility is positioned as both normative and highly valuable practice for HE students (Holdsworth, 2009). This paper considers the significance and meanings embedded within spatial mobility for a sample of largely non-traditional HE applicants living in Wales. It is argued that the decision to live at home or to apply to a university which is ‘close to home’ often reflects emotional connections with home (Christie, 2007) or ‘home-like’ (Blunt and Varely, 2004) constructions of Welsh HEIs and local universities. These factors inform the (anticipated) ‘spatial practices’ (i.e. geographical mobility from ‘home’ to university) (Hinton, 2011) for many HE applicants. This paper problematises the normative construction of the ‘geographically mobile HE student’ by demonstrating that studying at a university which is ‘close to home’ is a valuable and pragmatic alternative to geographical migration for many students.

**Evans Linda**<sup>1</sup>

**Programme**

**number: R11**

**Matt Homer**<sup>1</sup>, **Steve Rayner**<sup>2</sup>

<sup>1</sup>University of Leeds, UK, <sup>2</sup>Oxford Brookes University, UK

### **Leading Professors: professorial academic leadership as it is perceived by ‘the led’ (0229)**

*Research Domain: Management, Leadership, Governance and Quality*

‘Focused on their own agendas’ and ‘not interested in the “little” people’: these represent some of the views expressed by our research sample about their senior colleagues: professors in UK universities. Our paper presents the preliminary findings of a study into the nature and quality of professorial academic leadership as perceived by non-professorial university teachers, researchers and academics. Data were gathered using an online survey distributed to over 2000 individuals, representing more than 70 subject fields. Findings reveal a range of views and perspectives – some very positive and some more negative - but the overall picture to emerge so far is one that features a degree of dissatisfaction with and criticism of the academic leadership and mentoring provided by professors. We analyse our findings within the framework of a range of theoretical perspectives, including those relating to workplace job satisfaction and motivation, and professional learning and development.

**Evans Linda**

**Programme number: E8.3**

University of Leeds, UK

### **The worst of times? A tale of two HEIs in France (0235)**

*Research Domain: Academic Practice, Work and Cultures*

This paper reports and analyses the findings of a case study of an institutional merger within the French higher education system: the integration of a national research centre within one of France's elite grande écoles. Drawing on analysis of data generated by semi-structured interviews with over 20 employees of the two institutions (academics, university teachers and administrative staff), a predominantly negative picture is revealed of attitudes towards the merger. It is opposed and resented on both ideological and pragmatic grounds, and institutional management is identified as a key contributor to widespread dissatisfaction, demoralisation and demotivation. The bases of individuals' negative responses are identified in relation to sociological and psychological theoretical perspectives, and a key underlying problem is proposed: the lack of recognition in French culture of the importance of leadership, both as a concept and as an agency for fostering and sustaining positive and productive interpersonal relations.

**Fanghanel Joelle**

University of West London, UK

**Programme number: G6**

### **In search of lost freedoms?: examining academics' positionings towards the neoliberal stance in universities (0222)**

*Research Domain: Management, Leadership, Governance and Quality*

This paper discusses the impact on academics of a neoliberal model of governance that has emerged as reliance on state funding has gradually decreased whilst state control 'from a distance' (Neave, 1998 ) has significantly increased. It is based on fifty interviews with academics in institutions in the UK and abroad. Using ideological positioning as a theoretical framework I show that academics' responses neoliberal frames is complex. It is not simply a matter of going with the grain, or against it. I argue that it is possible for academics to enact their personal beliefs and ideals as educators, and that a rich potential exists within the academy to counteract the neoliberal stance. The optimistic stance in my argument relates to what the French philosopher Alain has called 'deliberate optimism' (optimisme voulu) (Alain, 1916, p 305)– and the promotion of some purposeful alternative to that which appears overwhelming.

**Fazal Shawana**<sup>1</sup>

**number: H11.1**

**Programme**

**Majoka Muhammad Iqbal**<sup>1</sup>, **Atif Muhammad**<sup>2</sup>

<sup>1</sup>Department of Education, Hazara University, Pakistan, <sup>2</sup>Pakistan Telecommunication Company Limited, Pakistan

### **Endeavours of Higher Education Commission Pakistan Towards Quality Education: Policies and Challenges (0088)**

*Research Domain: Higher Education Policy*

Higher Education Commission (HEC) Pakistan was established in 2002 with a mission to facilitate and gear institutions of higher education to provide quality education vital for socio-economic development of the country. Since its establishment, the number of higher education institutions has increased from 59 to 132 in a span of nine years. From a developmental point of view, qualitative empowerment of higher education is more meaningful than quantitative growth. This paper addresses the questions: how HEC Pakistan has accelerated the higher education towards quality standards of education? What policies have been formulated by HEC to assure quality education at University level? And what challenges HEC has been facing in the implementation of policies and achievement of set goals? Policy documents and review of success stories of HEC encompass staff development, development of research culture in universities, strengthening learning resources and development of infrastructure for sustainable elevation of higher education in Pakistan.

**Filippakou Ourania**<sup>1</sup>

**number: A4.1**

**Programme**

**Tapper Ted**<sup>2</sup>

<sup>1</sup>University of Nottingham, UK, <sup>2</sup>Oxford Centre for Higher Education Policy Studies, UK

## **The quality agenda as a socio-political process: some issues on knowledge and subjectivity (0118)**

*Research Domain: Higher Education Policy*

This paper sketches different ideas of teaching quality in English higher education. Currently many of the ideas governing educational thinking and policy derive from a present that is shaped by the quality agenda. With reference to three reports (Robbins 1963, Dearing 1997 and Browne 2010), it examines the specific issues of 'academic professionalism' and the 'student learning experience' as dominant discourses of the quality agenda. It discusses the environments of teaching and learning and questions what is to be learned in conditions of profound changes in higher education. The paper suggests that ideas of quality, how they are produced and realized, provide different kinds of resources for the production of knowledge and subjectivity. Moreover, the paper argues that the varying stages in the realization of the ideas of quality are marked by negotiation; that is both in terms of the transition from ideas to policy and from policy to implementation

**Findlow Sally**

**number: J1.3**

Keele University, UK

**Programme**

## **Regional governance of higher education: Purpose, values and academic capitalism - the case of the small Gulf states (0183)**

*Research Domain: Higher Education Policy*

'Educational regions' are a rhetorical cornerstone of educational globalisation at a time when governance and public ownership are challenged by academic capitalism that casts higher education as an investment commodity. Collective policy forums that still engage with issues long-term interest and public good, and the question of purpose, there are. This paper contrasts the EU's fragile joint frameworks, for instance, with the commodification of higher education in the small Gulf states, where despite strong historical regionalism we find rampant commodification, de-regulation and fragmentation of policy and governance. As state authorities re-articulate their roles from public guardians to providers of services and data, any sense of 'purpose' and public good appears absent. This paper suggests that such fragmentation among states better equipped than most to embrace regional governance undermines the very idea, and that the small Gulf states model serves as a cautionary tale for demand-led higher education.

**Finlay Ian**

**number: J8**

**Horn Julia, Black Kathryn**

University of Oxford, UK

**Programme**

## **Revelation or Irrelevance: engagement with 'theory' of new teachers in higher education (0054)**

*Research Domain: Academic Practice, Work and Cultures*

This paper seeks to explore a tension that exists in educational development programmes for new teachers in higher education between the desire of these teachers for immediate 'survival' skills and the need to engage with the literature of learning and teaching. It explores this tension by looking at the variety of ways in which participants in a development programme for new teachers in a British, research-intensive university spoke of theory in interviews that asked them to reflect on their experiences of the programme. From the data it seems that some experience of teaching is required before discussions of theory, so that sense can be made of theory, and equally theory can help teachers make sense of practice. Discussions of theory need to be related to the practice of teaching. Educational developers need to be sensitive to both the timing and the manner in which theory is introduced to developing teachers.

**Fitkov-Norris Elena**

**number: R4**

**Lees Rebecca**

Kingston University, UK

**Programme**

## **Online Assessment and Study Habits: Does it add up to better performance in quantitative modules? (0180)**

*Research Domain: Learning, Teaching and Assessment*

Students who follow a social science based programme find quantitative methods challenging (Murtonen, 2003; Mackenzie, 2006) and amongst business students a high level of maths anxiety exists upon entry to higher education (Joyce et al, 2006; Mackenzie, 2006). Given that poor numeracy has been found to predict engagement, success and retention in tertiary education (Kremmer, 2010), supporting students to improve their numerical skills is vital.

This pilot study examines the potential impact of participation in a range of online formative assessments upon performance in a quantitative module designed to develop students' numerical skills, and whether the strength of study habits affects this participation. Initial analysis suggests that there is a positive impact of participation in, and therefore engagement with, online assessment methods on student performance.

**Fleming Robert**

**Programme number: F9**

BCCouncil on Admissions and Transfer, Canada

### **In Pursuit of "Feasible Utopias"1: Constructing Identity and Practice in British Columbia's New Universities (0184)**

*Research Domain: Higher Education Policy*

Within countries such as the UK, Australia and Canada, specifically British Columbia, the development of universities reveals partially overlapping stories of university sectors that have shifted between binary and unitary models in adapting to meet mass access demands, to accommodate increased technical and vocational education needs, and to adjust to declining state funding. These jurisdictions are now replete with institutions sharing the university name while pursuing differentiated missions. Building on previous research, this study employs a social constructionist approach and grounded theory methods in the compilation and analysis of textual evidence from quality assurance guidelines, legislation, system reviews, and institutional documents pertinent to BC's university sector. The primary focus is on reviewing the extent to which established university practice boundaries concerning autonomy, governance, programming, research, faculty, and quality assurance are shaping the new universities and / or the extent to which they are re-shaping these practice boundaries.

**Frances Carol**  
**number: G9**

**Programme**

Claremont Graduate University, USA

### **A Potential Concern about a Positive Future for American Higher Education and the American Economy: A Comparison of Degrees Awarded in STEM Fields in the US and China. (0217)**

*Research Domain: Higher Education Policy*

Ability to innovate is clearly an advantage in global economic competition. Preparation of professionals in science, technology, engineering, and mathematics is important in creating the intellectual resources for innovation. Countries differ significantly in the priority they place on the preparation of people in the STEM fields--with significant potential impact on their future well-being.

This presentation will compare the degrees awarded in the STEM fields in the US and China.

The US has a lower percentage of degrees awarded in the STEM fields than China. Further, many of the degrees awarded in the STEM fields in the US are actually awarded to Chinese students studying in the US. These Chinese students have increasing incentives to return to China. Could this situation lead to concerns about a positive future for higher education in the US and ultimately about the positive future of the US in global economic competition?

**Positive Futures for higher education? Understanding doctoral student dropout in Germany (0122)***Research Domain: Student Experience*

This presentation aims at a better understanding of doctoral student dropout in Germany. Building on the theoretical model of institutional departure of Tinto (1993) and the interaction-centred grounded theory methodology of Strauss/Corbin (1996) this project tries to identify what causes doctoral attrition in Germany in a biographical perspective while capturing individuals' thoughts, feelings and interpretations. By taking a qualitative approach based on topical in-depth interviewing data the presentation will show, that the doctoral dropout in Germany can be described as a complex interaction process between the student, the educational institution and the social environment. This process is influenced by various factors, one leads to another. One can discover an accumulation of risk factors reinforcing the process, which leads necessarily to a dropout. Risk factors for example are lacking of financial support and career opportunities, starting a family or problems within the supervisor-student-relationship.

**Gaffney-Rhys Ruth**  
**number: N11**

Programme

University of Wales, Newport, UK

**Protecting Students at Risk of Forced Marriage: An Exploration of Perceptions and Awareness Amongst University Professionals (0116)***Research Domain: Higher Education Policy*

Certain students at higher education institutions may be at risk of being forced into marriage and as the Multi-Agency Practice Guidelines 2009 point out, lecturers and other members of staff are 'in an ideal position to identify and respond to a victim's needs at an early stage' (pg. 55). But would university staff be able to identify a (potential) case of forced marriage and would they know how to approach the situation? This paper presents the findings from the first stage of project that explores perceptions and awareness of forced marriage amongst university professionals.

**Gander Michelle**  
**number: D4.2**

Programme

The Open University, UK

**Exploring the impact of a formal career mentoring scheme for women professional managers in higher education (0168)***Research Domain: Management, Leadership, Governance and Quality*

HEIs are successful organisations in all measures except one - the number of women reaching senior management positions. This study paired six professional management women staff with six senior managers in a formal career mentoring scheme for five months. Unstructured interviews were carried out before the mentoring process to capture the participants views of their career to date. Diaries were used to capture the participants thoughts and feelings throughout the mentoring process. The interviews revealed that there are four barriers to career progression: past experience, motivation, views of senior roles and physical barriers. The impact of the mentoring scheme was overwhelmingly positive with mentors in the main providing psychosocial role modelling and career development coaching and exposure.

**Gedye Sharon**

Programme number: B5

University of Plymouth, UK

**Differential Experiences: Why Context Matters in Personal Tutoring. (0047)**



*Research Domain: Academic Practice, Work and Cultures*

'The personal touch' in higher education is set to become an important agenda. Rising student expectations, continued demographic change in the student body and the need of universities to provide and promote a supportive and tailored environment for students, all place a focus on the role of the personal tutor. This paper explores this role and argues that whilst there is commonality in experience between personal tutors, professional and discipline contexts play a large part in differentiating practice and experience. Interviews with personal tutors across all faculties of the author's institution reveal considerable variations in attitudes, skills, and models of working. The paper concludes that an appreciation of the differing contexts in which personal tutoring takes place is essential for institutions in developing policy, practice and support for this challenging academic role.

**Geirsdóttir Guðrún**

University of Iceland, Iceland

**Programme number: P5.4**

### **The ever evolving curriculum: The influence of internal and external forces on disciplinary curriculum development (0134)**

*Research Domain: Higher Education Policy*

A conceptual approach proposed by Bernstein (1990; 2000) was used to explore and understand the complexity of curriculum decision making and tensions within disciplines. The findings demonstrated the specific structures and modes of the disciplinary curriculum to reveal what was termed the local pedagogic discourse of three disciplines. During the study the local pedagogic discourses evolved and changed due to the influences of various internal and external forces. Analysis demonstrates how the special discourses of the disciplines lend themselves differently to such forces.

The findings of the original research and of follow up studies are discussed in the light of curriculum changes taking place within the local disciplinary pedagogic discourses and the forces influencing those changes and development. A special focus is on how global shifts and transnational tendencies and policies at the macro-level of higher education area are received and implemented in the curriculum within different local disciplines.

**Ghori Shakil**  
**number: M4.4**

Oxford Brooks University, UK

**Programme**

### **Student Satisfaction with their Learning Experience: Case for Student Participation and Involvement (0209)**

*Research Domain: Student Experience*

Majority of models applied to analyse student satisfaction originated from service industry, marketing or business disciplines and failed to take account of distinctiveness and complexities. The main objective of this research is to propose an appropriate model of student satisfaction by taking account of role of student participation and involvement and its effects on student satisfaction. The research will examine the concept of student satisfaction and its relationship with participation, involvement and engagement. The latter set of concept has its roots both in service marketing i.e. customer participation and pedagogical literature i.e. student involvement and student engagement.

The research is based on two sets of data i.e. cross-sectional survey (147 students) and longitudinal (66 students). The research has recruited and follows up 66 students for two years (4 semesters). The analysis has been carried out using Structural Equation Model (SEM).

**Glover Alison**

**Programme**

**number: H4**

**D'Cruz Brendan**

University of Wales, Newport, UK

### **The Impact of Welsh Government Policy on Education for Sustainable Development and Global Citizenship in Higher Education (0021)**

*Research Domain: Management, Leadership, Governance and Quality*

This paper considers research focusing on the role of strategic planning as a vehicle for sustainable development across the Welsh higher education sector and as a measure of impact for government policies. The higher education sector launches the careers of future leaders, designers and innovators and has a responsibility to ensure they are equipped with appropriate skills to facilitate effective sustainable development. The Welsh Government has commissioned several initiatives to drive sustainability within the education sector in Wales and specifically across higher education institutions. Strategic planning in higher education is a tool to implement change, and in analysing the strategic plans, common ground among Welsh higher education institutions regarding the impact of Government policies is identified. Outcomes of analysis include response times to government initiatives, the increase in momentum for student and staff health and well-being, and the attention assigned to integrating sustainability within the strategic planning process.

**Golding Berenice**<sup>1</sup>

**Programme**

**number: N3**

**Trafford Vernon**<sup>2</sup>

<sup>1</sup>Huddersfield University, UK, <sup>2</sup>Anglia Ruskin University, UK

### **Demystifying the Doctoral Viva (0250)**

*Research Domain: Student Experience*

This paper will dispel much of the mystery that traditionally shrouds doctoral vivas. Even today mystery permeates all stages from research degree registration onwards. As a result, in most Universities, informed opinion, knowledge and understanding of the doctoral process among candidates, academics and administrators is low. This paper reports on a project at Huddersfield University to illuminate the nature of candidates' preparedness resulting from activities and institutional support for completing, submitting and defending theses.

The project covers 2008-2011 academic years through two phases of inductive methodology. Firstly, documentary analysis of examiners' interim and post-viva outcome reports will profile issues of significance for each viva. Secondly, an open-ended survey of candidates and supervisors participating in vivas will provide rich insights on individual experiences and the perceived/apparent nature of preparedness to submit and defend theses. Research-based contemporary evidence will explain candidates' developmental experiences and thus identify areas for policy and/or process improvement.

**González Carlos**

**Programme number: P4.2**

Pontificia Universidad Católica de Chile, Chile

### **An e-teaching inventory for blended environments in undergraduate higher education (0163)**

*Research Domain: Learning, Teaching and Assessment*

The development and testing of a novel questionnaire on "approaches to e-teaching" is presented in this paper. 147 university teachers answered this questionnaire together with the well known ATI. Results from exploratory factor analysis showed three underlying factors: one focused on information transmission (IF), one focussed on online communication (CF) and one focused on collaboration and knowledge building (CKBF). Cronbach's alpha scores were very good for the novel questionnaire. Correlation analyses showed positive and significant associations between the CCSF scale of the ATI and the scales of the "approaches to e-teaching" questionnaire; and no association between the ITTF scale and the scales of the novel questionnaire. Cluster

analysis identified two groups of teachers: one oriented towards transmissive teaching with very little involvement with e-learning; and one oriented towards learning focused approaches to teaching and advanced e-learning use. Implications for further research and practice are discussed.

**Goodfellow Robin**

The Open University, UK

**Programme number: P3**

### **Literacy in the Digital University: developing a research agenda (0155)**

*Research Domain: Learning, Teaching and Assessment*

This paper summarises outcomes from an ESRC-funded seminar series, held between October 2009 and April 2011, which brought together researchers and practitioners involved in four research projects focused, in different ways, on literacy, tertiary education, and digital communication. Apart from disseminating the research of the four projects involved, the seminars also set out to develop an agenda for new research, exploring current and predicted developments in practices around literacy and digital communication in higher and further education. The paper gives some background on the four projects involved and summarises the different approaches to researching literacy that they brought to the seminars. Broad research themes emerging from the seminars are presented and discussed.

**Gough Martin**

**number: H9.2**

University of Kent, UK

**Programme**

### **The importance of the tacit dimension and the limits of “impact” for research (0012)**

*Research Domain: Higher Education Policy*

The domain of research and researchers has, like other domains of higher education and like education more widely, received a good deal of policy attention. In the UK, there has been the growing “impact agenda”, an attempt to measure the worth of research projects by the social, and especially economic, benefits they would bring about. Critics of this agenda need, in order to maintain their stance, to re-visit Michael Polanyi’s sense of the “tacit dimension” which is what is hidden and yet to be uncovered of the object of research. They also need to appreciate the metaphysical importance of Kant’s noumenon, supplemented by Graham Priest’s “torn boundary” thesis, as a ground for this.

**Gourlay Lesley**

**number: Q8**

Institute of Education, UK

**Programme**

### **Future literacies: authoring the posthuman text? (0226)**

*Research Domain: Academic Practice, Work and Cultures*

Networked technologies continue to have a profound effect on society; changes also felt as the university becomes permeated with practices of social networking and interconnectivity. Drawing on posthumanism and media theory, this theoretical paper will focus on ramifications for authorship and the academic text, examining how the primacy of print as predominant form of expression is being questioned, leading to an erosion of seemingly stable categories of ‘author’, ‘text’ and ‘reader’. This will be illustrated using Actor-Network Theory in an analysis of student authorship, arguing that the disjuncture between academic writing as process and product - on a ‘fault line’ between the analogue and digital - is predisposing students to engage in ‘plagiarism’ in response to the deluge of texts they encounter. It will conclude with suggested research directions, embracing perspectives from neighbouring disciplines in order to more adequately theorise practices likely to characterise the universities of the near future.

**Gray Claire**

**Programme number: K12**

**Julie Swain, Rebecca Turner**

University of Plymouth, UK

**Using a social constructivist model for inducing non-traditional students into vocational college based Higher Education. (0032)**

*Research Domain: Learning, Teaching and Assessment*

Research on student induction is predominantly confined to studies focussing on mainstream and traditional student groups and institutions. This research examined an attempt to implement a structured induction activity for HE students studying within a FE college. The activity was framed amidst concerns raised by local research that students on vocationally based HE programmes were unable to see linkage between their study and future career development. Based on a social constructivist premise, the activity sought to enable students to construct understanding of the skills required for both academic and vocational development as part of their higher education experience. In addressing this issue during induction the aim was to tackle the normal 'social and environmental' induction issues but also signal to students that engagement with employment related skills was at the heart of their academic programme. Results indicated the primacy of staff delivering a consistent approach when designing such activities.

**Green Julian**

**Programme number: F3**

University of the West of England, UK

**Towards an Application of Theory to Virtual Worlds: from the Virtual to the Actual (0111)**

*Research Domain: Learning, Teaching and Assessment*

This paper offers a theoretical look at social media and 3D virtual worlds and their application to education. It is hoped that this will provide a conceptual framework from which future empirical work might be guided around a new simulation project based in Second Life. In this project, students have to assume various corporate roles and are faced with ethical dilemmas which they must negotiate using a range of resources which are streamed into or directed out of the virtual environment. It is envisioned that the virtual world and the role playing situation will engender in the students a deeper understanding of the philosophical and ethical issues of a given scenario and its iterations. To this end, I wish to discuss some theory which has more properly belonged to the fields of philosophy and literature, but which will hopefully provide a tentative outline to frame the field of inquiry here.

**Green Wendy <sup>1</sup>**

**Programme number: P8**

**Mertova Patricie <sup>1</sup>**

<sup>1</sup>The University of Queensland, Australia, <sup>2</sup>Oxford University, UK

**Academics' engagement with internationalisation of the curriculum: towards a more holistic understanding of teaching and learning at the coalface. (0238)**

*Research Domain: Academic Practice, Work and Cultures*

This paper investigates the gap between policy and practice regarding internationalisation of the curriculum (IoC) from the perspective of academics responsible for leading curriculum renewal within their disciplines. Findings from an Australian study show a wide variation in the perceptions and practices concerning IoC among senior academics within disciplinary units (such as schools) – from enthusiasm to lack of interest and cynicism. While previous studies in this area have usefully focussed on disciplinary cultures, or conceptions of knowledge, teaching and learning to understand such variations, this study suggests a more complicated picture. Impacting on interviewees' perceptions and practices were three interrelated factors: their sense of agency, or leadership in their discipline; their degree of 'world-mindedness', or their sense of Self and discipline within the global context; and the (perception of) possibilities and limitations afforded by their institution. Implications for further research and practice are discussed.

**Griffioen Didi**  
**number: A8.1**

**Programme**

Amsterdam - University of Applied Sciences, The Netherlands

### **From training 'professionals' towards educating 'professional scholars' (0041)**

*Research Domain: Learning, Teaching and Assessment*

Until the beginning of this century, the Dutch system staff members of non-university institutions used to have only a teaching task. Since 2001, non-university institutes are conducting research activities on a larger scale. And although the expectations were high this would improve professional higher education, the effects so far are very limited. This study reports the results of one phase in the process in which Amsterdam – University of Applied Science strives towards implementing research in all its educational programs. By this a connection is intended between the educational programs and the research activities in the institution. By confronting educational managers (N=68) in semi-structured interviews with a preliminary general profile for all graduates, large differences on position, goals and importance of research in the educational programs are shown. Implications for further combining research and teaching on the curriculum level in non-university higher education are discussed.

**Gwinnett Anne**  
**number: K6**

**Programme**

**Scott Tricia**

Oxford Brookes University, UK

### **Distinctiveness as a route to sustainability for Higher Education Institutions (0140)**

*Research Domain: Management, Leadership, Governance and Quality*

Higher Education Institutions (HEIs) in England are under pressure from reductions in funding, rising student expectations and competition for students from both new and established providers. Now more than ever it is important that HEIs understand and communicate effectively what is special (distinctive) about their offering. The Distinct project, funded by HEFCE, aims to provide leaders of HEIs with not just insight and intelligence but also the inspiration, tools and techniques that will enable them both to identify their institution's distinctiveness and to communicate it consistently and cogently, thereby contributing to the sustainability of the sector. The research approach includes a literature review; examination of sector data; interviews with key individuals and experts outside the sector; a survey of Vice Chancellors and interviews with senior staff in HEIs. The findings are being used to experiment with and develop specific tools and techniques for use in the sector.

**Gu Qing**<sup>1</sup>

**Programme number: P2.4**

**Schweisfurth Michele**<sup>2</sup>, **Day Christopher**<sup>1</sup>

<sup>1</sup>University of Nottingham, UK, <sup>2</sup>University of Birmingham, UK

### **Transitions and Transformations at Home and Abroad: The Impact of Internationalisation on the Student Self (0086)**

*Research Domain: Student Experience*

Drawing upon empirical evidence a two-year Economic and Social Research Council (ESRC) funded research project on the experiences of first-year international students at four UK universities and a British Academy funded pilot study which investigated the perceived impact of overseas studies on the lives and careers of Chinese returnees, this paper discusses the nature of international students' transitional experiences both in terms of their maturation and human development and their intercultural adaptation. It also explores how, why and to what extent such experiences may (or may not) contribute to their personal and professional

development on their return to work in their home country. The studies provide important empirical evidence which contributes to understandings of the impact of the increasingly rapid internationalization of higher education on the lives and careers of individuals in today's knowledge economy.

**Hall Julie**

**number: J7.4**

**Peat Jo**

Roehampton University, UK

**Programme**

**Formations of Gender and Higher Education Pedagogies Symposium: Pedagogic practices and their implications for inclusion/exclusion (0108)**

*Research Domain: Learning, Teaching and Assessment*

This paper focuses on how lecturers engage with pedagogic practices in relation to formations of gender and other intersecting identities. Using qualitative research, we consider pedagogic practices across 5 disciplines and consider their implications for inclusion and exclusion in higher education, taking into account issues of diversity, inequality and difference. The paper discusses how academic staff select pedagogic strategies and whether there is a disjuncture between the ways in which they are experienced by staff and students. We problematise the ways in which lecturers understand and articulate their students' needs and learning in relation to gender and wider context of diversity. We explore some of the assumptions staff bring to pedagogic practices in relation to issues of student identity and how these may differ across disciplines. In doing so we respond to Richardson's observation (2005) that 'future research needs to aim at illuminating the interplay between student learning and teaching.'

**Hanna Jr Arthur**

Eugene Dupuch Law School, Bahamas

**Programme number: F12**

**Flying Howney Kites: On Violence, Crime and Plural Diversity In 21st Century Bahamian Legal Education (0230)**

*Research Domain: Academic Practice, Work and Cultures*

In post-modern globalized 21st Bahamian society, complex issues of violence and crime underscore fault lines of a fractured sense of national identity and emergence of the ambivalent self, engaging issues of race, class and gender and posing significant challenges to twenty first century Bahamian and wider Caribbean clinical legal education. Werner Menski has devised a four sided kite structure, to demonstrate that law and life, as kite flying, is a popular high risk activity, with living law never being stable and needing to maintain a subtle balance at all times.i This extremely innovative and insightful imagery conveys the essence of the dynamic nature of law.ii This presentation explores a Bahamian variant, based on the geometrical symmetry of hexagonal and octagonal shapes which distinguish the Bahamian Howney kite, an essential, given the often tortuous and unpredictable windswept air currents of the region and its socio-legal historical realities.

**Harris-Huemmert Susan**

**number: M9**

University of Wurzburg, Germany

**Programme**

**Resistance is useless? The impact of policy change and accreditation practice in post-Bologna Germany (0119)**

*Research Domain: Higher Education Policy*

German higher education has undergone fundamental changes since the Bologna Declaration was signed. Bachelor and Masters have largely replaced Diplom and Magister degrees. Accreditation agencies have become the quasi-governmental control mechanism through which standards are examined. However, federal structural limitations, a lack of subject benchmarks and varying levels of understanding among the professorship about the new degree forms ensure that students are not receiving comparable qualifications. On the basis of discussions with various stakeholders from across Germany and direct observation of numerous

accreditations within two German universities, this paper explores the present situation and offers a prognosis for future developments.

**Harrison Neil**

University of the West of England, UK

**Programme number: E1**

### **The mismeasure of participation: how choosing the 'wrong' statistic helped seal the fate of Aimhigher (0031)**

*Research Domain: Higher Education Policy*

One of the early victims of funding cuts has been Aimhigher and its national mission to widen participation in higher education – although the writing had started appearing on the wall several years previously. Funding for Aimhigher ended in July 2011 after ten years in various incarnations and part of the rationale for its demise was an apparent lack of progress in increasing applications from young people from lower socio-economic groups. This paper will use seven years of individual and area-based data to re-examine progress on widening participation and ask whether the government's preferred measure provides an accurate picture on which to base major policy decisions. In particular, it will investigate why very significant increases in applications from the most deprived neighbourhoods have not filtered through into the social class statistics and whether the idea of Aimhigher may have been written off too soon as a result.

**Hay David**

**number: K8**

King's College London, UK

**Programme**

### **Academic practice studies and the distinctiveness of researcher-led teaching (0153)**

*Research Domain: Academic Practice, Work and Cultures*

This paper concerns the distinctiveness of researcher-led teaching. Using the results of inquiry into the formal and informal work of researchers (in Applied Chemistry, History and Neuroscience), I show how their individual practices constitutes their academic "signatures", combining imaginative insight with the subject that they shape. Using dialogic theory as well as the results of several student case studies, I show how these researchers also make their "signatures" available in teaching, including their students in the field of academic-subject making in ways that non-researcher teachers probably can not. I focus on the ways the term "researcher-led teaching" shifts attention from the "difference" between research and teaching roles, towards a more inclusive notion of available "trained judgement". I discuss the need for new methodology in "academic practice studies" (particularly in science) and I conclude by addressing the issue of quality relationships in higher education as a-priori for development of academic subjects.

**Healey Mick**

**number: M3**

Healey HE Consultants, UK

**Programme**

### **Positive futures for final year undergraduate dissertations and projects (0071)**

*Research Domain: Learning, Teaching and Assessment*

For the last half-century or more the undergraduate dissertation has been seen as the gold standard for British HE. However, it is coming under pressure for reform as student participation rates have increased, the number studying professional disciplines has grown, and staff-student ratios have deteriorated. The debate over the

future of the dissertation provides insights into broader discussions about the purpose and future of HE. Rather than thinking of the dissertation as a homogeneous activity undertaken by all students, one option may be to present a choice of alternative formats, experiences and outputs. Some of the research-based capstone projects in North America and Australasia may provide useful models. This paper explores interesting alternatives from different disciplines and countries, discusses the issues associated with implementing them and suggests some research questions which need investigation. It draws on the findings of a two-year project funded by the English National Teaching Fellowship Scheme.

**Healey Ruth L** <sup>1</sup>

**Programme**

**number: R3**

**Ribchester Chris** <sup>1</sup>, **Ross Kimberley** <sup>2</sup>

<sup>1</sup>University of Chester, UK, <sup>2</sup>University of Liverpool, UK

### **‘The Ethical Student’: Teaching Ethics for Critical Thinking in the Undergraduate Curriculum (0040)**

*Research Domain: Learning, Teaching and Assessment*

Learning to think through ethical issues develops critical thinking skills for dealing with supercomplexity (Barnett 2000). Although the nature of the ethical issues and ethical thinking may vary between disciplines, universities play an important role in ensuring that all their students develop the graduate attribute of ‘Ethical, Social and Professional’ understanding (Barrie 2004). This paper focuses upon a tutorial-based intervention in the geography undergraduate curriculum at the University of Chester, UK and the impact this had upon students’ understandings of ethics. Geography is a holistic subject which crosses both the pure and social sciences and as such the findings are pertinent to wide range of disciplines. Drawing on questionnaire and focus group findings it highlights different perspectives on the relevancy and value of ethics in the curriculum and the potential of a tutorial mode of delivery to foster critical thinking skills.

**Hewson Paul**

**Programme**

**number: J6**

University of Plymouth, UK

### **Implications of fully modelling the National Student "Survey" (NSS) (0130)**

*Research Domain: Management, Leadership, Governance and Quality*

The NSS has been conducted annually in the UK since 2005. In common with other performance indicator systems there is concern that optimising results might take precedence over using the results to inform best practice. Moreover, the exact interpretation of the response is unclear - how does a tick in one box correspond to perception of a learning experience.

Nevertheless, this paper reports on Bayesian models fitted to the "survey" taking account of personal, institutional and subject specific characteristics as well as accounting for non-response bias. There are surprisingly clear patterns in terms of subject group responses to different questions; for example students who have been on placement rate their confidence more highly, students on subjects (such as mathematics) where objective marking is more readily attainable agreeing that their assessment was "fair". Fuller results of the analysis are reported, and implications for enhancement are discussed.

**Higdon Rachel**

**Programme**

**number: M2**

De Montfort University, UK

### **Student Voices: Are creative jobs closed to new members, or can employability be acquired through the undergraduate degree experience? (0059)**

*Research Domain: Student Experience*



There is little published research about the place of Employability in Higher Education and the Creative Industries. "Creative Industries" was coined by Labour in 1998 to represent a collective of creative sectors, identified as having future UK economic growth. Research has increased in some creative industry subjects within higher education, particularly around entrepreneurship, work aspirations and the labour market (Brown: 2007, Evans: 2010, Ball et al: 2010) but the contested area of employability and its place in creative undergraduate degrees remains underdeveloped.

This research interrogates the concept of employability in creative degrees, unpacks the multiplicity of meanings and investigates its place in the undergraduate experience. It asks the questions:

- What is employability in the creative industries?
- Can this employability be "acquired" in the undergraduate experience?

It uses data from recent graduates (from UK universities) who unpick their undergraduate experiences from 13 disciplines to find some answers.

**Horn Julia**  
number: J10

**Programme**

**Ian Finlay, Kathryn Black**  
University of Oxford, UK

### **Connections and community: some reflections on the long-term impact of a teaching development programme for new teachers at the University of Oxford (0101)**

*Research Domain: Academic Practice, Work and Cultures*

In the UK, teaching programmes have been developed by institutions, with reference to a national professional standards framework. Many individuals complete courses as part of contractual requirements when they begin to teach, and the programmes also act as a form of induction to the institution.

If we examine teaching development from the perspective of an individual career, however, we see that most academics work at a range of institutions, and teaching roles vary over time. To what extent do – or can – institutional programmes support teaching development in the long term, or prepare individuals to adapt to teaching challenges beyond those being experienced at the time?

This paper will explore these questions, drawing on evidence from a survey of 80 completers of the associate-level teaching programme at the University of Oxford. As they have moved into new roles, has completion of the programme benefited them and their new institution?

**Hramiak Alison**<sup>1</sup>  
number: D11.1

**Programme**

**Helen Boulton**<sup>2</sup>

<sup>1</sup>Sheffield Hallam University, UK, <sup>2</sup>Nottingham Trent University, UK

### **Exploring student and tutor perceptions of feedback in Post Graduate study (0030)**

*Research Domain: Student Experience*

This paper presents findings of collaborative research undertaken with post-graduate students at Nottingham Trent and Sheffield Hallam University focussing on their experience of feedback, and the impact on their learning. The paper also investigates the corresponding perceptions by post graduate tutors, investigating whether or not they think their post graduate students use the feedback they give. The research is grounded in and interpreted with the principles of good practice for feedback as described by Nicol and Macfarlane-Dick, (Nicol & Macfarlane-Dick, 2006) in order to determine how each one connects to the way post graduates perceive and subsequently use feedback in their academic work. In doing so, we have exposed a number of issues which need further investigation, and have also highlighted ways in which we might move forward in this (as yet) relatively poorly researched area to improve how (and why) we use feedback at this level of study.

**Huisman Jeroen**  
University of Bath, UK

**Programme number: F1**

### **The future of UK higher education: the changing landscape (0027)**

*Research Domain: Higher Education Policy*

The UK higher education system is confronted with significant policy changes and – at the moment of writing this abstract (June 2011) – awaiting further policy initiatives set out in the forthcoming White Paper. A scenario study, supported by the Leadership Foundation for Higher Education (LFHE), was carried out in spring/summer 2011, based on the Delphi method. Views and perspectives of higher education experts were gathered in two rounds, using statements on UK higher education in 2025. The statements addressed the following themes: landscape, research, teaching and students, and funding. The findings from the survey will be used to build a set of scenarios that will feed the ongoing debate on the future of the system and the policies that would support these scenarios.

**Humfrey Christine**

University of Nottingham, UK

**Programme number: P2.1**

**Whose university? The policy context of the internationalisation of UK higher education and the implications for the student experience (0067)**

*Research Domain: Student Experience*

In the UK the last forty year growth of internationalisation has challenged the concept of the university, its place in society, its autonomy and its future. The debate on this not only informs and influences the developing characteristics of internationalisation, but also the manner in which other changes, such as widening participation and the increase in domestic fees are managed.

This session will track the idea of internationalisation from the medieval vision to the General Agreement for Trade in Services and will review the documented perceptions on state subsidy to the HE sector, the introduction of differential fees for non EU students, the growing debate between the academy and the Home Office and the implications of all the foregoing on the student experience.

**Hutchings Paul**

Swansea Metropolitan University, UK

**Programme number: A7**

**Putting the VLE before the HE: Prior training increases course engagement (0203)**

*Research Domain: Learning, Teaching and Assessment*

As Higher Education (HE) moves towards increased support of course content with virtual learning environments (VLEs) there appears to be an implicit assumption that students will enter HE with the ability to readily utilise VLEs. However, recent research evidence suggests that this may not be the case. The research study presented here examines course outcomes and VLE usage of three sub-groups of an HE cohort: Group One were contacted and given access to a training VLE prior to course enrolment, Group Two were contacted but did not elect to use the training VLE, and Group Three were not contacted or given access to the training VLE (control group). Analyses showed that Group One (training group) showed a significantly lower course attrition rate and increased VLE usage throughout the year compared to other groups. These findings suggest that student use of VLE can be enhanced by training prior to course enrolment.

**Huyton Jan**

University of Wales In Cardiff, UK

**Programme number: K10**

**Reclaiming the back-stage: collegial approaches to professional development for personal tutors (0223)**

*Research Domain: Academic Practice, Work and Cultures*

Research undertaken with ten academics working as personal tutors in a range of British universities discovered that personal tutoring practice takes place in private space, and is likely to be based on the tutor's

individual approach rather than a sense of shared professional ethos. This paper argues that collegial forms of professional development are necessary to negotiate an ethical or moral code or ethos upon which to base personal tutoring practice. It argues that collectively negotiated 'practice' is necessary to underpin autonomous decision-making in personal tutoring interactions. These arguments are based on data which reveal that in the absence of collegial forms of working, tutors may be less able to locate their practice within a wider socio-economic context. Collectively negotiated 'practice' offers the possibility of developing consistency in terms of workload and boundaries of practice, thereby taking forward notions of safe and ethical working.

**Jackson Mark**

University of Wales Newport, UK

**Programme number: B7**

### **"Reconnecting assessment feedback and learning: a case study" (0204)**

*Research Domain: Learning, Teaching and Assessment*

The results of the national student survey consistently highlight assessment and feedback as a key concern for students in all higher education institutions. Central to their concerns is the promptness, appropriateness and quantity of feedback received.

In order to improve the efficiency of the assessment process, many institutions have developed assessment models that save time for academic staff, but research often suggests, offer little benefit to learners. This paper reports on a recent case study at the University of Wales Newport in which recorded verbal assessment feedback was used as an alternative to the traditional written feedback process.

Participant feedback suggests this model offers clear evidence of a richer assessment experience and of subsequent improved student engagement.

**Jameson Jill**

**number: C7**

**Katie Strudwick**

University of Lincoln, UK

**Programme**

### **Who knows best? Achieving informed and empowering teaching and research using the 'student as producer': A case study. (0050)**

*Research Domain: Learning, Teaching and Assessment*

This paper reflects on the value of applying the notion of 'student as producer' in a practical research and teaching environment. Using reflections about the methodology and data from two CSAP funded projects discussions will consider the benefits and potential difficulties of this approach for both students and teachers. By applying this framework to a practical research and teaching situation, exploration can be made as to the validity, practicality and value of turning student 'readers and spectators, into collaborators' (Benjamin 1983 cited in Neary 2010). Conclusions will discuss how the application of 'student as producer' in practice, can empower both students and academic staff to counter some of the problematic consequences of the consumerisation of higher education.

**Jameson Jill**

**number: A6**

University of Greenwich, UK

**Programme**

### **Negative Capability, Leadership and Trust in a Recession in UK Higher Education (0218)**

*Research Domain: Management, Leadership, Governance and Quality*

In the current recession, profound challenges to leadership in UK higher education (HE) have resulted from new government policies. Managed accountability to fees and performance targets, vigorously debated in neo-managerialist critiques, is altering UK HE, bolstering elite academic management, while eroding the autonomy and values of Humboldtian scholarly and collegial understandings of the role of universities. This paper considers research findings on values-based leadership, trust and organisational cultures in to argue that strong leadership characterised by 'negative capability' is needed for academic leaders to maintain their role in shaping the purposes of universities. Multiple uncertainties about the future of HE may lead to an erosion of trust in the values, collegiality and civic role of universities. It is necessary to challenge performative managerial cultures that lessen self-organising egalitarian potentials within HE for excellent scholarship and to argue that academic leadership should be trusted to fulfil the higher purposes of universities.

**Johnes Jill**  
**number: D1**

**Programme**

Lancaster University, UK

### **Efficiency in English Higher Education 1996/97 TO 2008/09: the effects of Estimation Method, University Type and Merger Activity (0228)**

#### **Research Domain: Higher Education Policy**

This paper explores the issue of efficiency in English higher education. Two frontier estimation methods, data envelopment analysis (DEA) and stochastic frontier analysis (SFA), are used to estimate an output distance function over a thirteen-year period. The model incorporates measures of quantity and quality of teaching and research inputs and outputs. A comparison of technique finds that DEA provides higher average levels of efficiency for the sector than SFA. More importantly to policy-makers is the finding that rankings of HEIs by efficiencies, although not significantly different, are low. A crude investigation of the effects on efficiency of merger activity suggest that institutions which merge are at least as efficient, on average, as those which do not. Moreover, institutions which have merged are more efficient, on average, than either the pre-merging or non-merging institutions. These results warrant further investigation as mergers may become more common as higher education funding cuts bite.

**Jones Joanna**  
**Jones Edward**  
University of Wales, UK

**Programme number: F4.2**

### **Can a shift in focus to part-time student recruitment lead to diseconomies of scale?: An exploration of tangible and intangible costs. (0159)**

*Research Domain: Management, Leadership, Governance and Quality*

2011 will bear witness to huge changes in the HE Sector in the UK. In these current turbulent times universities will seek to maximise income and reduce costs. Part-time student numbers currently remain uncapped and some universities will target this market as a potential growth area. Phase one of this study, set within a Business School of a post 1992 institution, will explore student number decisions, particularly in relation to the part-time student market. It will assess if the assumption that more students will lead to economies of scale is erroneous when considering the complexities of part-time provision. A major focus will be the examination of the potential impact upon intangible costs (such as satisfaction and retention) of larger student cohorts. Research outcomes will include the generation of a recruitment (number) decision making matrix that could be applicable to many HEIs; this applicability will be tested in Phase two.

**Kahn Peter**  
University of Liverpool, UK

**Programme number: D7**

### **Internal deliberation and learning environments: possibilities for a realist social theory of student learning (0045)**

*Research Domain: Learning, Teaching and Assessment*

Higher Education substantively underplays the role of ontology in shaping student learning. In this speculative paper, we adapt perspectives from Margaret Archer's realist social theory to develop a theory of student learning that is fully tailored to the context of higher education. We consider specific sets of concerns that students might bring with them to learning, and ways that these concerns might give rise to distinctive patterns of internal deliberation as students respond to given learning environments (socio-cultural structures). In this way we would expect to see variation in the agency that students display in learning, with internal deliberation (conceived more widely than reflexivity) mediating the effect of structure on agency. This paper seeks to pave the way for further empirical research and for educators to imagine teaching and learning in new ways.

**Kandiko Camille**

King's College London, UK

**Programme number: P5.3**

### **Strategic Curriculum Change: Global Trends (0124)**

*Research Domain: Higher Education Policy*

Curriculum change sits at the intersection of national and university policy, educational research and academic practice, which creates a complicated literature. Institutional policy can be challenging to research: often the curriculum is decided amongst university committees, and working papers are constantly changed and proposals amended, creating a vast, and usually inaccessible, grey literature. Final curriculum plans tend to be distilled into a small number of general and aspirational sound bites (e.g. academic excellence) and detailed sets of course requirements for students. Much of the academic literature focuses on the broad nature and purposes of higher education, often with little reference to the implementation of such designs. This paper draws on data from over 20 site visits to institutions in six countries, and from continued research and follow-up visits to discuss a framework of global trends, including structures and features, in curriculum change initiatives.

**Kandiko Camille**

**Paul Blackmore**

King's College London, UK

**Programme number: L8**

### **Motivation: The role of prestige in academic life (0176)**

*Research Domain: Academic Practice, Work and Cultures*

The introduction of performance-related pay into universities in recent years implies a belief that academic behaviours are modified by money. However, many valued academic activities are poorly paid or not paid at all. Clearly other factors are at work. Academic motivation and new working patterns are explored using the literature. An anthropological term "prestige economy" is defined and located as part of a three-part model, and its application to higher education is explored, using a socio-cultural approach rooted in Bourdieu's analyses of academic life. This is used to analyse the impact on academic roles, including teaching research and service. Key points for leaders and managers are discussed, along with a discussion of how strategic management of academics and departments can help promote institutional aims and goals.

**Karlsen Kristine Høeg**

Østfold University College, Norway

**Programme number: Q3**

### **A Systemisation of Types of Feedback: Similarity and diversity; how can types of feedback, developed and used in empirical studies in the field of higher education, be typified? (0243)**

*Research Domain: Learning, Teaching and Assessment*

In this paper I will address the problem of fragmented treatment in the empirical research literature of one aspect of the phenomenon feedback; type of feedback. Many researchers have investigated this aspect, but no one has done an in depth systematisation of the different types. This paper is a contribution to such a systematisation. The review includes articles from 1989 up to date, where type is the main object of study. One

common principle in such work is to look for similarities and diversities; qualities that bring phenomena together and qualities that differentiate them. I have presented the typification in a simple two-dimensional map. The two dimensions were related to how we derive knowledge (epistemological axis) and knowledge itself (ontological axis). The two axes ranges from prescriptive to descriptive. Four main categories of types of feedback emerged; directive feedback, reflexive feedback, correctional feedback and procedural feedback, all with potential sub-categories.

**Kelly Kieran**

**Programme number: A3**

University of the West of England, UK

**From Learner to Customer: the likely impact of a shift in pedagogic authority on learning in Higher Education in England consequent upon the declared intentions of the Browne Review. (0087)**

**Research Domain: Learning, Teaching and Assessment**

The Browne Report on funding for Higher Education in England presents major challenge to English Higher Education. Based on the application of market pressures to the provision of University courses there is potential for the much vaunted 'student as customer' model to become the dominant meme over 'student as learner'. The paper, drawing on Bourdieu's work on Pedagogic Authority, asks whether the model of 'student as consumer' necessarily enters into a contradiction with 'student as learner'. It discusses whether capitulation to the ideology of the market is inevitable, resistible or will be a managed contradiction. It argues that the shift in pedagogic authority may well have a negative impact on pedagogic agency and therefore on learning. This session is draws for evidence upon aspects of the University-wide development programme for Undergraduates (Graduate Development Programme (GDP)) at the University of the West of England.

**Kim Terri**

**Programme number: G1**

Brunel University, UK

**Internationalisation, mobile academics and knowledge creation in universities: a comparative analysis (0210)**

*Research Domain: Higher Education Policy*

This paper is an interim work-in-progress report on my SRHE-funded research which is to explore the relationships between academic staff mobility, knowledge creation and internationalisation in higher education within a comparative framework. The research paper analyses how the functioning – and ultimately the impact – of universities, in the production of knowledge, new knowledge creation and innovation is affected by the increasing prevalence of international academic staff mobility. The research employs a mix of documentary and empirical research methods, including face to face, semi-structured interviews for biographic narrative research analysis will be conducted in 10 research-led universities in England with 20 selected international academics. It offers an in-depth analysis of (1) the internationalisation of British universities through international staffing, and (2) the intricate relations of the legal framework (immigration/employment law), the institutional contexts of policy implementation, and the internal sociology and cultural assumptions of daily practice inside academe.

**Kitagawa Fumi<sup>1</sup>**

**Programme number: E9**

**Claire Lightowler<sup>2</sup>**

<sup>1</sup>University of Manchester, UK, <sup>2</sup>Institute for Research and Innovation in Social Services (IRISS), UK

**Incentivising Knowledge Exchange: A comparison of vision, strategies, policy and practice in English and Scottish Higher Education (0170)**

*Research Domain: Higher Education Policy*

Increasingly universities are being encouraged to strengthen their engagement with the world outside as national governments seek 'return on their investments in research'. Knowledge Exchange refers to the range of activities and approaches highlighting the increasingly prevalent two-way exchange of knowledge between academia and the outside world. The effects of devolution on higher education, research funding and the management of knowledge exchange are areas of growing policy interest as part of innovation and science-based regional development mechanisms. Despite growing interest from policy and research communities, there is a lack of empirical knowledge and rigorous analytical framework to investigate how effective national

and sub-national policies are in this area. By identifying, exploring and comparing efforts to incentivise and support knowledge exchange in England and Scotland this paper provides an insight into the role of the university and the nature of the relationship between academia and wider society.

**Kligyte Giedre**<sup>1</sup>

**Programme number: A5**

**Barrie Simon**<sup>2</sup>

<sup>1</sup>University of New South Wales, Australia, <sup>2</sup>The University of Sydney, Australia

### **Collegiality versus managerialism - the binary that binds us (0025)**

*Research Domain: Academic Practice, Work and Cultures*

Changes in higher education affecting academic work are often problematised in terms of the decline of the collegial culture in the climate of increased managerialisation and external regulation of academic work leading to a fundamental sense of loss and disenchantment among academics. In this paper we critique the construction of a binary relationship between collegiality and managerialism. We explore the multiple meanings of collegiality circulating in academia and higher education literature and draw on the post-structuralist analytic framework of political and social theory developed by Glynos & Howarth (2007) to analyse what we see as unnecessarily adversarial and simplistic view of collegiality in academia today. We argue that spaces for new imaginings and practices of collegiality could be opened by abandoning the grand narrative of collegiality versus managerialism dichotomy.

**Knight Elaine**

**Programme number: E11.3**

University of Wales, Newport, UK

### **Linking Level 3 to Level 4 Curriculum through a Community Heritage (0051)**

*Research Domain: Higher Education Policy*

This paper outlines the University of Wales, Newport's planned engagement with level 3 students (6th form – post 16) and the Blaenavon Forgotten Landscapes World Heritage Site Project through the medium of level 4 stand alone 10 H.E. credit national and global heritage modules. While the Project is inclusive, aiming to engage “a wide range of people” from the community, the focus of this paper is on the young people (16-19 year olds) as the Forgotten Landscape guardians of tomorrow. The paper encapsulates current activities, expectations, potential opportunities and challenges for both the Project and the University.

The paper also outlines how the writer intends to further develop her work engaging “young people” in the Forgotten Landscapes Project, ensuring that appropriate vocational and academic pathways are available, offering flexible progression routes and encouraging them to become actively involved in heritage conservation on a local as well as global level.

**Knowles Corinne**

**Programme number: B3**

Rhodes University, South Africa

### **Assessment as transformation (0177)**

*Research Domain: Learning, Teaching and Assessment*

Transformation in higher education has a language which attempts to locate and organise where and how it should and does occur. This paper grapples with this fixedness, and looks beyond the traditional indicators to some of the invisible labours and conditions which bring about transformation. Using Judith Butler's theoretical matrix of subjectivity, normativity and performativity, it exposes a range of performances in one case study – of assessment practices in an extended studies class at Rhodes University – which, combined, can be seen to contribute to a process of the transformation of teacher, learners, and theory. By doing so, it explores a notion of transformativity, which is understood as the possibility for transformation which is perhaps inherent in every learning encounter in higher education.

**Engaging culturally and linguistically diverse first year students by integrating curriculum and pedagogy: an Australian case study. (0241)**

*Research Domain: Learning, Teaching and Assessment*

The creation of a massified, diversified and globalised higher education sector in Australia has required academic staff to develop innovative approaches to teaching and learning that recognise the diversity of student identities and experiences. This paper outlines the evolution of an integrated model learning used in first year classes at Australian Catholic University's Melbourne campus. It draws on Wenger's communities of practice and Tinto's learning communities to address issues of pedagogy and curriculum simultaneously, while supporting students during the transition to university. It adopts a multi-faceted approach to this complex task to engage all students: specific strategies include acknowledging the diversity of the students' starting points, creation of collaborative learning teams, an integrated curriculum, problem-based assessment linked to professional attributes and embedded support provided by the Academic Skills Unit staff.

**Gender and the implications of current Government research policy for academic research on higher education in the UK (0165)**

*Research Domain: Higher Education Policy*

This paper presents a gender analysis of findings from a study exploring the implications of current UK Government research policy for academic research on higher education. Email interviews are being conducted with 25 academics based in the UK, to explore their perceptions and experiences of the impact of current research policies on their research activities. Our aim is to explore the ways in which policy developments are perceived differently in relation to individual and institutional identities and, for this paper, to consider any gender issues that emerge. The study is designed to provide a snapshot of academics' perceptions and experiences of this developing policy agenda and the impact it may have upon their own research and on research policies and activities within their department or university. We conclude by considering the ways in which current research policy developments may mitigate and/or reinforce gender inequalities in academic research.

**Higher Education and Reproduction of Dominance: The Counter-hegemonic Experiences of Israeli Students (0066)**

*Research Domain: Student Experience*

The aim of this research is to examine how different critical perspectives are being experienced by Israeli students from different groups and minorities (Jewish, Muslim, women, men middle class and lower class) who attended sociology classes that took place in four different academic institutions. The social heterogeneity of the students in these geographically scattered institutions, together with the turbulent political and social times experienced by Israeli society during the process of data collection, enabled different comparisons that shed a new light on the role of the critical knowledge reproduced in higher education systems of conflicted societies. This research found that while some of the counter-hegemonic perspectives incurred overall positive reactions from most students, other critical perspectives provoked the students and frequently encountered antagonism. These reactions indicated "critical" perspectives were rejected by students when they were perceived as endangering their interests and identities.



**Lindsey Laura**  
Newcastle University, UK

**Programme number: H8**

### **Individual in a large scale collaboration – being a small piece in a big puzzle (0237)**

*Research Domain: Academic Practice, Work and Cultures*

This paper explores the experience of being part of CETL4HealthNE, a partnership between nine Higher Education (HE) and National Health Service (NHS) organisations in the North East of England. The number of collaborations in education and health and social care settings is increasing. Collaborations are seen to be a way of overcoming economic challenges universities are facing. This qualitative study utilises interviews and document analysis. It highlights the importance of allowing the collaboration to evolve from unstructured beginnings to empower the members to take ownership of the collaboration. Building up trust is essential to enable participants to move from point of representing competing organisations to becoming collaborators focused on educational innovation and improvement. CETL4HealthNE created a platform for sharing knowledge between HE and NHS and giving an opportunity for mutual interaction outside the usual commissioning process.

**Liu Lisha**  
Institute of Education, UK

**Programme number: C3**

### **Taught master's students' curricular engagement: Inquiring into the 'middle bit' (0077)**

*Research Domain: Learning, Teaching and Assessment*

The curricular engagement of students in taught master's programmes seems to be comparatively overlooked in HE academic discussions. This paper describes a study that seeks to investigate this engagement. It conceptualises this engagement as an inquiry-based pattern which might also be influenced by external factors from the taught master's programme learning context. Fifty-three students from three English universities were involved and a mixed-method design was employed to analyse their narratives and the relevant documents. The results suggest that these students had a relatively high-level curricular engagement. The formation of master's learner identity might be the prime motive for the interplays between students' three forms of inquiry. There is also some evidence that taught master's curriculum features, students' prior learning experiences and postgraduate pedagogical support influence this pattern. Finally, this paper identifies the areas where efforts could be made to improve this engagement and the future taught master's curriculum design.

**Loads Daphne**  
University of Edinburgh, UK

**Programme number: C5**

### **"Acts of stealth and troubled pleasure": investigating the connotations of familiar words from the academic development literature. (0022)**

*Research Domain: Academic Practice, Work and Cultures*

Colleagues from other disciplines often find the academic development literature off-putting and incomprehensible. We can make our writing more accessible by clarifying the denotations of the words we use. However, it is the connotations of words that pose greater problems for newcomers.

I undertook a survey of the occurrence of "trouble" and associated words ("troubled," "troubling," "troublesome") in papers published in three prominent journals over the past twenty years and discussed these with groups of academic developers.

There has been an increase in the occurrence of "trouble" in all three journals over the past twenty years; the term "trouble" has gathered connotations of agency, value, risk and irrepressibility in relation to academic development.

We should pay close attention to the connotations of the words we use as academic developers in order to

share these with the wider community of colleagues who are concerned with learning and teaching in higher education.

**Maciag Justyna**

**Programme number: F4.3**

The Jerzy Kukuczka Academy of Physical Education, Poland

### **How can an institution of higher education become lean? Methods of higher school restructuring. (0193)**

*Research Domain: Management, Leadership, Governance and Quality*

In order to improve quality, increase productivity and reduce costs higher education sector has been going through restructuring processes along the lines of marketisation, privatisation and decentralisation. This article presents restructuring methods and ways of their usage at higher schools in Poland. The restructuring should be of continuous and complex character, encompass strategic, operating and financial restructuring. One can use following methods during a higher school process restructuring:

- Total Quality Management
- Lean Management,
- Outsourcing
- Benchmarking.

Researches were conducted in 6 academies of physical education in Poland. Their results show universities seldom use restructuring methods popular in business. Restructuring at Polish higher schools is realised through undertaking a number of activities in operating and financial zones using Outsourcing and limited scope Lean Management. Benchmarking use restrains to higher schools rankings mainly. One observes small quantity of activities of strategic character (quality management system compliant with ISO 9001).

**Mathieson Sue**

**Programme number: N12**

Heriot Watt University, UK

### **What light can a sociocultural analysis shed on the changing nature of academic workgroup cultures: findings from a merging South African university (0245)**

*Research Domain: Academic Practice, Work and Cultures*

This presents findings from sociocultural research into the nature of academic workgroup cultures in the context of merger, focusing on teaching and learning. Differences between workgroup cultures were found to be based on differences in ways academics mediated between the discipline and a range of contextual factors impacting on their practices. Six typologies of workgroup culture are identified, from traditional academic workgroups, to workgroups where academics mediated between the discipline and a range of contextual factors, including: a changing student body, reconstruction and development of the new society; and the needs of industry. In addition were two types of workgroup where the academic endeavour was subordinated to other priorities: an emergent bureaucratic managerialist culture, and one where academic issues were subordinated to patronage based on race. Differences in workgroup cultures impacted on approaches to merger and change, thus highlighting the importance of localised workgroup cultures in mediating change initiatives.

**Mauthner Natasha**

**Programme number: E10**

University of Aberdeen, UK

### **Digital data sharing: Implications for academic roles, practices and identities (0036)**

**Research Domain: Academic Practice, Work and Cultures**

Recent years have seen the introduction of data sharing policies, expectations and requirements by funding agencies and scientific journals. The principle underlying these policies is 'open access': the notion that publicly funded research data is a 'public good' that 'should be openly available to the maximum extent possible' (Arzberger et al 2004: 136). Academic communities are generally supportive of the principle but many are reluctant to put it into practice. Efforts to overcome resistance have focused primarily on improving ethical, legal, scientific and technical infrastructures. These initiatives are important but they overlook the ways in which data sharing policies may be reconstituting academic roles, practices and identities. This paper presents preliminary findings from a scoping study funded by the Society for Research into Higher Education that is exploring how data sharing policies may be transforming researchers' roles and responsibilities, research practices, and academic identities.

**Mawer Matt**  
Coventry University, UK

**Programme number: N2**

### **Agency in new learning spaces: Students' experiences of empowerment and disempowerment in virtual worlds (0151)**

*Research Domain: Student Experience*

Virtual worlds (VWs) are computer technologies that create graphically-rendered, 3D spaces in which multiple users can interact, create content and collaborate synchronously. Early forays into the educational use of VWs were marked by optimism over empowerment and greater agency for learners. Subsequent growth in research on the use of VWs now leaves us in a better position to evaluate these claims.

In this paper I will argue, based on qualitative data from four UK universities, that experiences of agency within VWs are textured and complex. Students can potentially be both empowered and limited by the capacity of the VW to create a collaborative learning space or to replicate physical practices. Often this potential does not lie within the technology, but within the specific purpose, context, and experience of usage. We must therefore be cognisant of the myriad factors influencing translation of perceived positive futures into practice within new learning spaces.

**McAlpine Lynn**  
University of Oxford, UK

**Programme number: D8**

### **Shining a light on doctoral reading: Implications for doctoral identity (0034)**

*Research Domain: Academic Practice, Work and Cultures*

While writing is increasingly visible as a research focus in doctoral education, what remains largely invisible is the role of reading in the doctoral journey. This paper draws on data from two parallel research programs in which doctoral student day-to-day experience was documented longitudinally. While students reported reading as frequently as writing, they noted difficulty finding time to read, not knowing whether they were reading the 'right thing', and they appeared not to read strategically. Yet, there were also epiphanies when students found like-minded thinkers. The analysis highlights the invisible but essential role of reading in the development of student thinking and academic identity construction. The results as a whole have implications for future research and doctoral practice.

**McAlpine Lynn**<sup>1</sup>  
**Turner Gill**<sup>1</sup>, **Amundsen Cheryl**<sup>2</sup>  
<sup>1</sup>University of Oxford, UK, <sup>2</sup>Simon Fraser University, Canada

**Programme number: M10**

## **Identity-trajectory: A different way of understanding the movement from doctoral student to graduate (0035)**

*Research Domain: Academic Practice, Work and Cultures*

Identity is often referred to in research on doctoral education. It is usually positioned within the doctorate – as a concept useful for understanding the current intentions and experiences of doctoral students. This contrasts with a view of identity as a biographical and growing understanding of who one wants to be and is becoming, with the doctorate just one aspect of this journey. The view taken here is that the influence of doctoral students' pasts (prior to the doctorate), current non-doctoral experiences, and imagined futures (beyond the doctorate) have been underplayed and relatively unexamined. While we have reported on doctoral experience over time, we have not examined the experience of completing the degree and imagining and then establishing a new role post-graduation. Thus in this paper we examine how doctoral candidates' past intentions, personal circumstances during the doctorate, and interpretation of future opportunities influenced the establishment of their futures post-graduation.

**McCowan** Tristan

Institute of Education, UK

**Programme number: E11.2**

## **Experimental universities in Brazil: a new model of access and public engagement in higher education? (0197)**

*Research Domain: Higher Education Policy*

There has been considerable expansion of higher education in Brazil in recent years, yet the system is still characterised by extreme inequalities. However, the Federal Government has recently established four experimental institutions that aim to address these inequities, as well as attending to other political aims such as regional integration. This paper presents findings from an initial exploratory study, drawing on interviews and documentary analysis. The new universities show significant innovations in relation to curriculum and research, strong engagement with local communities, and have adopted entry criteria facilitating access for marginalised populations. The study explores the conceptions of the university underpinning these new institutions, assessing the ways in which they may challenge or reinforce established paradigms. Implications are drawn out for other countries facing the task of maintaining public higher education in face of unfavourable economic and political currents.

**McGinty** Sam

**McDonnell** Jane, **Curtis** Will

De Montfort University, UK

**Programme number: Q7**

## **Developing mutuality in research and practice: Reflections on a student-lecturer collaborative enquiry into assessment feedback (0075)**

*Research Domain: Learning, Teaching and Assessment*

This paper reports on findings from a 2011 ESCalate funded research project at De Montfort University. The aims of the research were twofold; firstly, to engage students and lecturers in meaningful collaborative enquiry concerning the characteristics of effective assessment feedback practices; secondly to stimulate discussion, reflection and action regarding assessment feedback on Education Studies programme in HE. Research was conducted by three, semi-autonomous teams, each visiting partner HEIs to generate discussion with staff and students. The paper reports on some initial findings relating to the collaborative enquiry strand of the research. These include the complex dynamics of making and remaking research teams, the potential for learning together, and the possibility of expanding horizons. Drawing on early analysis, the paper discusses each of these themes, offering an account of the rich possibilities inherent collaborative enquiry, and exploring how these relate to current issues in higher education, including changing student identities.

**McKenzie** Liz

University of Plymouth, UK

**Programme number: F7**

## **Engaging with reflection: the experience of trainee teachers and teacher educators in post-compulsory education. (0079)**

*Research Domain: Learning, Teaching and Assessment*

The role of reflection and the model of the teacher as 'reflective practitioner' have become accepted by researchers within education and trainee teachers are encouraged to reflect in order to develop their practice. However the literature offers differing views of reflection and suggests individual differences in engagement with reflection.

Findings from a study of trainee teachers for post-compulsory education show that the majority value reflection and appreciate how it can help them to develop their practice. The findings suggest that individuals' engagement with reflection varies along a personal-social dimension with preferences for different techniques, which need to be taken into consideration by teacher educators to ensure that the techniques they use are maximizing trainees' engagement with reflection. The paper will also look at preliminary findings from a study of teacher educators' own use of reflection, including the ways in which they introduce and support reflection with trainees.

**McKenzie Liz**

**Programme number: A8.4**

**Turner Rebecca, Gale Ken**  
University of Plymouth, UK

## **Changing professional identities and practice styles within the HE in FE sector: the role of research and scholarly activity (0081)**

*Research Domain: Learning, Teaching and Assessment*

The post-Dearing expansion of Higher Education into Further Education has changed the face of HE within England. As a consequence those working across the HE-FE boundary are negotiating changes in their professional identities and practice styles. It is relevant to consider the way in which research and scholarly activity is being conceptualised, contextualised and linked to professional identities and practice styles within the HE in FE sector. This paper reports findings from ongoing research into the impact of HE in FE expansion in South West England. Findings from interviews with two samples of HE in FE lecturers show the complexity of their situation, as they explore their roles as HE lecturers within the confines of an FE context. The duality of their role is particularly apparent in relation to opportunities for scholarly activity and research and the paper considers how these may be supported.

**McLean Monica<sup>1</sup>**  
**number: G7**

**Programme**

**Andrea Abbas<sup>2</sup>, Paul Ashwin<sup>3</sup>**

<sup>1</sup>University of Nottingham, UK, <sup>2</sup>Teesside University, UK, <sup>3</sup>Lancaster University, UK

## **Access to 'pedagogic rights': the teaching and learning of social science in English universities (0068)**

*Research Domain: Learning, Teaching and Assessment*

The paper will demonstrate how Basil Bernstein's concepts of 'classification', 'framing', 'pedagogic identity' and 'pedagogic rights' illuminate both the reproductive and the transformatory processes and outcomes of university education. Evidence presented about how university pedagogic quality and (in)equalities play out in different university settings is based on the findings of a three-year project in four social science departments in four universities in different positions in league tables. The findings challenge judgements about better and worse universities, and suggest that the value of social science teaching to students and to society is similar whatever university students attend.

**Mercer Justine<sup>1</sup>**

**Programme number: E8.4**

**Howard Stevenson<sup>2</sup>**

<sup>1</sup>Warwick Institute of Education, UK, <sup>2</sup>University of Lincoln, UK

**Challenging Times: an analysis of current developments and future prospects for industrial relations in the UK HE sector (0104)**

*Research Domain: Academic Practice, Work and Cultures*

The paper presents the preliminary outcomes of a twelve-month scoping exercise to identify what, at this pivotal moment for UK higher education, are the central industrial relations issues facing the sector. It draws upon a systematic review of recent, relevant literature (including 'grey' sources, such as union publicity) as well as the substantive and methodological findings of a pilot study. This involved individual interviews with key stakeholders including Vice-Chancellor(s), HR Directors and trade union officials at both national and local level. The paper outlines the key differences within the sector that have emerged as a result of government policies deliberately designed to increase competition and fragmentation. It also acknowledges the distinctiveness of the Scottish system. The study is particularly timely because of the unprecedented levels of conflict being experienced by HE employers and employees, as evidenced by the recent national strike action by UCU in May and June 2011.

**Messenger Hazel**  
**number: A8.5**

**Programme**

London Metropolitan University Business School, Ukraine

**Environments for development and learning: making use of Cultural-Historical Activity Theory (CHAT) to understand transformative learning contexts in higher education (0141)**

*Research Domain: Learning, Teaching and Assessment*

Investigating complex, intentionally developmental environments is a challenge to educators and researchers. One approach which may prove useful is Cultural Historical Activity Theory (CHAT) as it provides the opportunity for considering a whole environment, and then for sharing and interrogating information in a visible format. This research relates to a collaborative study, exploring the practice of practitioners who profess to intentionally provide opportunities for student development, and the response of their students. Findings suggest that through engagement with an environment that provides both appropriate support and challenge, students are able to integrate and master their own development.

**Minett-Smith Cathy**

**Programme number: P7**

**Clay Heather**

Middlesex University, UK

**Academic Identity of Module Leadership; facilitating staff to lead and develop curriculum delivery in a global teaching community context. (0049)**

*Research Domain: Learning, Teaching and Assessment*

The expansion of Transnational Education (TNE) is changing the role of academic staff in many institutions. This paper gives an overview of the impacts this has had on institutions and their staff, and highlights the challenges and opportunities facing staff managing the delivery of a UK designed curriculum in a TNE context. The challenge for institutions is to develop and support academics working in remote communities of practice.

The presenters will utilise the outcomes of their own research and published literature to explore how TNE delivery is impacting on the academic identity of staff developing and delivering the curriculum in a complex international context. Drawing on research with both UK and internationally based staff this presentation will encourage participants to consider some of the key challenges to supporting and developing academics leading and working with colleagues in remote/global communities of practice.

**Mole David**

The Hong Kong University of Science and Technology, China

**Programme number: E11.4**

### **The Hong Kong Education Reform: The Research Agenda for Higher Education (0094)**

*Research Domain: Higher Education Policy*

The main intention of the Hong Kong education reform is to extend secondary education for all students, but the scale of the collateral impact on Hong Kong higher education has become increasingly clear.

From the point of view of researchers and policy makers, this is an unusual opportunity to learn more about the forces at work in contemporary higher education, the formulation of responses to those forces and the effectiveness of these responses.

Across this broad terrain a wide variety of research methods are relevant, including: work to archive materials and record events; analysis of policy documents; interviews with stakeholders; questionnaire studies; and meta-studies of existing student surveys.

The Hong Kong reform process has now reached the "end of the beginning". It is becoming urgent that researchers pick up the challenge before it is too late.

**Montgomery Catherine**

Northumbria University, UK

**Programme number: P2.3**

### **Exploring intercultural transitions in the internationalised classroom: the role of the formal curriculum (0084)**

*Research Domain: Student Experience*

Processes of globalisation continue to generate new networks, connectivities and interactions that cut across spatial boundaries (Fairclough, 2006). This paper aims to further understanding of new roles and identities as they surface in the experience of student interaction in contexts of internationalising higher education. The paper suggests that transitional experience can enable students to engage with the complexities inherent in cultural and linguistic identities. Here the focus is on the influence of the formal curriculum on students' engagement with the complexity of cultural identity. The paper presents student trajectories amongst complex concepts such as representation, otherisation and identity as being affected by 'teaching', the discipline (here Design) and the medium of English as a Lingua Franca. As students struggle with the movable, fluid and negotiable concepts of culture and intercultural communication, English proves to be a factor which both inhibits and enables students to move towards a complex understanding.

**Murray Rowena**

**number: R6**

University of Strathclyde, UK

**Programme**

### **Performativity or peer-formativity?: Academics' responses to research policy and regulation (0061)**

*Research Domain: Academic Practice, Work and Cultures*

Institutions have research policies and profiles, and academics know how to deliver within them, but how exactly do academics write to disseminate their research in performative settings? Drawing on the work of Mayrath, this research aimed to discover if academics see disengagement from other tasks as a factor in their writing and, if they do, how they do this. Forty-two UK academics responded to an email questionnaire. All respondents associated academic writing with disengagement from other tasks in two ways: physical and cognitive disengagement. Responses suggest that peer interactions are an important component of writing to disseminate research. However, they suggested that institutions could help. This study makes the case for writing-oriented peer relationships, described in this article as 'peer-formativity'. These findings have implications for how institutions manage research policy and associated systems of regulation.

**Nagy Judy**<sup>5</sup>

**Programme**

**number: Q11**

**Cassandra Star**<sup>1</sup>, **Burch Anthony**<sup>2</sup>, **Cox Milton**<sup>4</sup>, **McDonald Jacquelin**<sup>3</sup>

<sup>1</sup>Flinders University, Australia, <sup>2</sup>Deakin University, Australia, <sup>3</sup>University of Southern Queensland, Australia, <sup>4</sup>Miami University, USA, <sup>5</sup>University of South Australia, Australia

**The exercise of leadership in communities of practice: The Australian experience (0097)**

*Research Domain: Management, Leadership, Governance and Quality*

This paper will provide a clear picture of the leadership expressed within communities of practice in the Australian higher education sector. The paper reports on a two year ALTC-funded project investigating the understanding of, and expression of, leadership by those who facilitate communities of practice. The results show that academics who do facilitate communities of practice, do construct their role as one of leadership, expressing well articulated understandings of leadership and several dimensions of leadership in their understandings. The key dimensions of leadership articulated construct their leadership as positional and contextual, expressing ideas of leading the group, leading from below (or managing up), and developing their personal leadership capabilities. We argue that these findings form a set of new understandings of the leadership roles performed outside the university's formal hierarchical structures.

**Neves Tiago**

**Programme number: P9**

**Pereira Maria João, Nata Gil, Teixeira Pedro**

CIEE(Educational Research and Intervention Centre) - University of Porto, Portugal

**Accessing higher education: the Portuguese case. The role of secondary schools league tables. (0167)**

*Research Domain: Higher Education Policy*

Portugal is the only European country where the numerus clausus system is applied in access to all public higher education courses. Therefore, secondary schools league tables, based on students' marks, gain accrued importance: the position occupied by each school is seen to work as a proxy for its ability to send students into higher education.

This paper addresses the public/private schooling divide, a central topic in the analyses of league tables that has become a crucial ingredient in the representations and debates around educational inequalities and access to higher education. The research is grounded on statistical and documentary analysis, as well as interviews with school directors.

Despite the large increase in enrollment rates in higher education in Portugal since the 80's, strong stratification persists in higher education. This paper argues that league tables – particularly the discourses associated with them – are part and parcel of this stratification process.

**Newton Jethro**<sup>1</sup>

**Programme number: R7**

**Middleton Andrew**<sup>1</sup>

<sup>1</sup>University of Chester, UK, <sup>2</sup>Sheffield Hallam University, UK

**The pedagogic potential and challenge of digital media: institutional and sector-wide considerations for enhancing the student experience through digital voices (0191)**

*Research Domain: Learning, Teaching and Assessment*

This paper uses research from the Media Enhanced Learning Special Interest Group (MELSIG) and explores challenges in realising the educational potential of digital media. The formal curriculum has changed. Today's extended learning environment is characterised by the asynchronous voices of tutors and students. Institutions and practitioners face uncertainty; the need for innovation is paramount. However, innovation in the pedagogic use of digital media needs to be understood by institutional and sector leaders. Findings suggest existing thinking is obstructive to establishing a more learning-centred infrastructure. Data illustrates how lack of institutional readiness for media-enhanced pedagogy is indicative of barriers to academic innovation. Challenges include achieving alignment in institutional infrastructure, technology, pedagogy, and staff development. Nationally, MELSIG provides a collaborative model for supporting educational development in



difficult times. The paper explores this and proposes that SIGs have a role to play as agencies for transformation and academic innovation in the Digital Age.

**Nicholas Arlene**

**Programme**

**number: Q4.1**

**Lewis John**

Salve Regina University, USA

### **Engaging the Net Generation Student (0015)**

*Research Domain: Learning, Teaching and Assessment*

Teaching and working with the Net Generation can be a challenge. Keeping these tech-savvy (Bibb, 2010; Howe & Strauss, 2003), media-influenced (Newton, 2000), multi-taskers (Oblinger, 2004) prepared and engaged for each college class can be difficult for even the most seasoned professors whether they are a Traditionalist, a Baby Boomer, or a Generation Xer. This paper discusses technology solutions that can be used to motivate the Net Generation such as clicker usage, online textbooks, and wiki-spaces. Other tools such as team projects and mandatory attendance have been employed to encourage students to be ready for class and able to contribute to the learning objectives. The authors have used these techniques, as well as others, in small case studies and have surveyed students regarding online textbooks and wiki spaces.

**Nulty Duncan**

**Programme number: A4.4**

Griffith University, Australia

### **Quality assurance of assessment through consensus moderation: A reporting framework for institutional engagement (0211)**

*Research Domain: Management, Leadership, Governance and Quality*

This paper proposes a framework for Quality Assurance of Assessment. The framework:

- provides a common basis for institutions to implement, monitor and improve practices that ensure the quality of student learning and its assessment;
- ensures that academic standards are embedded in the institutional activities academics and students experience throughout their teaching and learning. i.e as an integral, systemic and axiomatic outcome, not through corrective action after-the-fact;
- endorses processes that place responsibility and authority for expert judgment about the quality of students' learning firmly with the academics who are the experts in their fields;
- supports intra and inter-institutional collegial exchange, that places the achievement of informed consensus at the heart of a system that achieves quality;
- offers an approach to cross-institutional benchmarking of standards, and;
- delivers numerical metrics that respect institutional and disciplinary differences, and yet yield meaningful comparative data.

**Nulty Duncan**

**Programme number: P1**

Griffith University, Australia

### **What ...? Consensus moderation? But, you're probably doing it already! (0212)**

*Research Domain: Higher Education Policy*

Consensus moderation has been advocated as a mechanism by which universities can ensure the consistency and appropriateness of its academic standards. Unfortunately, for many academics, the term "consensus moderation" has no tangible meaning, while for others the term has only a narrow meaning. This is unhelpful when attempting to implement broader use of consensus moderation as a central component of academic quality assurance. This paper reports on research that maps the term "consensus moderation" to a time-line of eight levels of activity academics routinely engage in. Example practices are provided as a way to help people to realise that, in fact, many consensus moderation practices are already in common use – without those using them realising. Surfacing this realisation is a key component to reducing the "ad hoc" quality of some of these practices, systematising their use and thereby extracting more purposeful and deliberate benefit from them.

**Nulty Duncan**  
**N6**

Griffith University, Australia

**Programme number:**

**Survival in the academy: Policy challenges for maintaining academic standards in higher education. (0213)**

*Research Domain: Management, Leadership, Governance and Quality*

This paper derives from research into student assessment policy reforms. These reforms are designed to introduce practices that will allow universities to more effectively demonstrate achievement of appropriate and consistent academic standards. The research has revealed a systemic problem that is common to the Higher Education sector: specifically, that the intersections between student assessment policy and other policies can precipitate behavioural responses from academics that are contrary to the policy intentions.

This paper details this problem by describing a range of conflicting pressures experienced by academics, the interactions between these pressures, and the consequential effects for maintaining academic standards. It helps policy makers to appreciate the interactions that exist between policies that, if viewed discretely are functional, but which when viewed as a collective, may create unintended negative consequences. The paper helps to inform more appropriate policy choices and encourages a systems view of policy implementation.

**Nulty Duncan**

Griffith University, Australia

**Programme number: E7**

**Consensus moderation for quality assurance of assessment: Overcoming the illusion of consensus. (0214)**

*Research Domain: Learning, Teaching and Assessment*

Research at Griffith University is exploring the use of 'consensus moderation' (Sadler, 2009, 2010, 2011) as a process that can help to ensure consistent and appropriate academic standards when assessing the quality of students' learning outcomes. In principle, consensus moderation achieves agreement among markers about what comprises quality, and about the symbols (marks or grades) that are used to represent judgments about the quality level of students' work. The most directly observable result is marking consistency.

Unfortunately, the mere existence of marking consistency does not necessarily signify consensus about the judgments of quality of the students' work. Marking consistency can, and often is, achieved in other ways. Consequently, the illusion of consensus may be created.

This paper describes different ways in which consensus moderation processes may fail to achieve consensus. Understanding this is necessary for genuine quality assurance to be possible through appropriate policy and practice.

**O'Rawe Mary**  
**number: H10**

**O'KeeffeMuireann, Boylan Frances**  
Dublin Institute of Technology, Ireland

**Programme**

**Considering the shift in lecturer roles as key skills and competencies are fostered in higher education students today. (0236)**

*Research Domain: Academic Practice, Work and Cultures*

The need to develop the skills in students for smooth progression from higher education into employment are even more important in today's economic climate. Students need to be increasingly adaptable and entrepreneurial in their ability to locate and create employment opportunities. Consequently, efforts are afoot throughout the higher education sector to develop measures to 'broaden the curriculum' addressing the holistic development of the student. In an attempt to prepare these students to manage their work and learning throughout all stages of their lives, lecturers now recognise the importance of fostering key skills and competencies. However, supporting and implementing these measures necessitates a shift in the academic and professional role of lecturers. This paper considers this shift in roles, illustrated through an institutional initiative

'Get Smart!', designed to develop personal and professional key skills, and close the loop between students perception of the fit between self, programme and career.

**Owens Molly**

University of Wales, Newport, UK

**Programme number: K4.2**

### **'Tech Geeks' and 'Ad Freaks': Fostering Connections and Collaboration Across Disparate Student Groups (0219)**

*Research Domain: Learning, Teaching and Assessment*

In order to enhance the student experience and reflect the professional practice, I facilitated an interdisciplinary collaboration for my Advertising Design students and the Interactive Media students at the University of Wales, Newport. These two groups are polar opposites in terms of personality, technical ability, and creative concept generation. Bringing these two groups together, while reflective of industry practices, presented a multitude of challenges. The 'tech geeks' and 'ad freaks', as they called each other, worked and communicated in such different ways that early team-building and ongoing interventions were needed. In order to successfully establish group cohesion, a number of methods were used, including unique exercises, creativity tasks, and instruction in communicating with different personalities. With special consideration given to educational theory in creating an environment in which all students could thrive, this process was a learning experience for not only the students, but also for myself.

**Owens Molly**

**number: Q4.2**

**Elizabeth Nelson**

University of Wales, Newport, UK

**Programme**

### **Using Social Media to Build Communities of Practice across Disciplines, Programmes and Schools (0220)**

*Research Domain: Academic Practice, Work and Cultures*

The purpose of this research proposal is to address the challenges faced by staff at HEIs in terms of teaching, learning, and inter-disciplinary practice post restructuring. In order to foster collaboration, a pilot study has been carried out using social media to build a community of practice in a digital learning space. Following the success and willingness of students to engage in and use this medium as a collaborative learning environment, the study will be expanded to include two programmes: Advertising Design and Photography for Fashion and Advertising. Alongside traditional obstacles to collaboration, additional barriers occurred: first, half of the School of Art, Media and Design moved to an urban campus, then the university restructured. This research aims to discover ways to build connections and communities and offer the best student experience possible, whilst withstanding the challenges of restructuring, political agendas and financial implications.

**Page Margaret**

**number: J12.1**

**Bowen Louise**

University of the West of England, UK

**Programme**

### **"From pictures into words: the changing meaning of success" (0156)**

*Research Domain: Learning, Teaching and Assessment*

This paper introduces the practices and findings of a visual inquiry into the changing meanings of 'success' for students and tutors in a Business School in the South West of England. Our analysis is focused on the visual narratives that emerged from three participative action inquiry workshops with graduates, students and academic staff. In this paper we analyse how participants engaged with the visual as a practice of inquiry and how this contributed to development of a critical dialogic reflection about the concept of 'success'.

The context of our inquiry is one of an increasingly competitive market, and preoccupation in Business Schools with measures of student satisfaction and in particular with student employability, and student engagement. We will argue that visual inquiry as a form of inquiry based learning offers interesting opportunities for students and staff to develop a critical dialogue about the meaning of success in this context.

**Pavlenko Sonia**

**Programme number: E11.1**

Babes-Bolyai University, Romania

### **The University and Its Community: The Role of the University in Local and Regional Development (0004)**

*Research Domain: Higher Education Policy*

The paper explores the issue of the role the university plays in local and regional development, starting from theoretical premises offered by the work of Kitagawa (2005), Pawlovski (2009), Estkowitz (the triple helix model), the OECD and others and then exploring in depth in a comparative manner four case studies, namely (i) Cornell University, (ii) University of Bristol and South-West Regional Development Agency, (iii) KAIST and (iv) Babeş-Bolyai University from Cluj-Napoca, Romania. Possible trends for future development as well as lessons to be learnt will be presented as conclusions of this study.

**Pegg Ann**

**Programme number: B11**

**Di Paolo Terry**

Open University, UK

### **Narrating unfinished business: the accumulation of credentials and re-imagined horizons across the life-course. (0142)**

*Research Domain: Student Experience*

This paper examines the relationship between lifelong learning and the lifecourse and draws on the findings from interviews with part-time mature learners who are either completing previous studies from another institution or returning to higher education to study further undergraduate level qualifications. In this work we position past learning as institutional cultural capital and explore the role of this past capital in enabling students to orient towards their future self (Stevenson and Clegg, 2011) and realise imagined career horizons (Hodkinson, 2008). Adopting a narrative analysis, the paper outlines three emerging narrative themes, travelling, exploring and unfinished business. We need to understand a range of possible narratives that students draw upon to support successful learning and to move forward the flexibility of our student centred curriculum.

**Pegg Ann**  
**number: H12.1**

**Programme**

The Open University, UK

### **Higher education and employability: developing a critical conversation with students (0147)**

*Research Domain: Student Experience*

Understanding the notion of employability as constructed through competing, and variously powerful, policy discourses allows us to understand that employability skills are not a neutral and unquestioned category, or a 'subject' to be learnt or taught as a functional curriculum. Undertaking focus groups and interviews with part-

time learners shed light on the way that these learners understood HE learning in relation to their working and social lives, and helped us to understand how their personal motivations intersected with HE learning and changing economic circumstances. Engaging with student understandings about employability helped to develop the notion of a critical conversation about employability that centres around students' intentions, the labour market environment and the value placed on HE learning. We will be seeking to trial this 'critical conversation' approach with careers advisors over the next year.

**Petrov Georgy (Gueorgui)**

**number: M6**

Kingston University, UK

**Programme**

### **Identifying and Developing Leaders of the Future in Higher Education (0190)**

*Research Domain: Management, Leadership, Governance and Quality*

This paper explores the issue of the succession planning in HE. Rather than waiting for leadership talent to emerge of its own accord, as has largely been the case in the past, universities have started to address leadership capability gaps by having a proactive approach to spotting and nurturing a 'pool' of internal leadership talent. To this end they have developed organisational support for potential leaders through design and provision of specific development programmes for those with interest in and potential for formal leadership. The paper will focus on individual stories of past and current participants on these programmes in two universities and explore the question of what makes academics who are interested or might be interested in leadership think positively about taking on formal leadership roles now and in the future, i.e. to see themselves as 'leaders' and 'managers' and how they discover and develop this 'identity' and ability.

**Pimentel Botas Paulo Charles**<sup>1</sup>

**van Andel Jeroen**<sup>1</sup>, **Huisman Jeroen**<sup>1</sup>

<sup>1</sup>Free University, The Netherlands, <sup>2</sup>University of Bath, UK, <sup>3</sup>University of Bath, UK

**Programme number: K9**

### **The consumption values of and empowerment of student as customer in higher education and its implications for higher education policy (0195)**

*Research Domain: Higher Education Policy*

This paper explores from a sociological perspective the decision-making processes of students as consumers in higher education, their behaviour regarding choosing minors in their curriculum, and their sense of empowerment through the exercising of their choices. In this qualitative research design data was gathered from in-depth, focus group discussions with students in a demand-driven university. The data analysis is based on the Consumption Values Theory aided by a Foucauldian analysis of power relations involved in students' choice. The article concludes that the choices of students are informed by their educational and professional needs and intellectual interests. The most relevant finding is that the epistemic, functional and emotional consumption values are directly related to their sense of empowerment and control over their own education and future.

**Pitt Rachael**

**number: L9**

La Trobe University, Australia

**Programme**

### **Expectations regarding graduate attributes and skills by early career PhD-graduates and their employers (0093)**

*Research Domain: Higher Education Policy*

The importance of the development and utilisation of graduate attributes and skills has been extensively discussed in regards to graduates' later outcomes, particularly employment. Less frequently discussed are graduates' perceptions of the importance of these skills for their post-graduation work. This paper outlines a

study of Australian PhD graduates (five-to-ten years post-graduation) and their employers. Aspects investigated include: the impact of involvement with industry during doctoral training on employment outcomes and destinations; perceptions of the extent to which the PhD prepared graduates for employment; and employers' expectations of the extent to which PhD graduates in their organisation will possess and demonstrate various attributes and skills. Graduates and employers from across several employment sectors were included and point to the importance of recognising the diversity of roles that PhD graduates engage in.

**Proctor Mark**

**Programme**

**number: A9**

University of Sunderland, UK

### **Leading and managing research excellence in a post-92 university (0138)**

*Research Domain: Management, Leadership, Governance and Quality*

This project is led by a post-92 university in collaboration with another two similar institutions.

The key aim of this project is the enhancement of academic leadership to give strategic direction to research in post-92 institutions where research is selectively funded in core areas of excellence. Conventional managerialism may not be appropriate in an academic setting. A complex and flexible approach is needed in order to facilitate research and balance competing priorities (Briner et al 1996, Mintzberg 1987).

The management context includes research strategy at the various universities, the internal structures established to support and oversee research units, the requirements of the Research Excellence Framework and the external environment characterised by uncertainty and budget cuts.

The project will be framed around the design, delivery and evaluation of the development programme, 'Leading and Managing Research Excellence' ('LMRE programme') for Readers, Professors and academic leaders who direct and manage research teams.

**Read Barbara**

**Programme**

**number: J7.3**

Roehampton University, UK

### **'It is like school sometimes, you know' - peer group relations and the social construction of identities at a campus university (0107)**

*Research Domain: Learning, Teaching and Assessment*

A number of writers have discussed the importance of friendship groups in relation to identity formation, however the focus has been particularly on school-age rather than university students. Utilising examples from interviews with 64 students in a post-1992 campus university, the following themes/areas will be explored in this paper:

- The importance of friendship groups for HE students and their dynamics
- Discourses of inclusion/exclusion, 'popularity' and 'clique-ness' amongst peer groups
- The experience of university/college social activities, such as on and off-campus entertainment, induction activities, groups and societies
- University, college and disciplinary identities

I will be looking to explore how far these forms of social-pedagogical culture and identities reflect, reinforce or challenge socially dominant discourses relating to gender, class, and ethnicity, and how far the 'traditional' academic conception of the student as young, white, middle- or upper-class and male is perpetuated or challenged by these social-pedagogical cultural practices.

**Rees Gareth**

**Programme**

**number: A1.4**

**Taylor Chris, Sloan Luke**

Cardiff University, UK

### **'Home and Away': higher education, mobility and localities (0105)**

*Research Domain: Higher Education Policy*

This paper examines the relationships between entry to HE, patterns of spatial mobility and the social relations characteristic of local civil society. Wales provides a critical case study for exploring these issues because of the distinctive (in UK) terms of the openness of its HE system. More specifically, the 'massification' of HE during the latter part of the 20th. century has disrupted established relationships between HE and the role in local civil society of professional cadre. Whilst the full implications are as yet unclear, the contemporary HE system involves a much more complex set of interactions between localities, their characteristic social relations, spatial mobility and participation in HE. The paper considers these interactions empirically, using both quantitative and qualitative data. It also reflects briefly on the implications of the analysis for devolved HE policy across the UK and for future research.

**Reid Jane**  
**number: B9**

**Programme**

Queen Mary, University of London, UK

### **Management Challenges in the Higher Education Science and Engineering Sector (0095)**

*Research Domain: Management, Leadership, Governance and Quality*

This work forms part of an ongoing study of student support and the student experience in the Science and Engineering Faculty at the author's home institution, which was motivated by several recent, related institutional initiatives. Interviews were conducted with seven members of senior management from the Faculty and the Office of the Principal. The data were subject to thematic analysis, which identified seven meta-themes: improving student intake; fostering staff community and engagement; fostering student community and student-staff relations; enhancing IT support and communications; optimising the use of limited resources; balancing the conflicting demands of teaching and research; and competing effectively with other institutions. The next stage of analysis is to examine these findings in the context of institutional and faculty-level strategy, in order to identify any areas that have not yet been addressed at strategic level.

**Richardson Mark**  
**McCarthy Kelly**

**Programme number: E2**

University of Wales, Newport, UK

### **Understanding the challenges, experiences and changing identities of a Widening access framework within mental health. (0018)**

*Research Domain: Student Experience*

The Centre for Community and Lifelong Learning (CCLL) at the University of Wales, Newport has delivered a widening access framework within Hywel Dda—the Adult and Community Mental Health Centre in Chepstow, Monmouthshire—for over two years. Over this period significant lessons have been learned in areas such as economic sustainability, the impact HE can have on mental wellbeing; the changing nature of personal, student identity—but also the challenges this poses to the needs and experiences of all those involved. This discussion paper will offer evidence of these challenges and experiences by showing the transformations and experiences that have taken place within the group concerned. This paper will also argue that by recognising the long term social benefits alongside the challenges of delivering HE within a mental health target group—also highlights significant opportunities for raising the student experience through 'collaborative learning packages' across the Monmouthshire area.

**Roberts Pamela**  
Australian National University, Australia

**Programme number: L11**

### **New perspectives shaping the Higher Education Curriculum as a space for learning. (0232)**

**Research Domain: Learning, Teaching and Assessment**

This research is an empirical study exploring how academics make curriculum decisions and their perceptions of the influences that shape their decisions. Interviews were held with 20 academics from a range of disciplines, who were both research active and had demonstrated active interest in teaching and learning. The study identified that academics make curriculum decisions guided by their broad goals about what they want students to achieve. Patterns of curriculum decisions were identified that represent distinctive curriculum approaches based on a coherent set of educational beliefs, goals and practices. While some of these represent traditional curriculum approaches, my study also shows that academics are creating new approaches. These new approaches show academics responding to diverse educational goals and student expectations, and adopting active and inquiry oriented approaches to teaching and learning. Case studies are presented to explore these newer approaches and academics' thinking as they make curriculum decisions.

**Round Anna**  
**number: D5**

**Programme**

University of Sunderland, UK

### **Staff and student beliefs about 'good teaching' at university (0152)**

*Research Domain: Academic Practice, Work and Cultures*

This paper presents findings from a project examining the views of lecturers and students in a post-1992 university about what constitutes 'good teaching'. The aim is to identify how teaching 'quality' is judged by both groups, and the extent to which the values and the language used to express them vary and converge. Previous research suggests that established notions of 'good teaching' for HE (e.g. promotion of active learning, the introduction of novel methods) may be judged unfavourably by students, possibly as a result of unmet expectations or the use of criteria drawn from compulsory education. Here, focus groups and interviews are used to explore the categories of practice, competency and context which are salient in making a judgement about teaching 'quality', and the criteria used in relation to these. The discourse of 'teaching quality' employed by staff and students is discussed, along with implications for learning enhancement.

**Rumyantseva Nataliya**

**Programme number: C9**

University of Southampton, UK

### **Russian Black Sheep or Is It? Case Study of a Russian Private University. (0080)**

*Research Domain: Management, Leadership, Governance and Quality*

Higher Education system in Russian Federation has been undergoing rapid enrolment expansion and growing numbers of HEIs. This picture is further complicated by increasing diversity of higher education institutions. There has been a clear trend of increasing numbers of private HEI since the break down of the Soviet Union. Many private institutions, although initially an anomaly in a state dominated system, are finding their way through complicated web of governmental regulations, contradictory expectations of accreditation mechanisms. The goal of the present study is to present findings of a case study of a private successful HEI. Applying a model of entrepreneurial university, I seek to understand how the institution in question assures its existence, how it balances conflicting priorities, meets its strategic goals, constructs its recruitment policies and manages its academic staff and seeks opportunities for continuing development.

**Saraswat Arti**  
**number: D9**

**Programme**

University of West London, UK

### **Adaptation of duality: unique responses of dual-sector institutions (0192)**

*Research Domain: Management, Leadership, Governance and Quality*



Government agendas to enhance widening participation have been partly responsible for steering dual-sector phenomenon in the UK (Garrod and Macfarlane, 2009). Although dual sector forms offer a potential for enhancing progression routes from further to higher education for students from non-traditional backgrounds (Bathmaker et al, 2008), this is impeded by a range of cultural issues (Macfarlane et al, 2007).

Evidence from a doctoral study on managing duality in two English dual-sector institutions demonstrates that the level of 'integration' of cultures and identities within institutions can vary remarkably (Saraswat, 2010). This paper draws on the application of ideologies of duality to other English and international dual-sector forms. It is argued that 'duality' is not a stable phenomenon and that duality can evolve organically. This paper outlines a conceptual analysis of the factors that drive duality together with the levers that influence the adaptation of cultures and identities of dual sector forms.

**Schoenborn Priska**  
number: M7

**Programme**

**Campbell-Barr Verity, Collett Tracey, Dalton Fiona, Huggins Valerie, Tidy Rebecca**  
University of Plymouth, UK

### **Pedagogy 2.0: friend or foe? (0181)**

*Research Domain: Learning, Teaching and Assessment*

Use of a participatory approach in online environments has been termed Pedagogy 2.0 which forms the basis for a new research project entitled "Students as producers of multimedia curriculum content: an investigation of pedagogical merit". Three studies using Pedagogy 2.0 are being undertaken in the disciplines of Accounting, Early Childhood Studies and Medicine. These aim to establish the ways and extent to which the process of involving students as producers of multimedia curriculum content enhances their understanding of subject knowledge and broader life skills.

The first phase of the project is presented as a summative evaluation of existing practices leading to a proposed evaluation framework for Pedagogy 2.0. This framework aims to address the perceived weaknesses of Pedagogy 2.0. Context and preliminary findings are outlined; opinions will be sought on Pedagogy 2.0 and on the evaluation framework. The second phase is presented as three concurrent action research projects.

**Schofield Cathy**<sup>1</sup>  
**Francesca Burton**<sup>2</sup>

**Programme number: R8.2**

<sup>1</sup>Truro College, UPC, UK, <sup>2</sup>University of Plymouth, UK

### **An investigation into the feasibility of a science journal for a college's partnership by consideration of student and staff views on research activity and publication. (0109)**

*Research Domain: Learning, Teaching and Assessment*

Further Education Colleges focus on the teaching whereas Universities have more focus research activity due to the Research Assessment Exercise. The aims of this research were to establish what HE in FE students' perceptions were of research-active lecturers and their interest in contributing to a university college's partnership science journal. Questionnaires from 45 students from three colleges indicated research active staff would help them in their own studies and there was currency in their knowledge. Half of the students questions believed that research-active staff had enhanced credibility. All of the students and staff involved in homogenous focus groups indicated an interest in contributing work to such a peer-reviewed journal and were excited by the opportunities of being part of an editorial board. Based on these results a feasibility study will be conducted into the production of such a publication to develop the student identity as early career researchers.

**Scott Mary**  
number: J11

**Programme**

Institute of education, UK

### **What might this form be doing to this student? A reframing of 'connections, communities and criticality' in a focus on the 'international' student writer in the text. (0164)**

*Research Domain: Learning, Teaching and Assessment*

In this paper the question - What might this form be doing to this writer? – is borrowed from Blommaert (2005) citing Williams (1972). The particular form referred to in the paper is the 'essay' as required of 'international' students on postgraduate degree courses in Education in a UK university. The paper offers two distinctive approaches in its reading of examples from the students' essays. The first approach focuses on the examples in relation to textual criteria set out in the assessment proforma and locates the criteria in discourses around 'connection, communities and criticality'. The second approach constructs 'ghost texts' from breaches in the expected essay-language game in the students' texts to accommodate form-writer interactions in which students' linguistic and educational histories may be traced. This approach offers a reframing of 'connections, communities and criticality' of significance to conceptualisations of pedagogy and education in the changing contexts of higher education.

**Scurry Tracy**<sup>1</sup>  
**number: H12.2**

**Programme**

**Blenkinsopp John**<sup>1</sup>

<sup>1</sup>Newcastle University, UK, <sup>2</sup>Teeside University, UK

### **Unknowing and unprepared? Undergraduate expected labour market outcomes and career management strategies (0157)**

*Research Domain: Student Experience*

There is growing emphasis on a skills agenda within Higher Education (HE), linked to notions of graduate employability. Yet there is a question over the readiness of undergraduates to engage in career planning and decision making. Career self-management is an important yet neglected aspect of the employability debate. Whilst much focus has been on skills development, greater understanding is needed of the career self management undertaken by undergraduates. Drawing on qualitative data, gathered from two universities, this research examines how undergraduates understand graduate employment outcomes, and explores the extent to which this group are engaging in appropriate career management strategies and behaviours. We argue that there is limited receptivity and engagement in both reflective and behavioural components of career management. Contributing to debates on education to employment transitions and 'outduction', we highlight the need to emphasise the importance of these behaviours and consider the implications for a range of stakeholders.

**Shreeve Alison**  
**number: H3**

**Programme**

**Ray Batchelor**

Buckinghamshire New University, UK

### **Student - tutor relationships in art and design higher education: tutor perspectives (0231)**

*Research Domain: Learning, Teaching and Assessment*

This presentation considers the early outcomes of a research project examining student-tutor relationships for learning in practice based activities. The research is ongoing, and this paper is based on tutors' experience of learning relationships, what should be avoided and what kinds of pressures can impact their ideal. Whilst bearing in mind Ashwin's (2009) exhortations that teaching-learning interactions are dynamic, fluid and relational, this research project is predicated on experiences of students and tutors, as separate aspects of a relational activity. It therefore seeks to highlight differences in expectations and look for examples of successful teaching-learning interactions, identifying what kinds of relations exist within these. Art and design pedagogies are experiential, inquiry based approaches in which students learn to become a practitioner in their chosen field. This research is therefore likely to be relevant to a wide range of practice based subject disciplines in higher education.

**Siemienska Renata**  
**number: A10.2**

**Programme**

Warsaw University, Poland

## **Gendered Careers in Polish Universities and Their Context (0131)**

*Research Domain: Higher Education Policy*

In this article, we discuss the role of cultural capital, gender and other factors determining academic careers in higher education institutions, access to grants and research productivity by analyzing (1) national representative studies of faculty members and the factors facilitating and hampering their careers, (2) statistical data concerning Polish situation and other EU countries and (3) data concerning applying for and receiving grants.

Hypotheses tested in the paper:

- It matters, who studies, what kind of cultural capital they represent, who stays at universities and research institutes afterwards, etc.
- An increase in the number of women in scientific institutions cannot serve as a proof confirming the hypothesis that it is only a result of the diminishing level of women's discrimination.
- There is a relation between the situation of science in Poland, the education offered by universities, the course of academic careers and the research productivity of faculty members.

**Smith Karen**

University of Greenwich, UK

**Programme number: L10**

## **Transforming Academic Practices through Transnational Teaching Experiences (0020)**

*Research Domain: Academic Practice, Work and Cultures*

This paper describes a study into academics' experiences of transnational education through 'flying faculty' teaching experiences. Mezirow (1991) argues that critical reflection can lead to transformational learning and the enhancement of an individual's personal and professional practice. The aim of this study was to investigate whether 'flying faculty' experiences form the 'disorientating dilemma' (Mezirow, 1991) required to trigger the reflective processes. Using the Biographic-Narrative-Interpretative Method (Wengraf, 2001), a small sample of academic staff were interviewed three times about their experiences of teaching outside of the country in which they ordinarily work. The individual case structures paint a rich picture of academics' motivations and experiences of teaching overseas. Cross case comparison drew out concerns relating to equivalence and equity; the impact of the visits on the physical body; and a revenue-generating approach to internationalization. The findings raise questions about how universities support and develop staff for such globalised roles.

**Solem Michael**

**number: M5**

Association of American Geographers, USA

**Programme**

## **Developing Workforce Competencies in U.S. Postgraduate Geography (0249)**

*Research Domain: Higher Education Policy*

This paper will report a summary of findings from an ongoing research investigation examining the competencies of postgraduate geography students and professional geographers working in business, government, and nonprofit organizations in the United States. The presentation will synthesize findings from three interrelated studies to provide insight on the following questions:

- 1) What disciplinary and generic competences define the knowledge, skills, perspectives and abilities expected of professional geographers?
- 2) How and to what extent are postgraduate academic programs in geography equipping students with competences for professional positions in different industries?
- 3) How are national and global trends in the economy likely to affect the demand for geographic competences and related career opportunities for geographers?

The studies that will be presented are being conducted for the "Enhancing Departments and Graduate Education in Geography" (EDGE) project led by the Association of American Geographers (AAG) with funding from the National Science Foundation.

**Spencer Maureen**  
**number: N10**  
Middlesex University, UK

**Programme**

### **University Sabbaticals and the Production of Pedagogic Space (0074)**

*Research Domain: Academic Practice, Work and Cultures*

The paper applies theoretical approaches to time in the writings of Heidegger, Lefebvre, Barnett and others and explores in particular whether what Barnett calls 'creative inventions of academic time' (2009 p 17) might go some way to addressing one of the most noted schisms in academic work, that between teaching and research. The research was funded by the UKCLE and explored through responses to a written questionnaire and through qualitative interviews the views of a sample of law school academic staff on the potential for university sabbaticals to have an impact on teaching. The results showed that no sabbaticals were awarded to prepare teaching materials or for other purposes related to pedagogy. However despite the pressure to produce research outputs, many of the respondents revealed creative ways that they ensured sabbaticals could have a positive impact on teaching. University Sabbaticals and the Production of Pedagogic Space

**Spiller Marjorie**  
Staffordshire University, UK

**Programme number: E4.1**

### **Making sense for the future:a focus on the in-role development of university managers (0058)**

*Research Domain: Management, Leadership, Governance and Quality*

This paper presents a summary of findings from a study within a single university of how university managers perceive their in-role learning. It draws insights from HE-based research, together with findings from sensemaking and management learning. By analysing key documents, interview transcripts and reflective journals, this study suggests differences as well as similarities between how academic and professional support managers view their development. For both of these groups there appears to be a gradual process of 'learning to make sense of' role-related challenges. It offers the opportunity to reconceptualise the learning process undertaken by university managers to suggest more appropriate strategies to support this endeavour. It questions the efficacy of focussing too heavily on formal programmes alone to address emergent management development needs. Instead it suggests the recognition of workplace learning pathways which are paved by managers' prior experience, signposted through connections within communities and driven by ongoing insights.

**Stephens Simon**  
**number: D11.2**  
Letterkenny Institute of Technology, Ireland

**Programme**

### **The supervisor as the supervised (0006)**

*Research Domain: Academic Practice, Work and Cultures*

This article reports on the supervision experience of doctoral students. The relationship between postgraduates and their supervisors is key to a successful supervision process, degree completion rates, faculty research performance and postgraduate satisfaction with their doctoral education (Unsworth et al. 2010). Baker and Lattuca (2010) explain that 'while the purposes of doctoral education are widely debated, the need to better understand how doctoral programs shape teachers and researchers remain a key concern' (807). Furthermore, Lee and Green (2009) challenge us to think about the how the figure of the supervisor and the doctoral candidate appear in the literature and in stories of the experience. This paper explores the experience of doctoral students who themselves are supervisors. The outcome is insights in to how the student's experience of supervision is reflected in their supervisory practices.

**Stevenson Jacqueline**  
Leeds Metropolitan University, UK

**Programme number: F2**

**Religion and higher education: developing a critical understanding of the experiences of religious students in UK secular universities (0013)**

*Research Domain: Student Experience*

Drawing on the narratives of fifteen Christian, Muslim, Jewish and Sikh students, this paper uses Bourdieu's concepts of habitus, field and strategy to further understanding of the experiences of 'religious' students in secular universities. The first part of the paper draws attention to both the levels of discrimination faced by religious students and the ways in which Muslim students, in particular, are portrayed as the cause of intolerance and discrimination, not as the victims. The second part highlights the ways in which, for many religious students, their habitus has arisen from religious conflict which inculcates in them a high level of reflexivity and agency in the ways in which they negotiate the complex field of secular higher education. The final section explores the calculative, judicious strategies the students utilise on a daily basis, not just during moments of crisis, and the implications this has for understanding their experiences.

**Taylor Chris**  
**number: A1.3**

**Programme**

**Rees Gareth, Wilkins Clair, Davies Rhys**  
Cardiff University, UK

**The Effects of Widening Access on the Progression and Outcomes of Higher Education Students – Mobility, Low Participation Neighbourhoods and the Welsh Baccalaureate Qualification (0103)**

*Research Domain: Higher Education Policy*

The continued expansion and changing funding regime of Higher Education (HE) in the UK has coincided with increasing attention by policy-makers on rates and patterns of participation, particularly by groups of society that have not traditionally gone to university. In Wales a distinct set of policies to widen participation are being developed. Three examples of this are: a regionalisation agenda, the participation of young people from Communities First (CF) areas, and the introduction of the Welsh Baccalaureate Qualification (WBQ). After outlining how these particular strategies have been developed to widen access we then attempt to measure the direct impact of these. However, in contrast to many studies that have examined participation in recent years we examine their impact on student achievement. We find that all of these strategies, to varying degrees, have an impact on student achievement, even after controlling for other factors such as prior attainment and gender.

**Thomas Kate**  
**number: G2**

**Programme**

University of the West of England, UK

**Working on Transition: stories from the sidelines (0135)**

*Research Domain: Student Experience*

The paper considers the findings of a longitudinal, qualitative research project Working on Transition. The project investigated the experience of transition from Foundation degree (Fd) at a Further Education College to a Honours year of a Bachelors degree at the validating university. Field writes: 'for some people, experiences of transition are emancipatory, while for others the transition brings anxiety and risk' (Field, 2010:xix). Four case studies foreground student narratives to explore the impact of transition on Fd students' experience of higher education and their identities as work-connected learners. This use of narrative 'concerns itself with the small, the local, the fragmented' (Bathmaker, 2010:5) but 'grounds these stories of personal experience in their wider social and historical context and pays attention to social relations of power' (ibid). The case studies also raise issues and implications for the role of the institution in supporting transition.

**Thomas Marie**  
**Kirby Amanda, Edwards Lisa**  
University of Wales Newport, UK

**Programme number: K11**

**What are the reported Executive Functioning skills deficits in students with Specific Learning Difficulties compared to other students in higher education? (0125)**

*Research Domain: Learning, Teaching and Assessment*

There is evidence that students with Specific Learning Difficulties (SpLD) experience problems relating to Executive Functioning (EF) skills which impact on their ability to cope in Higher Education (HE). The current project investigated EF deficits in students with and without SpLDs in order to examine the types of problems reported and strategies adopted to compensate for their difficulties and highlight areas where additional support could improve academic success. Five student groups were identified including students with formal diagnosis of Developmental Coordination Disorder, Dyslexia, no formal diagnosis but difficulties experienced or typically developing. Further analyses compared the five student groups across the six EF domains. Overall, these data provide an interesting profile of the difficulties experienced by the different student groups. The level and usefulness of support provided during HE impacts strongly on the academic success of students with SpLDs. The results will help inform possible future support strategies in HE.

**Thompson Pam**  
De Montfort University, UK

**Programme number: E12.2**

**Art as research and its methodologies: approaches to process and practice in a PhD in creative writing (0189)**

*Research Domain: Academic Practice, Work and Cultures*

Creative writing research, practice-led as it is, lends itself to a variety of cross-disciplinary approaches and methodologies. Arguably, the purpose of creative writing research is not only to produce creative work to reflect upon the processes that inform such creativity, and recognize that 'creative writing locates its discourse, its knowledge and its practice in the act and actions of writing creatively'. (Harper, 2008) This paper speculates on how far cross-disciplinary dialogues can inform creative processes; provide useful methodologies and evidence in a practice based creative writing PhD. This involves the investigation, through poetic practice and research, ekphrastic procedures (i.e writing in relation to the visual) in connection with fields of art, photography, film and holography. In its reflection on processes and ways of working, the paper also foregrounds how technologies of perception come to the fore conceptually as impetus behind this research and inform the development of a poetics.

**Trahar Sheila**  
University of Bristol, UK

**Programme number: P2.2**

**Disruptions to the Doctoral Researcher Narrative: some international stories of the UK experience (0083)**

*Research Domain: Student Experience*

This paper focuses on international students undertaking doctoral research in the UK. I draw primarily on my experience of commissioning and editing the ESCalate Discussion Paper 'The Doctorate: international stories of the UK experience' (2011) in which 10 doctoral researchers in education from a range of contexts wrote about their experiences in the UK – or with a UK university. The paper uses a postcolonial framework to conceptualise the themes distilled from the 10 stories proposing ways in which they might be used to inform the academic practice of supervision and to support international doctoral researchers' transition to UK higher education.

**Trahar Sheila**  
University of Bristol, UK

**Programme number: N7**

**'A golden layer on your skin?' A narrative exploration of the experiences of 'local Widening Participation' and 'international' students in a UK higher education environment (0169)**

*Research Domain: Learning, Teaching and Assessment*

This paper reports on qualitative research into the possible intersections between the internationalisation and Widening Participation (WP) agendas in UK higher education. In depth narrative interviews were conducted with undergraduate and postgraduate students in selected social science departments at the universities of Bristol and the West of England. Preliminary analysis of data gathered indicates that the level of interaction between students from different contexts is improved significantly by academic intervention and that some students from WP backgrounds experienced more difficulty in getting to know their local peers than they did those from outside the UK.

**Trilokekar Roopa**<sup>1</sup>  
**number: Q1**

**Programme**

**Kizilbash Zainab**<sup>1</sup>

<sup>1</sup>York University, Canada, <sup>2</sup>York University, Canada

**Labor market, commerce and international education: What are Canada's prospects at balancing key policy priorities? (0091)**

*Research Domain: Higher Education Policy*

In an era of severe budget cuts, Canadian government announced a new allocation of \$10M, the highest to date, to develop and implement an international education strategy. What lies behind this impetus for international education? Ontario's Premier Dalton McGuinty said, "Australia's third-largest industry is international education – it creates jobs, so why don't we get serious about competing for international students." (Toronto Star, 2011). It is in this context of policy change and recognition that Canada is a relative novice in this "industry" that a comparative analysis of the Australian experience is proposed. The Canadian government intends to work towards a positive future for Canada and Canadian higher education; however, an analysis on the current forces and directions and their implications for the sector are necessary so as not to run the risk of ending up in an uncertain, undesirable place with more woes than worth.

**Turner David A.**  
**number: R1**  
University of Glamorgan, UK

**Programme**

**A Secular Democracy does not need Universities (0016)**

*Research Domain: Higher Education Policy*

This presentation looks at the rationale that has developed for the function of universities, starting from their original function in the thirteenth century, of providing protection for the freedom of expression for individuals in a society that was generally hostile to the free expression of critical ideas. This original idea has then become overlaid with related concepts over time, including the university as arbiter of true scholarship, the creator of new knowledge, the provider of professional education, and the marketplace for ideas in the knowledge economy. In parallel to these changes in the university, society has developed other institutions, often modelled on the university, which can perform each of those functions: the private limited company, the free press, the research and development divisions of corporations, private training providers and the Internet.

**Turner Gill**  
**number: Q6**

University of Oxford, UK

**Programme**

### **Lost sleep and triumphant moments: emotion in learning to supervise (0106)**

*Research Domain: Academic Practice, Work and Cultures*

The experiences of early career academics who are new to doctoral supervision are not well documented. Those who have recounted their experience report it as being hard work, undertaken with minimal training and practiced as a solitary pursuit, with most of their development as supervisors occurring on the job, influenced by their own time as a doctoral student, co-supervision, and the supervisor-supervisee relationship. This paper reports a UK-based study of 11 new doctoral supervisors, from a range of disciplines, on the affective dimension of their experience. These case studies showed many displayed a high emotional investment in their role, were unprepared for this emotional work, but encountered breakthroughs in their supervisory development through emotional experiences. These findings suggest affect has a role in the development of supervisory practice and more attention should be given to this, both in a supervisor's developmental progress and the literature on supervisor experience.

**Turner Rebecca**

**David Gosling**

University of Plymouth, UK

**Programme number: N9**

### **Lost in translation? The role of reward and recognition in the Centres for Excellence in Teaching and Learning. (0019)**

*Research Domain: Higher Education Policy*

The function of the CETLS was to recognise and promote excellence by rewarding those who made an impact on students and motivated others to do the same (HEFCE, 2004). Supported by generous funding, HEFCE constructed the impression that institutionally, and within the wider teaching and learning community, CETLS would revolutionise the practice of reward and recognition.

Drawing on Latour's (1987) concept of translation, whereby an actor with one agenda persuades another that their interests are the same, we will consider individual CETL's interpretations of HEFCE's vision. Using a longitudinal data obtained from a sample of CETL Directors, we will question whether reward was used as a motivational level to encourage change, or led to compliant action by individuals and teams to obtain funding. Mechanisms of reward and recognition employed by CETLS will be considered, and we will conclude by considering these CETLS contributions to institutional practices of reward and recognition.

**Turner Rebecca**<sup>1</sup>

**number: P6**

**Brown Tony**<sup>2</sup>, **Edwards-Jones Andrew**<sup>1</sup>

<sup>1</sup>University of Plymouth, UK, <sup>2</sup>University of Bristol, UK

**Programme**

### **Writing as transformative space? Examining the development of new lecturers through reflective writing (0023)**

*Research Domain: Academic Practice, Work and Cultures*

Writing groups are increasingly used as a tool to support the development of new and experienced academics. Perceived benefits include; removing individuals from the conditions that can inhibit writing and as providing alternative perspectives on the practice of writing (Cuthbert et al., 2009). However, there is a paucity of research into their effectiveness in developing research practices.



A University in south-west England facilitated a collaborative writing group for new academics. Drawing on participants writing, we examine how new lecturers who have entered HE based on their professional, rather than research experience, established their credibility as lecturers. We consider their early engagement with research, and their transition from consumers to producers of knowledge. The process of writing allowed the lecturers to develop new conceptualisations of their research and teaching practices. Based on this, we present the propositions of writing groups as representing transformational spaces offering self and peer validation.

**Unterhalter Elaine**

**Programme**

**number: J1.4**

Institute of Education, University of London, UK

### **What is wrong with global inequality in higher education? Public good, reciprocity and associational justice (0187)**

*Research Domain: Higher Education Policy*

Virtually all discussion of collective good associated with the debate about the increase in university tuition fees in England has been framed by national concerns to ensure Britain's universities remained 'world class'. The term denotes intrinsic achievement, but also implies rank order and attendant inequalities. The paper, in exploring what is wrong with global inequality in higher education, details forms of global inequalities associated with poverty and links these with inequalities between higher education systems. Three kinds of justifications for global inequalities between universities are then examined – competition, diversity and desert. In rebutting these arguments the paper highlights the importance of understanding historical context, the significance of ideas of public good and the potential of relations of associational justice for work on global inequalities in higher education.

**Ursin Jani**

**Programme number: E8.2**

University Of Jyväskylä, Finland

### **Challenges of University Mergers as Experienced by Finnish Academic Staff (0227)**

*Research Domain: Academic Practice, Work and Cultures*

The purpose of the paper is to describe how the academic staff of Finnish universities reacted to mergers from the perspective of academic work and of teaching and learning. In Finland there were four merger projects in the university sector of which three new universities consequently started in January 2010. Previous studies have shown that a merger of universities is a challenging process. The interviewees (N = 30) of this study raised several problems: lack of resources to carry out a merger, fear of losing academic identity in a merger, risk of deteriorating well-established teaching arrangements and methods, geographical distances between new campuses, increase in bureaucracy, problems in managing a merger and fear of losing job. All in all the results of this study confirmed previous studies of challenging nature of university mergers especially from the perspective of academics.

**van Winkel Monica A.**<sup>1</sup>

**Programme**

**number: M12**

**Poell Rob**<sup>2</sup>, **van der Rijst Roeland M.**<sup>3</sup> **Jurriëns Jan A.**<sup>1</sup>

<sup>1</sup>HAN University of Applied Sciences, The Netherlands, <sup>2</sup>Tilburg University, The Netherlands, <sup>3</sup>ICLON-Leiden University Graduate School of Teaching, The Netherlands

### **Lecturers' transition into novel researcher roles at new universities: The heuristic value of a new developed conceptual framework (0248)**

*Research Domain: Learning, Teaching and Assessment*

Since 2001, Dutch Universities of Applied Sciences are expanding their core business teaching with research. Lecturers have to engage in novel researcher roles while maintaining their performance in teacher roles. First, we present a framework that acknowledges the intricacies of this double role transition. We draw on theories on

role transition and on work-related learning. We raise the question whether using Bourdieu's theory of practice (1977) as a unifying framework, offers a practical way to strengthen an interdisciplinary and multilayered approach in studies on role transition. Second, the framework is applied in an explorative study on the role transitions of lecturers in a Dutch U.A.S. Using two vignettes, we show how role transitions are regulated both by lecturers' personal identities and proactive agency, and measures taken in the institutional context. Despite measures taken, planned/implemented/in-progress, the findings suggests that the situation in the U.A.S. is still too weak to reach ambitions.

**Verschoor Rianne**

**Programme**

**number: R8.1**

**Alpay Esat**

Imperial College London, UK

### **Practices and Approaches for the Integration of Teaching and Research (0200)**

*Research Domain: Academic Practice, Work and Cultures*

The project 'Practices and Approaches for the Integration of Teaching and Research' is funded by the National HE STEM Programme and is being led by Imperial College London. The aim is to identify and disseminate practices that help academic staff manage and integrate their research and teaching roles. Specific objectives include the collation of practices, policies and initiatives which help to: effectively integrate the teaching and research roles of academic staff; capitalise on institutional strengths to enhance the student learning experience and improve the researcher engagement in teaching. Data from questionnaires, interviews and case studies focuses on individual work practices as well as some current teaching innovations that promote effective research-teaching integration. Outputs from the project directly target academic staff and staff involved in the teacher training of new lecturers. Ultimately, the adoption of the identified practices is expected to benefit the student learning experience, especially in research-intensive institutions.

**Vickers Tom**

**Programme number: J2**

**Dominelli Lena, Palmer-Cooper Joy**

Durham University, UK

### **The contribution of international humanitarian work to the internationalisation of the student experience (0115)**

*Research Domain: Student Experience*

Universities are increasingly aiming for 'deep internationalisation'. We explore the meaning of this for student experiences, including for students who study in their country of birth, but have exchanges of various kinds in other countries. We draw on data from a three year research project which examined the involvement of overseas universities in a country directed affected by the 2004 Indian Ocean Tsunami. The study used qualitative analysis of over semi-structured interviews with over 200 students, staff, community practitioners and residents of villages triangulated with focus groups and a survey. We found that the integration of humanitarian work with tailored academic partnerships can provide the basis for long-standing and multi-faceted processes of internationalisation within the wider university and beyond its boundaries. We conclude that engagement in humanitarian partnerships can deepen the internationalisation of higher education institutions, and that the value base on which such exchanges are predicated is crucial to their outcomes.

**Vogel Michael**

**Programme**

**number: R10**

Institute of Education, University of London, UK

### **The Loneliness of the Higher Education Teacher. A Critical Discourse Analysis (0078)**

*Research Domain: Academic Practice, Work and Cultures*

Teaching in higher education often takes place behind closed doors, not only literally, but also in the sense that there is little dialogue among academic teachers about what happens pedagogically in their lecture theatres, classrooms and labs. Teaching is treated and shielded like a private affair. In my paper I explore the causes of this pedagogical solitude at a German HEI by applying Fairclough's framework of critical discourse analysis to data gathered through in-depth interviews, informal conversations and unstructured observation. My findings suggest that Working Conditions Discourses construct pedagogical dialogue with colleagues as practically impossible, and Professional Identity Discourses present it as unnecessary. In combination, these discourses maintain a normality of pedagogical solitude, which appears essential for the HEI's social order. Attempts to overcome pedagogical solitude can be expected to meet significant resistance, as they will also challenge the social order.

**Wakeham Clare**  
University of Oxford, UK

**Programme number: E4.2**

### **How participants in a higher education management development programme conceptualize its influence on their professional lives. (0128)**

*Research Domain: Management, Leadership, Governance and Quality*

This paper presents an exploratory evaluative inquiry into a management development programme for first-line managers in higher education. In the context of management development, the purpose of evaluation is usually to demonstrate 'return on investment' in training; in educational research, however, the difficulty of measuring 'impact' of initiatives continues to be debated fruitfully, resulting in more sensitive and sophisticated assessment approaches. The exploratory approach of this inquiry is more suited to an organization in which learning and development opportunities are values-led and research-informed, and honours the personal agency of support staff. Participants themselves are instrumental in developing the concepts of 'influence' and 'professional practice'; early findings suggest that they distinguish 'craft-knowledge' from 'theoretical frameworks' in ways which might usefully inform the future design of management development interventions in higher education.

**Walker Melanie**<sup>1</sup>  
**number: J1.1**

**Programme**

<sup>1</sup>University of Nottingham, UK, <sup>2</sup>University of the Free State, South Africa

### **Higher education and development: whose public good? (0057)**

*Research Domain: Higher Education Policy*

Missing from many accounts of universities and the public good is a normative commitment to reducing injustice at home and globally. This paper therefore considers contrasting approaches to the public good, arguing for a human development perspective so that the 'who' in 'whose public good' are the citizens of a country and also global others. Drawing on the work of Sen and Nussbaum in particular, this approach opens up thinking about how universities ought to contribute to societies which value creating capabilities for all, and a public culture and graduate ethic of public service that places individual human dignity and the alleviation of suffering at its core. This is then illustrated in relation to curriculum and the formation of practical reasoning for quality in a democracy. It suggests a perspective that enables the advantaged to understand themselves as participants in collective civil society struggles to make all lives go better.

**Walsh Elaine**  
**number: H9.1**

**Programme**

**Anders Katie, Elvidge Liz**  
Imperial College London, UK

### **Reclaiming creativity in the era of impact: conceptual barriers to creative research in science and engineering (0009)**

*Research Domain: Higher Education Policy*

Creativity is necessary for doctoral students to gain their degrees and for postdoctoral researchers to distinguish themselves. However creativity is difficult to define, which makes employing it (as a researcher) and facilitating it (as a university) difficult. This is particularly troubling because of the current prominence of creativity within the higher education context. On one hand, universities are expected to populate a knowledge economy with creative researchers. On the other hand, there are concerns that the impact agenda is having a 'deadening' effect upon innovation. This research uncovers a broad range of conceptions of creativity amongst science and engineering researchers at a UK university, some of which are surprisingly restrictive. It shows that some researchers viewed creativity as central to scientific endeavour whereas others saw it as incompatible with science. Embracing a more positive concept of creativity is arguably a prerequisite to producing the sought-after creative outcomes.

**Ward Elaine**<sup>1</sup>  
number: D6

Programme

**Saltmarsh John**<sup>2</sup>, **Giles Dwight**<sup>2</sup>, **Buglione Suzanne**<sup>2</sup>, **Piskadlo Kevin**<sup>2</sup>

<sup>1</sup>Dublin Institute of Technology, Ireland, <sup>2</sup>University of Massachusetts, USA

### **Becoming an Engaged Institution: A Multi-Case Study of Carnegie Community-Engaged Institutions (0137)**

*Research Domain: Management, Leadership, Governance and Quality*

This research presents a multi-case analysis of seven institutions that were rewarded the Carnegie Elective Classification for Community Engagement and deemed as exemplars of institutional community engagement in earlier phases of the research. Provosts and academic leaders involved in changing promotion policy were interviewed to gain understanding of the process that unfolded on campuses to revise tenure policies and guidelines to explicitly reward community engaged scholarship in teaching and/or research and creative activity as well as in the faculty service role. Findings present lessons learned regarding institutional change and transform toward an increased recognition and reward of community engagement.

**Ward Elaine**<sup>1</sup>

Programme number: F10

**Benneworth Paul**<sup>2</sup>, **Hazelkorn Ellen**<sup>1</sup>, **Guldbrandsen Magnus**<sup>3</sup>

<sup>1</sup>Dublin Institute of Technology, Ireland, <sup>2</sup>University of Twente, The Netherlands, <sup>3</sup>NIFU, Norway

### **Measuring the Societal Impacts of Universities' Research into Arts and Humanities: National Perspectives and International Comparisons (0215)**

*Research Domain: Academic Practice, Work and Cultures*

The purpose of this session is to advance our understanding of the benefits and impacts – both socially and economically – of Arts and Humanities Research. In this European collaborative research project, individual national (Ireland, the Netherlands, and Norway) studies were conducted with academics, policy makers and members of civic society. Comparison of national data was carried out helping advance international understanding the area of arts and humanities research and the benefits of such research to society.

**Waring Matthew**<sup>1</sup>

Programme number: F4.1

**Boden Rebecca**<sup>2</sup>, **Prokop Daniel**<sup>1</sup>

<sup>1</sup>UWIC, UK, <sup>2</sup>Roehampton University, UK

### **People counting people: Resourcing human resources in HE (0132)**

*Research Domain: Management, Leadership, Governance and Quality*

In an effort to respond to increasingly financial and competitive pressures in a marketised HE sector, universities have been attempting to become more business-like in their affairs. In the current neoliberal context private sector business operating practices are routinely championed as the best means of achieving efficiency and value for money. As a consequence universities have tried to turn themselves into businesses, adopting

such managerial practices as target-setting and performance management. The attempt to become more business-like has been far from straightforward. One consequence of such managerialisation is the dramatic growth in the number of non-academic staff – administrators, support-staff and business managers - employed by universities. Whilst this is defended as a necessary part of becoming more business-like and efficient, in this paper we seek to interrogate such claims further and posit that universities could become more efficient with fewer such non-academic staff and managers.

**Watermeyer Richard**

**Programme**

**number: M8**

Cesagen, Cardiff University, UK

### **Impact: Issues in the New Production of Knowledge (0110)**

*Research Domain: Academic Practice, Work and Cultures*

This paper reflects on the emergence of an impact agenda and its incorporation as a feature of the academic contract in UK universities. It focuses on the depositions of senior academic managers across a range of social science research centres, as they critically reflect upon their organizational strategy for knowledge-exchange and preparing impact portfolios. Their testimonies articulate: how impact is conceptualised, implemented and reflected; a hierarchy of impact narratives and a hierarchy/paucity of academics to whom these are attributed; the arbitrary or serendipitous nature of impact as a qualifier of excellent research; the multi-dimensional and myriad interactions between research producer, intermediary and end-user and the inadequacy of a 'pathways' metaphor; and the specificity of research type, subject discipline and methodological orientation in yielding high-impact outputs.

**Watson Jo**

**Programme**

**number: K2**

University of Southampton, UK

### **Capital that counts in higher education. (0063)**

*Research Domain: Student Experience*

Under-representation in HE of those from less privileged social backgrounds is an enduring problem in the UK. Despite individual examples of productive participation, the pattern of collective trajectories of this group differs sharply from that of traditional entrants (Reay 2006). The onus falls on students to adapt to established practices within a sector that generally remains oriented towards its traditional white middle-class population (Layer 2002; Read et al. 2003; Burke 2005). Emerging from a longitudinal study exploring the experiences of students with non-traditional academic backgrounds within one of the UK's research-intensive universities is a conceptual model highlighting the role of academic, linguistic, social and practice-oriented capital in developing a feel for and learning to play 'the game' in this sub-field of higher education. This paper will outline the nature and illustrate to role played by these key forms of capital in the positional tendencies and trajectories experienced by participants.

**Webb Sue**

**Programme**

**number: J1.2**

Monash University, Australia

### **Community engagement and the idea of a 'good university' (0120)**

*Research Domain: Higher Education Policy*

Community engagement is an increasing strand of activity for universities in the UK today (UUK, 2007). Yet, arguably the idea is embedded in the core purposes of modern higher education. For example, it played a central role in the establishment of the UK Victorian civic universities and the USA Land Grant universities (Watson, 2007). More recent configurations typically use the term to describe relationships built around teaching and research between universities and their communities whether these are local, regional, national or international (Boyer, 1990). In both of these accounts it is presented as a good thing and as an indicator of the contribution of the university to 'public good'. This paper uses a case study of one institution in the UK to examine the institutional narrative(s) and practices to do 'public good' and sets this analysis in the context of historical and social-political discussions of universities and the public good.

**Weller Saranne**

**Programme number: N8**

**Medland Emma**

King's College London, UK

### **Constructing academic (developer) identities: analysis of written feedback on summative portfolio assessment of new lecturers (0172)**

#### **Research Domain: Academic Practice, Work and Cultures**

The portfolio is widely used within academic development as a means of enabling the enhancement of teaching practice as well as the summative assessment of teaching quality. The drive towards transparency in assessment has fuelled the search for objective measures of reliability in marking. However, interpretivist approaches have challenged assumptions of shared understanding underpinning these measures, particularly with regard to teams of academic developers who hail from a diverse range of disciplines that precludes such assumptions. The purpose of this study is to explore the ways in which assessors conceptualise, construct and reinforce reflective practitioner identity. This will be investigated through critical analysis of feedback forms produced by a team of academic developers on the portfolio submissions of new lecturers. The analysis compares inter- and intra-assessor feedback to explore the stability of constructions of academic identity and extent of shared values of assessors as a community of practice.

**Westhead Michele**

**Programme number: L2**

King's College London, UK

### **Nurturing student voice to enhance the curriculum and influence institutional change: The case of the non-traditional student (0179)**

#### *Research Domain: Student Experience*

This presentation draws upon a phenomenological case study of the academic and professional development of 'non-traditional' students undergoing an innovative four year work-based teacher training degree and focuses on the methodology and the key findings which informed curriculum change and the re-development of institutional strategy. The research data revealed that there are wide range of influences on their 'lived experience' of the programme which have idiosyncratic effects depending on the biography, cultural capital and habitus (Bourdieu, 1977) of each student teacher and how these variously interact with and are mediated by forms of institutional habitus. It argues that the approach is particularly useful when trying to understand the unfamiliar, in this case 'non-traditional students' on a 'non-traditional' course. In an ever changing political landscape and increasingly diverse student demographic, knowing more about our student's lives, experience and expectations will be essential to ensure appropriate and sustainable institutional decision-making.

**Williams James**

**Programme**

**number: C11**

Birmingham City University, UK

### **A Time of Transition: the student experience of higher education, 1989–2010 (0052)**

*Research Domain: Student Experience*

This paper explores student satisfaction with their experience of HE over a twenty year period and also explores institutional action taken as a result of listening to the 'student voice'. The study uses data from student satisfaction surveys carried out over the last 20 years.

The study identifies issues that students regard as important as well as those with which they are satisfied. It indicates that aspects relating to their courses and interactive elements of their experience are generally very satisfactory, whereas experience of social activity is less positive.

The research highlights the value of taking the long view when exploring student satisfaction. In the NSS context, they also show that some issues are particularly difficult and cannot be solved by quick-fixes. The implications from this research are that regular, in-depth institutional student surveys, carried out separately from national processes, are valuable for improving the quality of the student experience.

**Williamson Matthew**

**Programme**

**number: M4.2**

Queen Mary, University of London, UK

### **What makes an outstanding university teacher? Quantifying and classifying student descriptions of excellence in teaching (0017)**

*Research Domain: Student Experience*

This paper analyses the nomination statements made by students for excellence in teaching awards at a UK research-led institution. 2051 comments were analysed at both Institutional and Faculty level using quantitative content analysis. The paper focuses on the traits, skills and approaches that students identify as being 'excellent'. These traits are then grouped into four classifications: influential, personal, demeanour and standing. It is clear from the results at both College and disciplinary levels that students value inspiration, encouragement, support and humour over subject or method-related concepts when nominating excellent teachers. Students also tend to focus on nominating their 'best' teacher and value members of staff are prepared to go over and above normal expectations. The study finds that Science and Engineering students are more likely to value personal traits and approaches than other students. Finally, the paper considers the implications of the analysis and makes recommendations for institutional policy.

**Wright Sarah**

**Programme**

**number: H1**

Newcastle University, UK

### **A Mixed Methods Study of Medical School Admissions: Issues of Fairness and Predicting Student Performance (0239)**

*Research Domain: Higher Education Policy*

Selecting medical students is a challenge for UK universities: there are many more applicants than places, limited selection tools, and concerns over fairness. State educated students are less likely to apply to medical school than privately educated students; however research suggests those who do apply have lower chances of obtaining a place. In attempt to alleviate such problems, the United Kingdom Clinical Aptitude Test (UKCAT) was introduced in 2006 to 26 medical schools. The initial aims of this mixed methods study were to determine whether previous schooling had an effect on admissions scores, and to determine whether admissions scores were able to predict medical school examination scores. Following this quantitative analysis, qualitative methods were used to investigate the levels of support available to students through schools, families and social contacts when preparing medical school applications. Further investigation focused on the factors that students believe affect their performance at medical school.

**Service Experience as A Goal-oriented Self-regulated Process for Whole Person Development: A Conceptual Model (0233)***Research Domain: Student Experience*

A model is proposed for understanding student identity development as whole persons through service experience. Whole person development comprises three interacting domains: moral, cultural and leadership identity development. The model is derived from an exploratory study on undergraduate students' experience in social services. Qualitative variations were identified in students' understandings of self as (1) morally oriented persons, (2) multicultural communicators, and (3) change agents. The relationship between students' conceptions of self and approaches to service and the interaction between student experiences in the three domains were explored. The model suggests that service affords effective identity development when it: (i) is experienced as a goal-oriented and self-regulated process, (ii) incorporates a sense of care for community members, and (iii) is disciplined with the principles of authenticity, agency, reciprocity, and reflexivity. Further research will explore and refine the model using qualitative and quantitative methods.

**Changing Trends in the Flow of International Human Capital: From the Perspective of Foreign-trained Chinese PhD Elites in America, Britain and Australia (0205)***Research Domain: Student Experience*

The paper investigates how foreign-trained Chinese PhD elites make their decision to stay in the host countries (America, Britain and Australia) or return to home country upon finishing their study. Identity shift and formation model is applied as framework to understand their decision at the individual level. This is a comparative study which involves current students and graduates from Harvard, Oxford and Melbourne. Both focus group and individual interview are conducted in order to understand how they make their decisions and what factors influence their decision-making. Document analysis of education and immigration policy is systematically explored in order to understand individual's choice in a broader social and cultural context. Moreover, similarity and difference amongst foreign-trained Chinese PhD elites' stay/return decision-making in three host countries are critically discussed.



# List of Symposia

<b>Symposium A 1</b>	<b>Wednesday 7 December (Caernarfon)</b>	<b>14.00 – 16.00</b>
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**Higher Education and Student Mobility in Wales: Participation, Progress and Destinations**

<b>Symposium A 10</b>	<b>Wednesday 7 December (Denbigh 1)</b>	<b>14.00 – 15.15</b>
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**Gender and Research Policy in Europe**

<b>Symposium E 8</b>	<b>Thursday 8 December (Conwy 1 )</b>	<b>09.00 – 11.00</b>
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**Disenchantment, disharmony and dissatisfaction: Coping with difficult times in the university as workplace**

<b>Symposium J 1</b>	<b>Thursday 8 December (Caernarfon)</b>	<b>14.00 – 16.00</b>
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**Higher Education, Equity and the Public Good**

<b>Symposium J 7</b>	<b>Thursday 8 December (Chepstow)</b>	<b>14.00 – 16.00</b>
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**Formations of Gender, Identity and Higher Education Pedagogies**

<b>Symposium P 1</b>	<b>Friday 9 December (Beaumaris 1)</b>	<b>09.00 – 11.00</b>
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**Learning and growing in a ‘foreign’ context: transitions and transformations of international students in UK higher education**

<b>Symposium P 5</b>	<b>Friday 9 December (Caerphilly)</b>	<b>09.00 – 11.00</b>
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**Strategic Curriculum Change in Universities: Intersections of Theory and Practice**

# Symposia

**Symposium A 1      Wednesday 7 December (Caernarfon)**

**14.00 – 16.00**

## Higher Education Policy

### **Higher Education and Student Mobility in Wales: Participation, Progress and Destinations**

**Convenor:** Chris Taylor, Cardiff University, Cardiff, United States

**Discussant:** Philip Gummett, Higher Education Funding Council for Wales, Cardiff, United States

This symposium focuses on the relationships between student mobility and Higher Education in the context of policies and strategies to increase and widen participation to universities. With an increasing focus on 'local' HE provision, the devolution of Higher Education policy across the UK, and the geographies of university provision there is a growing need to consider the impacts of these changes on student mobility, particularly in terms of the participation, progress and destinations of students. This is of considerable importance in Wales due to policies such as the regionalisation of HE, differences in student financial support and differences in the graduate labour market in Wales means that the extent to which students are mobile may significantly impact on their opportunities and the opportunities for economic growth and social change in Wales as a whole.

Uniquely, then, the symposium brings together research on student mobility from the three main areas of the higher education 'process': participation, progress and destinations. First there are papers that consider the geography of the higher education landscape. Including the attitudes of prospective applicants towards the landscape and their mobility, the 'messages' and framing of school sixth forms about the landscape and the interconnections between student mobility and success and achievement, and finally the spatial patterns of choice of different groups of students. Second, the symposium will then present findings that examine the impact of student mobility on the progress and degree outcomes of students at one particular British university. And finally, the symposium will explore the impact of student mobility on graduate destinations in Wales. All the studies in the symposium are all based in Wales and draw upon a wide range of mixed methods, including statistical analysis of administrative data, the use of GIS for spatial analysis, school ethnographies and student interviews.

In bringing these papers together we hope to develop a better conceptual understanding about mobility in Wales, not only amongst university students, but also in relation to the interrelationship between geographic mobility and social mobility, and the implications of this for socio-economic inequalities in society. Furthermore, by bringing together research from across the three main stages of the HE 'process' we also aim to provide a model and framework for more robust examinations of the Higher Education policy in Wales and in rest of the UK.

**5 abstracts:** C Evans(0100) G Bristow (0102) C Taylor (0103) G Rees (0105) M Donnelly (0129)

## Higher Education Policy

### **Gender and Research Policy in Europe**

**Convenor:** Carole Leathwood, London Metropolitan University, London, United States

This symposium considers the gender implications of current research policy in four European countries: Ireland, Poland, Sweden and the UK. The national contexts of these countries are very different, although Keskinen and Silius (2006) identified some common research policy trends across Europe including increasing internationalisation, the importance of external funding, an increasing concentration of research funding and a streamlining of funding structures. Gender inequalities also persist in academia across Europe, although differently configured in different national and regional contexts (Leathwood and Read 2009). In 2009, the European Commission (2009, p. 69) identified a gender challenge in research funding in Europe which concerns male dominance in decision-making about research priorities and attribution of funding, lack of gender monitoring and of general transparency of the evaluation process, low application rates of women, and difficulties in reconciling research and private life. From the perspective of political decision-makers and citizens, the gender challenge concerns the accountability of the use of public funding allocated for research.

This symposium aims to further explore these issues by drawing on data and research from four countries. The symposium will begin with a paper from Ireland by Dr Kelly Coate (National University of Ireland). This paper, drawing on a study of barriers to academic women's career progression, examines how the promotions system in Ireland favours research output and how decisions and practices regarding research funding impact on women's careers. This theme is also taken up by Professor Renata Sieminska (Warsaw University), who will explore the role of cultural capital, gender and other factors for academic careers in Poland and consider why women are less successful than men in research grant applications. In the third paper, Dr. Kerstin Alnebratt and Dr. Birgitta Jordansson (University of Gothenburg) discuss the conflicting logics of the culture of academic research and the politics of gender equality to address the question of why it is so difficult to gain legitimacy for equal opportunities in the field of higher education research in Sweden. The final paper by Professor Carole Leathwood (London Metropolitan University) and Dr Barbara Read (Roehampton University) draws on data from a study of academics' perceptions and experiences of the impact of current research policies on their research activities to consider ways in which research policy developments in the UK may mitigate and/or reinforce gender inequalities.

Collectively, these papers raise issues that are critical for the future of higher education research and gender equity.

European Commission (2009). The Gender Challenge in Research Funding: Assessing the European National Scenes. Luxembourg, Office for Official Publications of the European Communities,.  
Keskinen, S. and H. Silius (2006). "New Trends in Research Funding - Threat or Opportunity for Interdisciplinary Gender Research." *Nordic Journal of Women's Studies* 14(2): 73-86.  
Leathwood, C. and B. Read (2009). *Gender and the Changing Face of Higher Education: A feminised future?* Buckingham, SRHE and Open University Press.

**4 abstracts:** K Coate (0127) R Sieminska (0131) K Alnebratt/B Jordansson (0161) C Leathwood (0165)

**Academic Practice, Work and Cultures****Disenchantment, disharmony and dissatisfaction: Coping with difficult times in the university as workplace**

**Convenor:** Linda Evans, University of Leeds, Leeds, United Kingdom

Disenchantment, disharmony and dissatisfaction: Coping with difficult times in the university as workplace.

The notion of the university as workplace has leapt to prominence in recent years; its 'legitimacy' as a focus of concern, analysis and scrutiny is underpinned by a growing body of literature (academic and grey) that implicitly or explicitly recognises that a university is only as good as the workforce that ensures its continued functionality and development. The Wellbeing at Work initiative has taken a firm hold on much of the UK HE sector, and recent years have also seen the publication of policy-related documents such as the Higher Education Funding Council for England's (HEFCE) *The Higher Education Workforce in England*, and the HEFCE-commissioned report: *The Future Workforce for Higher Education*. Interest in higher education workforce issues is undoubtedly a global phenomenon, demonstrated by, inter alia: a substantial report on academic careers and work lives commissioned by the USA-based Association for the Study of Higher Education (O'Meara et al., 2008); a diverse range of studies funded by the Australian Council for Educational Research (e.g. Coates et al., 2008); a landmark conference at the University of Hiroshima in 2008 to disseminate the results of the international project: *The Changing Academic Profession*; and, closer to home, a conference (*Academia as Workplace: Linking Past, Present and Future*) hosted earlier this year by the University of Oxford's Centre for Excellence in Teaching and Learning.

This SRHE conference symposium reflects the international dimension to work in this field, comprising papers on the French and the Finnish HE contexts, and on overseas nationals working in UK universities. The four papers share a common focus on problematic issues: they all incorporate consideration of what happens – or could happen - when all is not well within this workplace. Two papers report studies of institutional mergers that variously created widespread dissatisfaction and insecurity and led to the breakdown of trust between management and 'the managed'. Another paper analyses the changing landscape of industrial relations within the UK higher education sector, within a climate of increasing pressures and demands to do more with less, and the inevitable toll that this seems set to take on relations between managers and 'the managed', and universities and the government. The fourth paper, drawn from a doctoral study of Latin-American academics employed in UK universities, addresses issues of culture, identity, stereotyping, and the need to 'fit in'. The symposium represents the unacceptable face of the university as workplace, and its presenters hope to engage with the audience in discussing what, if any, ameliorative measures are available, or whether disenchantment, disharmony and dissatisfaction are unavoidable features of the HE sector as 21st century workplace.

**References**

- Coates, H., Goedegebuure, L., van der Lee, J. & Meek, L. (2008) *The Australian academic profession in 2007: a first analysis of the survey results*. Melbourne: ACER  
O'Meara, K., Terosky, A.L. and Neumann, A. (2008). *Faculty Careers and Work Lives: A Professional Growth Perspective*. ASHE Higher Education Report, 34 (3). San Francisco: Jossey-Bass

**4 abstracts:** J Mercer/HStevenson (0104) M Berain Tress (0206) J Ursin (0227) L Evans (0235)

**Higher Education Policy****Higher Education, Equity and the Public Good**

**Convenor:** Susan Webb, Monash University, Melbourne, Australia

**Discussant:** Tristan McCowan, Institute of Education, London, United States

Transnational higher education institutions focusing on the global, tend not to neglect their role in national societies. By drawing the majority of their students and funding from a national location, they are expected to engage in debates about higher education and public good (Chambers & Gopaul, 2008; Hall, 2009; Nixon, 2011). However, at the global level, few organisations take up discussion of higher education and global public good. Instead, globalization of knowledge associates with increasing differentiation and stratification. There are few or no moderating mechanisms (Marginson, 2007). The result is further marginalization and exclusion from the benefits of higher education for poorer nations and poorer students and communities everywhere. This symposium takes up the challenge posed by critical theorist, Craig Colhoun (2006), to ask questions about the relationships between higher education, equity and the public good, but in the context of global concerns about equity, as well as national. The symposium brings together four papers to consider these relationships in different national contexts and different segments of higher education within these contexts. Through analyses that each provide an empirical examination of the meaning(s) of public good in contexts ranging from the UK to the USA, Africa and the Gulf States, the four presenters suggest ways that debate within universities and beyond about the relationship of higher education and the public good could be further informed.

The four presenters and papers are as follows:

Professor Elaine Unterhalter, Institute of Education, University of London, UK: What's wrong with global inequality in higher education? Public good, reciprocity and associational justice.

Professor Melanie Walker, University of Nottingham, UK: Higher education and development: whose public good?

Dr Sally Findlow, Keele University, UK: Regional governance of higher education: purpose, values and academic capitalism, the case of the small Gulf states

Professor Sue Webb, Monash University, Australia:  
Community engagement and the idea of a 'good university'.

The convenor/chair is Professor Sue Webb and the discussant Dr Tristan McCowan, Institute of Education, University of London, UK

**4 abstracts:** M Walker (0057) S Webb (0120) S Findlow (0183) E Unterhalter (0187)

**Learning, Teaching and Assessment****Formations of Gender, Identity and Higher Education Pedagogies**

**Convenor:** Penny Jane Burke, Roehampton University, London, United States

The widening participation (WP) policy agenda has raised questions about pedagogies in higher education (HE) and the ways they might be further developed to address issues of inclusion, participation and diversity. Concerns with WP have drawn attention to a gender gap in HE participation, with women now outnumbering men in a range of subject areas (see ECU, 2008). This has led to claims of the feminisation of HE, including the feminisation of teaching and learning (HEPI, 2009). Feminist scholars have critiqued such claims, highlighting the dangers of an oversimplification of gender and inequalities in higher education, and emphasising the need for nuanced research that draws out the complexities of gendered formations, learner identities and pedagogical experiences (Burke and Jackson, 2007; Leathwood and Read, 2009).

This symposium draws on a Higher Education Academy funded research project 'Formations of Gender and Higher Education Pedagogies (GaP)', which aims to develop a detailed understanding of the relationship between formations of gender, and its intersections with other social identities, and pedagogical practices and experiences. The project aims to broaden the mainstream focus on teaching and learning methods and styles to also consider teaching and learning identities, relations, contexts and positions. Drawing on theories of critical and feminist pedagogy (Freire, 1973; Ellsworth, 1994; Gore, 1993), the symposium examines the challenges of developing inclusive pedagogies in higher education that seek to disrupt persistent inequalities and exclusions.

The symposium will explore:

- The different ways that current HE pedagogical practices address issues of diversity, equity and inclusion;
- The ways that students and teachers experience the different pedagogical practices being used in HE, both formally and informally;
- How gender and other identities (e.g. age, class and 'race') shape and constrain pedagogical experiences, relations and practices.

The symposium will draw on in-depth interviews with 64 undergraduate students across five programmes of study, observations of taught sessions and focus group discussions with HE teachers in one case study HEI. The papers will explore the following key themes: students' pedagogical identities outside of the formal classroom/teaching; pedagogical relations between teachers and students; pedagogical practices and their implications for inclusion/exclusion; students' views of each other and their learning approaches and identities.

**4 abstracts:** P-J Burke (0065) G Crozier (0069) B Read (0107) J Hall/J Peat (0108)

**Student Experience****Learning and growing in a ‘foreign’ context: transitions and transformations of international students in UK higher education**

**Convenor:** Beatrice Merrick, UK Council for International Student Affairs, London, United States

This multi-session symposium will provide research-informed evidence and a forum for the discussion of the intended and unintended consequences of the massified and diversified of UK cross-border higher education, focussing upon the nature and process of international students’ intercultural learning, identity change and personal development over time.

The phenomenon of global flows of knowledge and skills is nowhere better represented than in the dramatic rise of the internationalisation of universities across the world, fuelled by the process of economic, social and cultural globalisation and localisation (IAU, 2010).

In the UK, although universities are still working hard to improve the international competitiveness of their offering, in a climate where government policy, especially on immigration, is much less welcoming to inwardly mobile students than during the Blair and Brown era. Thus, improving the quality of provision of teaching and learning experience for international students holds the key to success for UK universities in the current challenging political and financial climate. The subject of this symposium is therefore of high policy relevance and grounded in the ethics of educational practices.

Key themes of successive sessions will include:

- The historical policy contexts of internationalisation in UK higher education and their implications for learning and development of international students
- Pedagogic debates about learning and teaching in the context of internationalisation
- Identity change across time and space: exploring the maturation, intercultural and intellectual development of international undergraduate and postgraduate students at British universities, and also, the impact of their overseas educational experiences on the lives and careers of those who return to their home country

By bringing together a collection of research and discussion papers authored by scholars with different research agendas on university internationalisation, this symposium will contribute to the development of empirically grounded understanding of issues regarding interculturality, the impact of political, organisational and personal dimensions of internationalisation on the change and development of international students, and education-employment transition in the influx of global education flows and boundary crossings.

**4 abstracts:** C Humfrey (0067) S Trahar (0083) C Montgomery (0084) Q Gu (0086)

## Higher Education Policy

### **Strategic Curriculum Change in Universities: Intersections of Theory and Practice**

**Convenor:** Camille Kandiko, King's College London, London, United States

The curriculum is at the heart of learning and teaching in all institutions of higher education. The curriculum can be considered at several different levels, from the micro environment of the module through to program, degree, and up to university, national and supra-national curricula. There has been a recent global trend of large-scale, university-level curriculum change. There are convergent and divergent influences on curriculum change. For example, national policies may tend to regulate and standardise the curriculum, whereas disciplinary and professional organizations may contradict national agendas. The introduction of strategic curriculum change needs to account for national and international policies and trends, the local context, and disciplinary differences. University-wide curriculum change often cedes control of disciplinary content to the local level, but works across schools and faculties to enhance student learning experiences through broader and interdisciplinary content, more innovative pedagogies, and integration with the co-curriculum.

Undergraduate curriculum change in major universities can be understood in relation to global shifts in society, politics, economics, and education. In the competitive global knowledge economy, nations and institutions compete to attract the best and brightest staff and students. There is a world-wide trend toward mass enrolment in higher education, knowledge and skill specialisation, and credentialing. Employers expect students to graduate with various skills, attributes, and aspects of knowledge, many of which did not exist a generation ago. Many universities have concluded that the curriculum in place does not meet, or could better meet, the needs of society and students, which has led to a general broadening of education at all levels, as well as to increased levels of specialisation in some curricula.

This symposium looks at these issues from multiple international perspectives. Kelly Coate will be discussing theory and the types of theoretical frameworks that might be helpful in thinking about curriculum in HE (from Bernstein to Castoriadis with others in between). From an Icelandic perspective, Guðrún Geirsdóttir will explore how international issues (such as the Bologna Process) are being received by academics and if and how that process is influencing curriculum development within universities in Iceland. Camille Kandiko will be covering global trends in curriculum change in research-intensive universities, and how various curriculum structures and processes are being adopted and tailored for local conditions. Paul Blackmore will be discussing issues related to implementation of new curriculum features and associated change management within universities.

**4 abstracts:** K Coate (0121) P Blackmore (0123) C Kandiko (0124) G Geirsdóttir (0134)