Aljafari Tahani   Programme number: C1.9

University of Bristol, UK

Knowledge Hubs and Higher Education (HE) in the Gulf Cooperation Council States; An Analysis of Governance Models, Mechanisms and Outcomes (0007)

HE systems in the GCCSs are undergoing extensive development as a result of dynamic and complex internationalization activities resulting from globalization. This paper investigates new knowledge spaces emerging in the Gulf Cooperation Council States (GCCSs):
(1) the Education City Qatar (ECQ) (2002);
(2) Dubai International Academic City (DIAC) Dubai (2007); and (3) King Abdullah University of Science and Technology (KAUST) Saudi Arabia (2009). Qatar, Dubai and Saudi Arabia, were the first to introduce and promote the formation of these knowledge spaces.

Different forms of internationalization activities exist in these three projects. This paper investigates whether existing international activities can facilitate the region to become an international HE destination. It asks if there is a regional plan behind the emerging projects? What are the internationalization activities available in each project? How are they implemented? And why? It is an ongoing case study based on qualitative data collected from documents, interviews, and focus groups.

The main research method is Burawoy's Extended Case Method (ECM) extracting the general from the unique, moving from the "micro" to the "macro", connecting the present to the past in anticipation of the future, by building on pre-existing theory. Knight and De Wit think of internationalization (1995; p.17), as the process of integrating an international dimension into the teaching, research and service functions of a higher education institution. Like der Wende (1997; p.19) personally, I think the word integrate entails more actions from the government in countries where universities enjoy less autonomy than Western universities. Another point is that this definition makes internationalization as an ultimate goal, yet in many countries it is a mean to reach further goals. In accordance to these points, der Wende (1997) suggests that it can refer to any systematic, sustained effort aimed at making higher education (HEIs) (more) responsive to the requirements and challenges related to the globalization of societies, economy and labor markets. Interestingly, both definitions treat internationalization not as an external process, but as strategies and activities practiced by higher education institutions.
KNIGHT, J. & DE WIT, H. (1995). Strategies for internationalization of higher education. A comparative study of Austria, Canada, Europe and the United States of America. Amsterdam: EAIE.
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Bailey Richard   Programme number: F1.17

Leeds University, UK

Doing insider research in a university: some reflections on theory, practice and rationale (0057)

For researchers engaged in studying aspects of their own institution contexts in higher education, being an 'insider' is a relevant consideration. It is usually integral to research designs such as case study strategies and ethnographic style approaches in educational and organisational settings (Trowler, 2008). This presentation will consider one such project – a case study realised through an ethnographic style inquiry - during which field work and data gathering were conducted over a two year period. The focus, therefore, will be on the experience and practicalities of doing 'insider' research linked to an example of a recently completed case study project. There will be discussion of the methodological approach and rationale applied and a range of points and issues associated with the project's implementation. Among points of interest are the notions of 'insider' and 'outsider' status, the extent to which this ostensive binary division is meaningful in practice and theory, being 'native' while maintaining neutrality and objectivity and potential conflicts of interest 'insider' researchers may experience. In addition, a number of recent, critical perspectives on the value and contribution of insider research in higher education will be considered (e,g. Trowler, 2011; Brannick, 2007; Mercer, 2007). The presentation is aimed at new and established researchers interested in exploring the 'insider' dimension.

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Barry Wayne   **Programme number: B3.4**
Canterbury Christ Church University, UK

Towards aligning pedagogy, space and technology inside a large-scale learning environment (0052)

Overview
This presentation will outline some of the findings from a year long master's research project. It proposes a conceptual model which illustrates the alignment of pedagogy, space and technology with the learner situated at its heart. Participants will be invited to discuss whether such a model sufficiently explains how the learner influences and is influenced by these three elements.

Background
There has been considerable interest and investment in learning spaces, both nationally and internationally. This stems, partly, from educational institutions seeking to "provide 21st-century learning facilities" (JISC, 2006), but more importantly, a recognition that developing such spaces has a powerful impact on student learning and engagement (Kuh & Hu, 2001).

In 2008/09, Canterbury Christ Church University (CCCU) invested £35m in building Augustine House (AH), a technology-rich library and student support centre with flexible social and learning spaces. Through JISC funding, two hundred netbooks were made available for students and staff to use within AH. It provided an opportunity to observe how students, working in groups or individually, using mobile devices, occupying a space of their choice, were undertaking various learning activities.

Methodology
A multi-method design involving five tutors from across four faculties being interviewed; three hundred and twenty-five students answered an online questionnaire; and thirty-five students took part in narrative inquiries. The three data collection methods were triangulated and provided perspectives from both tutors and students on their adoption of the spaces and technologies available in AH; eliciting any opportunities, challenges and issues they experienced as a consequence.

Key findings
The study revealed that both tutors and students experienced 'troublesome space', but in very different ways. For tutors, the learning spaces, if not fully understood or appropriately planned for, presented risks and challenges to their teaching practices. For students, it was not always clear what they could or could not do within a particular space. Furthermore, evidence suggests that influencing students' attitudes could engage them in using the learning environment more. However, students placed a high premium on 'silent spaces' (Beard, 2009) suggesting that policy makers and planners may need to consider the right balance between social and private spaces.

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Baxter Ross
University of East Anglia, UK

Organisational reasons for the slow adoption of CSR in Higher Education in England (0009)

Formal policies to promote Corporate Social Responsibility (CSR) – which has been defined as including 'the economic, legal, ethical and philanthropic expectations placed on organizations by society at a given point of time' (Carroll, A.B. and Bucholtz, A.K. (2009) Business and Society: Ethics and stakeholder management. Cincinnati: Southwestern, p. 44.) – have been widely adopted and implemented by many organisations, in particular larger and more sophisticated organisations. However, there is significant evidence that Universities have lagged in the adoption and implementation of CSR in the UK. A HEFCE funded study, using the Business in the Community methodology, found that a small sample of participating Universities scored just 51 (out of a possible 100) for CSR, compared with a business average of 84% and a 'Government' average of 62 (http://www.eauc.org.uk/file_uploads/he_benchmarking_project_report.pdf). The aim of this pilot study is to explore the reasons for this slower take up of CRS in Higher Education.

Research Question and Research Design

The primary research question to be explored is:
What are the organisational drivers and barriers for the adoption and implementation of Corporate Social Responsibility policies in English Universities and what approaches have been developed to overcome these barriers?
This study focuses on the range of organisational issues which are faced by those attempting to develop and implement CSR policies in English universities. The study is exploratory in nature seeking to establish the range barriers to the adoption and implementation of CSR in English HE as a contribution to the development of a model which can be further refined and tested, rather than as a study which seeks to generalise directly to the population of HE institutions. The study is also concerned with the approaches, successful and unsuccessful, which have been adopted to overcome those barriers.
There are several possible ways of framing organisational explanations for this slower uptake of CSR:
• in terms of organisational structures and processes and how these relate to CSR;
• in terms of organisational information gathering, communication, knowledge-management and decision-making processes and how these relate to CSR;
• in terms of organisational culture, shared meanings and routines and how these relate to CSR; or,
• in terms of organisational pluralism, politics and conflict and how these issues relate to CSR.
This study is concerned to explore the role of these organisational factors (and others as they might emerge). The study has adopted a comparative case study design (Eisenhardt, K.M., (1989), Building Theories from Case Study Research, The Academy of Management Review, 14(4): 532-550 and Ragin, C. (1987), The comparative method. Los Angeles CA: University of California Press.). Three universities will be selected, through purposive sampling, for case studies and the responses gathered in each case will be compared across.

Benešová Martina   **Programme number: A1.3**

University of Huddersfield, UK

Final year students' perceptions of the relationship between higher education and labour market outcomes (0073)

The relationship between higher education credentials and labour market outcomes is empirically well-established (Bills, 2003). In the literature we can find three main competing theories which aim to explain this relationship – human capital theory, screening/signalling and credentialism.

Human capital theory views participation in education as a rational investment – students undertake higher education to acquire marketable knowledge and skills (Becker, 1993). On the demand side, employers perceive graduates as more productive and more valuable to their business. In return, graduates can expect higher earnings and better career progression (Tomlinson, 2008).

According to the screening hypothesis, employers use educational credentials as a screening device to screen-out the unsuitable applicants. It follows that qualification itself, rather than the number of years of schooling, serves as a determinant of the income level (so-called "sheepskin effect"). On the supply side, graduates use their degree to signal their competence and productivity potential to employers (Brown, 2001). In contrast to the human capital theory, screening hypothesis postulates that productivity is a quality of the person – therefore graduates are inherently more productive irrespective of their education.

Finally, the educational credentialist theory posits that there is no direct link between the level of education and individual's productivity. Moreover, higher education adds little or no value to individual's human capital (Tomlinson, 2008). In the credentialist view, the most advantaged individuals (financially or otherwise) are able to control access to elite positions.

Despite the enormous body of literature on the education-labour market link, very few studies have been conducted to examine students' perceptions of this relationship. According to findings presented by Killeen et al. (1999), students in England believe that the signalling role of education is more important than its role in raising productivity. This conclusion is also supported by Sanquirgo et al. (2004) who adopted similar approach and surveyed school pupils in France.

This paper presents the preliminary findings of a study which explores students' perceptions of the relationship between higher education and graduate labour market. In this study, final year students of economics and business studies are surveyed in two countries – England and the Czech Republic.

There are many factors that might influence students' perceptions and which are investigated in this research. The first group of variables considers student's personal characteristics including gender, age, ethnicity and academic attainment. The second group of variables takes into account student's family background – the effect of family income and parents' education is examined. Finally, the students' perceptions might vary from university to university – thus the university ranking (prestige) is also considered in this study.

Birds Rachel   **Programme number: D3.11**
University of Sheffield, UK

Changing communities and challenging identities: the impact of the commercial spinout project on university staff (0043)

This presentation will outline the findings of recently completed doctoral research. It will describe the methodology employed in the study and the theoretical constructs used to analyse and interpret the data. Particular focus will be placed on the extent to which being 'spun out' affects the individual's understanding of their own job role and identity. Participants will be invited to share their own experiences and discuss the generalisability of the case.

This was an ethnographic study examining the lived experience of a small group of employees involved with a university spinout company. Conducted over a two year period between 2009 and 2011, the research addressed two key questions: firstly, what is the impact of the commercialisation of knowledge on the individual employee in the context of a university spinout company? and; secondly, what influences this impact? Data were collected from participant-observation, semi-structured interviews and a focus group. They were supplemented by written material including meeting minutes and general correspondence. Theory-building involved both inductive and deductive elements. Data were examined as they surfaced and themes drawn out; these themes were then tested in the field. A typology was developed to categorise individual experiences.

It will be argued that participants' experiences of their spinout company can be broadly categorised into four areas of significance: Change, Challenge, Culture and Confusion (The Four Cs). These impact on notions of professional and academic identity as roles become blurred (Whitchurch, 2008). The impact of the spinout company project will then be contextualised in a multi-faceted 'web of influence', including the contributions of epistemic communities (Becher & Trowler, 2001) and personal capabilities (Chakravarthy & Lorange, 2008).

This study builds on considerations around the neoliberal environment of the contemporary university (Olssen & Peters, 2005) and concomitant changes to institutional management (Deem et al., 2007) insofar as they arguably contribute to organisational culture and individual identity. The analysis addresses all three conference research strands with particular emphasis on the exploration of New Communities.

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Blake Jennifer [1]   **Programme number: D2.11**
Wass Valerie [2]**, Walmsley Louise** [1]
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Perspective, Growth, and Perception: Student self-awareness and engagement with a formative online resource (0061)

Purpose:

We will present data gathered during stage two of a two year project and discuss the use of an online resource in creating relationships between students and academic advisors, and its impact on student self-awareness and identity creation. We will also touch on some data and analysis from phase one and the impact participation in action research can have on students.

Background:

In phase one of the study, students reported struggling with the advisor/advisee relationship and with understanding feedback as a tool for learning and self-awareness. In addition, it became evident that current interactions with feedback were pushing students into a fixed mindset, therefore affecting the student's ability to use the feedback as an instrument for change and growth. (Blake, 2011) (Dweck, 2007)

Formative feedback and mark analysis as a tool for growth fits into the entity and incremental theories of intelligence and the more recent iterations of these theories that emphasize a growth or fixed "mindset".(Dweck, 2000, 2007) (Ertl et al., 2008). Fixed mindsets (often prompted by current practices) bring with them an increased inclination to compartmentalize and avoid self-reflection. Dweck and others have demonstrated that it is possible to point people at a particular mindset with as little as a journal article.(Blackwell, Trzesniewski, & Dweck, 2007) With this in mind, we hoped that the online resource would serve as a starting point for a growth mindset.

Methodology:

In phase two, students and staff participated as co-researchers, creating the online resource to facilitate discussion of feedback and the student experience; it was then tested by a group of students and their advisors and exit interviews taken.

Initial Findings:

Findings show a promising level of engagement with the online resource and heightened student self-awareness. Accurate understanding of their experience can be a key aspect for formation of student identity. The online resource prompted conversations with academic advisors, future-planning, and deeper self-reflection, addressing some themes identified during phase one of the study.

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The employability of liberal arts and business students at an elite Australian university: negotiating the transition from university to work in a hypercompetitive labour market. (0063)

Liberal arts and business graduates represent almost half of all Australian graduates, therefore making a large contribution to the economy and society. Since the establishment of the Graduate Destination Survey (GDS) three decades ago, arts (humanities, language and social science) graduates have recorded the second-lowest rate of full-time employment of all disciplines. On average, 70.5 per cent of arts graduates find full-time employment four months after course completion, in comparison to business graduates at 84.2 per cent (GCA, 2011). This difference in outcomes is not well understood, and is the subject of this PhD project, which is currently in the data analysis stage.

As higher education expands, competition for graduate jobs intensifies. In 2012, the Australian higher education system will massify further, via the Federal Government's Bradley reforms. These reforms encourage universities, via a funding mechanism, to admit more students, particularly those from low socioeconomic backgrounds. This is likely to result in further competition in the labour market for all graduates, and in particular, arts graduates, who increasingly find themselves in a contest with peers from other disciplines, for jobs that were once their own domain.

Australian literature on graduate employability is scant, reporting primarily on graduate attributes, employment rates and employer satisfaction with graduate skills. These studies are embedded in skill development theory, paying little attention to student perspectives and the role of social background and the educational experience on graduate outcomes. The present study draws on UK-based literature on higher education sociology, offering an alternate approach to the ways that students prepare for the transition from university to work. It draws on theories of personal capital (Brown & Hesketh, 2004) and graduate identity development (Hinchcliffe & Jolly, 2011).

Preliminary results of this mixed-methods project will be presented. Firstly, a statistical analysis of unpublished 2009 GDS data will provide an insight into Australian graduate outcomes by contrasting the differences between elite and non-elite institutions. Secondly, an analysis of more than 40 semi-structured interviews with arts and business undergraduates, academics and career advisors from one of Australia's elite Group of Eight universities will be presented. The ways in which students go about developing personal capital and prepare for the transition to work will be discussed, along with the role of the university in this process.

This project aims to contribute to the limited Australian literature on graduate employability, potentially providing a new approach to the preparation of students for the transition to work.

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GCA 2011. Graduate Destinations 2010. Melbourne: Graduate Carers Australia.
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Bowen Louise   **Programme number: C2.9**
University of the West of England, UK

Policies and practices of refugee integration and participation in higher education. (0054)

This paper is based in the narrative accounts of students with refugee status of their experiences of degree studies at Welsh and English universities. Specifically, the paper explores the concept of integration through analysis of refugee participation in higher education.

Integration has been described as a 'complex and fluid concept that does not suit itself well to definitions' (da Lomba, 2010:415). This paper takes the perspective that integration is "a two way process (between migrant and host country) that starts upon arrival" (ibid). However, UK migration policy has become increasingly more stringent since the peak of UK asylum claims in the late 1990s (Gibney, 2004). Crucially, integration is considered as beginning only after an asylum claim has been approved by the Home Office. For most people, this means either refugee status, or an alternative form of leave to remain must be granted before integration strategies are applicable to their circumstances, rather than starting on their day of arrival in the UK (da Lomba, 2010:417).

This approach is visible in policy documents such as the Welsh Assembly Government's Refugee Integration Strategy (WAG, 2008), and Moving on Together: Government's Recommitment to Supporting Refugees (Home Office/UK Border Agency, 2009). It is also extended by relevant Higher Education policy, including Widening Participation and Access strategies from the Higher Education Funding Councils of England and Wales (HEFCE, 2009; HEFCW, 2010).
The students in my research arrived in the UK during the years 2000-2007. This paper will consider their university studies in light of such policy developments and with reference to the Ager and Strang's conceptual framework of integration (2008). It will be proposed that the higher education biographies of refugee students exemplify the complex processes of 'doing' integration, revealing the sometimes inconsistent role of universities within those processes.

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Calma Angelito   Programme number: E3.13

The University of Melbourne, Australia

Leadership in Higher Education: Examining the Narratives of Research Managers From Multiple Lenses (0004)

This paper will explore the narratives behind how academics in formal leadership positions perceive their roles as leaders and their leadership development. A case of 15 leaders in their varying capacities as managers of research in their universities were chosen to illustrate the complexities and challenges associated with their roles. Using discourse analysis (Wetherell, Taylor and Yates, 2001a, 2001b; Wodak & Krzyzanowski, 2008), multiple lenses will be used to analyse the participants' narratives (e.g., Chase, 2005), which has rarely featured in studies of leadership and leadership development in higher education. This paper will then explore the impact of the leaders' perceptions on their teaching, research, and postgraduate supervision roles. This article will conclude with discussions on using the multiple lenses as a tool for narrative inquiry to understand leadership in higher education.

Crew Teresa   Programme number: A2.2

Bangor University, UK

Beyond graduation: graduate outcomes in a devolved nation. (0070)

Purpose.
Presenting preliminary findings from an ESRC funded study on graduate trajectories in north Wales.

Background.
Pattern and Prince (2010) maintain that devolution has resulted in an 'education apartheid'; whilst tuition fees in Wales will rise in line with England in 2012, Welsh domiciled students studying across the UK will enjoy a subsidy (WAG, 2010). Discussion of graduate outcomes is dominated by a UK-wide experience with little reference to devolved contexts and no illumination of regional graduate communities.

Study overview.
Wales has a higher proportion of graduates working in 'traditional' graduate jobs (Tyers et al, 2006) than the rest of the UK, enjoys the highest rate of graduate employment in the UK but has the lowest graduate salaries (HESA, 2011a). There is a healthy number of graduate business start ups and individuals in postgraduate study (HESA, 2011b). Graduate out-migration exists (Drinkwater and Blackaby, 2004), but Wales attracts many English students some of whom stay after graduation (Tyers et al, 2006). This study uses Bourdieusian theory to illuminate graduate trajectories. Cultural capital influences the type of institution attended and subject studied (Chevalier and Conlon, 2002) and graduates with degrees in academic subjects from elite or traditional institutions have increased opportunities (Reay, David and Ball, 2001). Social capital dictates that an individual's social networks provide 'exclusive advantages' (Blunden, 2004); previous research has highlighted the value of social capital in the north Wales labour market (BMG Research, 2006).

Aims
The impact on graduate's trajectories of any 'educational capital' acquired from four different HE institutions in north Wales will be investigated. Research questions include whether knowledge of the Welsh language constitutes a regional asset and whether an aspirational habitus (Baker and Brown, 2008) exists in Wales in relation to post-graduation opportunities.

Methodology
A mixed methodology is utilised:
• An analysis of existing HESA statistics, including a comparison of destinations of graduates from north Wales with the wider UK.
• Biographical narrative interviews with individual graduates.

These methods together will illuminate the interaction of micro and macro sociological factors and how they contribute to the individual graduate trajectory, as well as providing a broader picture of outcomes for north Wales graduates.

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The discerning customer in Higher Education: What a Crime Scene Science student learns on their degree. (0053)

This paper explores what Crime Scene Science students value about their degree and their perception of how newly gained skills and knowledge from their university experience will assist them in future employment. Controversy surrounding the debate between liberal and vocational education is not new (Greenbank, 2006; Silver and Brennan, 1988; Simmons, 1959) but tends to centre on a false dichotomy as both are not mutually exclusive. This paper begins to explore a contradiction which has blighted vocational degrees in universities. They are currently represented as a vehicle for increasing the number of disadvantaged students and providing much needed skilled labour. However, they have become associated with narrowness and practicality for socially inferior occupations yet many new vocational courses incorporate the breadth of knowledge and transferable skills associated with the academic. This simultaneous questioning of their value undermines the institutions where they are sited, the staff that teach them and the students who invest in them. For some, the term vocational degree has come to stand for "low status" (e.g. Sinfield et al's, 2004 discussion of Hodge, 2002). The landscape of Higher Education is changing rapidly and increased tuition fees will lead students to become more discerning of the product in which they invest. Early analysis of this work suggests most students do not select their course of study based on a single factor such as job prospects. This decision is a combination of course content and reputation together with the social facilities on offer and even the town in which the university is situated and amounts to purchasing 'an experience'

This research is part of a wider project which explores the impact of new vocational degrees within Higher Education through a case study of the Crime Scene Science degree at Teesside University. The methodology involves twenty eight 'photo-interviews' (Hurworth, 2003) with students at different stages of their degree and some that have completed this degree. The analysis draws upon the Bourdieusian concepts of fields and habitus (Bourdieu, 1993) and Bernsteinian notions of classification and framing (Bernstein, 2000) to elucidate the ways that students' perceptions challenge the assumptions underpinning government policy. The findings will seek to explain what students want and what knowledge's they gain from a new vocational degree. Early findings suggest that students feel they gain much more from the Higher Education experience than knowledge that applies directly to their field of employment.

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Developing the use of blended learning and e-moderation to support students' transition into higher education learning (0028)

We will present our most recent findings and analysis of how blended learning tools and e-moderation (Salmon 2000) support undergraduates transition into higher education learning.

We have used blended learning strategies previously to support students' transition with new, undergraduate and post graduate, design and technology education students (Davies and Hardy 2011). These blended learning strategies were successful, as they enabled the creation of social networks for the students and allowed tutors to develop insight into the values and interests of their students (Laurillard 2002). Specifically we used wikis for both undergraduate and post graduate programmes to encourage collaboration.
We were able to demonstrate that there was some effectiveness when using wikis to scaffold undergraduate students with their move along a continuum of higher education learning (figure 1).

Figure 1 (unable to insert)

However, we concluded that whilst there was some movement along the continuum, the online support from tutors and the structure of the activities did not enable this as much as had seen anticipated (Davies and Hardy 2011). This research will evaluate the effectiveness of changes made resulting from this previous research.
The findings and analysis presented will be from data collected over an extended induction period (i.e. the first term) for undergraduate students who start in September 2011 training to be secondary school teachers.
Using document analysis and an online survey, the practice evaluated will be the effectiveness of planned blended learning tools and e-moderating in supporting transition into higher education learning.
The evaluation tool used is a 5 stage model of developing learning based on Salmon's (2000) model of teaching and learning online (figure 2). Previous work has focussed on the effectiveness of the blended learning tools, primarily wikis; this research will also evaluate the effectiveness of the introduction of planned e-moderation from the tutors involved in the induction period.

*based on Salmon's five step model of teaching and learning in E-moderating (2000)
Figure 2 (unable to insert)

In addition, comparison will be made with the previous cohort of undergraduates' progress along this continuum of developing learning.

Reference
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den Outer Birgit
Margaret Price
Oxford Brookes University, UK

Assessment literacy in academic communities: what is it and how can it be developed? (0058)

"I can't really complain because I've got 70% pass mark and if that was a degree that would be a First. So I should be happy with what I've done, but I'm not really because I feel that I'm capable of so much more." - Diarist

We present themes from our preliminary analysis of data from the first year of a two-year empirical research project on assessment literacy. In this qualitative study we use audio diaries to track assessment experiences of 20 undergraduate and postgraduate students from several disciplines at a post-1992 university. In addition supplementary semi-structured interviews are used to further illuminate aspects of that experience. We explore how students become assessment literate and what role is played by the wider academic community in the development of this literacy. With limited prior research in this area to draw on, our aim is to conceptualise assessment literacy and explore features and dynamics of the learning environment that might develop it.

Our working definition of assessment literacy is the understanding of the nature and standards of assessment and the role of assessment in learning. Our early analysis points to a conceptualisation of assessment literacy as an attribute that:

• is informed by historical, social, and cultural narratives of the individual and therefore constitutes a component of identity-formation

• can be developed with the 'right' type of experience as part of, and in response to, a learning community to which students belong; an assessment literacy process is therefore experiential, situated and developmental (cf. Dreyfus and Dreyfus 2005).

• goes beyond the learning institution and is embedded in wider competencies and knowledge, and is therefore transferable (see for instance conceptualisations of academic and pedagogic literacies, Archer, 2006; Lea and Street, 1998, 2006; Ivanič et al., 2007; Maclellan, 2008)

As part of the session we invite the audience to share with us their interpretations of what constitutes assessment literacy at their institutions.

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Teacher Learning in an Inquiry Community: Process, Impact and Interferences (0006)

The objective of this paper is to disclose preliminary findings of an ongoing qualitative research conducted to explore teacher learning in an inquiry community.

The research conforms to current approaches towards teacher professional development which posit that effective teacher learning requires a collaborative effort that promotes inquiry and reflection (Clark & Florio-Ruane, 2001; Borko, 2004). Adopting a case study approach, this research is situated within a context of a teacher inquiry community set within a private educational institution in Malaysia. It is shaped by the conception that learning is a socially-constructed process and is situated within a setting that is governed by interactions, tools and context of learning (Brown, Collins & Duguid, 1989). It is also shaped by the conception that learning occurs when teachers problematise, inquire and reflect on their teaching practice and question their assumptions about teaching and learning (Cochran-smith and Lytle, 2001).

Data is collected through participant observation, audio-recorded interactions; in-depth and focused interviews; analysis of documents that surface during the teacher inquiry meeting (students' work samples and prompt for assignments/ assessment) and qualitative questionnaires. Eight language teachers from various programmes are taking part in this research.

Preliminary analysis of data reveals that teachers would go through cycles of inquiries and individual and group reflection during each inquiry community meeting. Data analysis also reveals that learning took place within these cycles and resulted in the acquisition of new knowledge and skills and changes in teachers' perspectives. Individual teachers reported an increase in awareness of the complex symbiotic relationships between the students and teacher and teaching and learning in the classroom, changes in perception towards problematic students and new ways of promoting critical thinking in the classroom. Analysis of data also reveals evidence of transfer of knowledge and skills into practice. There were a number of interferences identified that influence the learning process within the community and the transfer of knowledge or skills to practice and these interferences could source from the organisation, the community, individual members and the instructional problems raised during the inquiry community meetings.

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Duers Lorraine [1]   **Programme number: D2.10**

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"To see oursel's as ithers see us!" - An exploration of student nurses conceptions and implementation of peer-review and self-assessment. (0012)

Purpose
There is a growing body of compelling research evidence (Nicol, 2010; Sadler, 2010; Boud, 2007) that peer-review can potentially influence the development of professional self-regulation. As a dimension of the conference research strand 'The student experience and evolving identities of students', this presentation will report on the initial stages of an EdD research study exploring student nurses (n=18) conceptions and implementation of peer-review and self-assessment.

The session objectives are:
1 – Disseminate emerging data from this investigation
2 - Stimulate interest and debate of salient topic issues within the educational and nursing communities
3 - Invite questions to guide the progress of the EdD study.

Nature of the research
Empirical research, with initial pilot study completed, by the time of the presentation.

Research aims
To explore student nurses conceptualisation of the purpose and value of peer-review and self-assessment and their understanding of good peer-review and good self-assessment.
To explore if student nurses implementation of peer-review and self-assessment reflects their conceptualisation of its purpose and value.

Research questions
What do student nurses think that the purpose of peer-review is?
What do student nurses think that the purpose of self-assessment is?
What do student nurses think good peer-review is?
What do student nurses think good self-assessment is?
How do student nurses think that their implementation of peer-review and self-assessment reflects their conceptions of its purpose and value?

Sample
Purposive sampling will be utilised to select student nurses from 1st year (n=6), 2nd year (n= 6) and 3rd year (n=6). Sample size (n=18).

Methods/ Data collection 3 main stages
Focus group discussion/ Conceptualisation
Practical tasks - observed and video recorded/ Implementation
Individual interview/ Consolidation

Data analysis
Reduction; identification of key findings; generating accounts of data - through using codes, concepts, categories, connections and conclusions.

Key argument, findings, implications and/or conclusions to be presented
Report on initial emerging data.

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University of Huddersfield, UK

Good practiice and professional identity in early years practitioners (0026)

Early years practitioners in leading roles are having previously conceived notions of their role simply as safe carers of young children re-defined, and are now expected to be qualified to higher levels and demonstrate skills of reflection and self-evaluation in order to model good practice to their colleagues (CWDC, 2008). Reflection, in its many definitions (Moon, 1999, Jaworski, 1993, Dewey, 1991, Russell, 2005, Boud et al. 1985) seems to rely fundamentally on the practitioner having a clear vision of what practice should be (Johns, 2004), to be able to measure their own actions and beliefs against, in other words, a strong understanding of their own professional identity. This presents the challenge to students and their mentors of understanding how good practice is defined, i.e. how their professional identify should be framed and by whom.

This investigation considers how practitioners (experienced and inexperienced) define good practice, and what influences or shapes this conceptualisation. Voice Centred Relational Method (Mauthner and Doucet, 1998) analysis of semi-structured interviews with 7 informants has identified how good practice is defined, and how these informants evaluate and judge their own professional practice. The data from the interviews has been read and re-read to draw out the personal voice of the informants, and linked to Johns (2004) work on voice and forms of knowing. This analysis has identified that informants view 'good practice' as a somewhat impersonal entity, discussed in terms of "you" and "they" rather than "I", and the good practice it encapsulates is very much of the nature of "received knowing" (Johns, 2004, p.10). However when discussing their own practice, informants used the voice of "I", and expressed their judgements and opinions in the more agentic terms of "procedural knowing" (Johns, 2004, p.11), indicating greater personal ownership of their judgements and their practice. Overall it would seem that these practitioners and students see good practice as some kind of abstract goal, validated by external authority, and their own practice as something within their personal control and for which they must take personal responsibility.

By supporting students to develop "constructed knowing" (Johns, 2004, p.11), reflection will become a more empowering process for these practitioners and their concepts of good practice will offer a clearer definition of their professional identity.

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Lost in space; fostering a Public Health professional identity within a Common First Year curriculum design. (0042)

1. The presentation explores the difficulty of fostering a community of public health professionals under a common first year structure and considers the ways in which a professional identity might be created among this cohort.

2. Reporting on completed empirical research

3. Questionnaire with qualitative statements from 333 first year undergraduate students

4. University is the ideal environment to socialise new members into a disciplinary community, giving future practitioners a sense of belonging and attachment to the disciplines' principles and practices. Typically students enter undergraduate courses with some sense of professional identity as a future member of a profession. This identification may be strong for some of the health fields, like physiotherapy, but less so for others (Adams, et al. 2006). Public Health is a lesser known field for first year undergraduates, perhaps because the Public Health workforce tends to operate in a wide range of contexts and often come from an interdisciplinary background such as science, humanities, and arts fields (Fleming et al, 2009). Comparatively little attention has been paid in Australia to what exactly a public health professional is and what competencies are required (Bennett et al, 2010). Undergraduate university courses in Public Health tend to be interdisciplinary, seeking to prepare students to work in diverse settings and positions (Fleming et al, 2009). A strong professional identity is vital to this future Public Health workforce.

In 2009, La Trobe University instituted a Common First Year (CFY) intended to give all health students a broad background for their studies. In practice, even those who started with an interest in public health had this interest diluted through the CFY process. Despite declaring a keen interest in public health, many students expressed the desire to transfer to another course. It is hypothesized that this cohort became influenced by students in other courses who possess a strong professional identity, especially as this attitude was associated with courses which were more difficult to get into than the low enterance score, public health stream.

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Gibbs Alexis
University of Stirling, UK

An academic community? Creating a (linguistic) space for higher education development (0055)

In the tradition of the European university, the academic has always had a role in both the intellectual and self-development of his or her students. The globalisation agenda in higher education, as described by Biesta (2011), has seen "shifts that are not simply financial but also ideological." These shifts include understanding the role of the higher education institution as an engine for economic growth, placing new demands on the academic community. Altbach (2010) has cited some consequences of the economic imperative in higher education development as being: increased privatisation (often leading to a decline in research activity), greater customer satisfaction on the part of students within a 'knowledge economy', and administrative pressures of standardisation, league tables, etc. In non-Euro-American countries, academic freedom often has to contend with censorship, political subjection, conflict and intervention by international development organisations. Faced with ongoing domestic crises, an international academic community is hard to sustain, and yet a responsibility towards maintaining an open dialogue with other academics might be a crucial point of resistance to the hegemonic discourse of global higher education.

This paper takes a theoretical viewpoint on the relation between responsibility and academic freedom in the context of globalised higher education. Through an analysis of policy documents from key international organisations such as the World Bank and the OECD I will look first at how the drive for economic growth has become a key imperative in higher education policy and development. I then show, through contrasting long-established university traditions (US, UK) with those in transition (Iraq, Uganda), how this drive has radically affected the role of the academic. I do this against the background of 'traditional' theories of the university that have their origin in the Western world. Against this background I then develop an argument for a different understanding of internationalisation of higher education, focusing on the responsibility among academics to invite dialogue as a community transcends the economic growth imperative, creating the space for critical thinking and development. I argue that this needs to be seen as a responsibility towards each other in the academic community, and a responsibility to always be asking who, or what we are responsible for. As Derrida (1992) has put it: "If there is a university responsibility, it at least begins with a moment when a need to hear these questions, to take them upon oneself and respond, is imposed. This imperative for responding is the initial form and minimal requirement of responsibility."

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Logomachia : The Conflict of the Faculties (1992). In Rand R. (Ed.) Lincoln ; London: University of Nebraska Press.

'Tertiary Education for the Knowledge Society' (2008). OECD. (www.oecd.org/dataoecd/59/19/41314497.pdf)

Gordon Imogen   **Programme number: B2.6**
Coventry University, UK

Hearing Voices: Students' Views of Podcast Feedback On Summative Assessment (0031)

Purpose of the Presentation:
The presentation will share the background and findings from this research which explored students' perspectives of Podcast Assessment Feedback (PAF) on summative assessment.

Nature of the Research
Higher education continues to address the quality of teaching and learning to ensure the currency and efficacy of its processes. Set against the results of national student surveys, feedback is consistently identified by students as an area for development (Surridge 2006; Guardian 2009). In view of this, the growing use of podcasting in teaching and increasing application in formative feedback, this study explored the potential of podcasting as a tool for more efficacious feedback on summative assessment, seeking students' perspectives to facilitate this.

Research Method
The research involved collaboration with students and held the potential for change, therefore participatory action research methods were adopted with 8 interviews being conducted. The findings aimed to establish the efficacy of PAF and inform future practice.

Key argument, findings and implications
Podcasting is a relatively new but rapidly growing tool within education with students finding it tremendously useful, holding the potential to add quality to learning (Johnes 2005).In this study PAF was viewed very positively, seen to be significantly better than written feedback. Students particularly noted its clarity and ability to translate meaning, commenting that attention and retention were also greatly enhanced. Students reported that PAF was extremely useful in 'feed forward' (Hounsell 2008), informing future studies and practice. Students desired this from feedback but, until PAF, this had not been realised. Students were engaged by PAF feeling that more individual attention was given to their work, something not generally felt before. Whilst one student found PAF too personal, she recognised its value, recommending its ongoing use, however her response did raise aspects for consideration.

Graham Carroll   **Programme number: D3.12**
University of Technology, Sydney, Australia

Professional staff: changing spaces, changing roles (0050)

Staff are a university's key resource. To date, research has concentrated on the contribution of academic staff, and has largely overlooked the crucial role of professional staff. In both Australia and the UK, professional staff comprise more than half the higher education workforce, and a more rigorous understanding is needed of the contribution that professional staff make towards the strategic goals of their institutions. This paper will explore the work of professional staff, focussing on the contributions that this group of staff makes to creating and maintaining learning spaces, both physical and virtual. It will add to the growing discourse by professional staff themselves about their professional practices and their identities (for example, in Australia: Conway 2000; Graham 2009; Szekeres 2004). Such practitioner literature sheds light on, and illustrates, the new professional identities described by Whitchurch (e.g. 2009). In doing so, it reveals implications for universities of the blurring of traditional roles between academic and professional staff.

This research is part of ongoing doctoral research into the work of professional staff at one Australian university. Following a preliminary framing study (Graham 2010), a case study is being undertaken using semi-structured interviews with a range of professional staff. Emerging from these interviews, which actively engage professional staff, is a conceptualisation of the work of professional staff in relation to student outcomes, from the perspective of professional staff themselves. In particular, this paper will present the contributions that professional staff at this Australian university make to the design, development and maintenance of physical and virtual learning spaces. This research is illuminating the working lives of professional staff, the changing and increasing complexity of their roles, and the contributions professional staff make to their institution's student outcomes.

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Szekeres, J. 2004, 'The invisible workers', Journal of Higher Education Policy and Management, vol.26, no.1, pp.7-22.

Whitchurch, C. 2009, 'The rise of the blended professional in higher education: a comparison between the United Kingdom, Australia and the United States', Higher Education, vol.58, no.3, pp. 407-418.

Groves Michelle   **Programme number: F2.17**
Royal Academy of Dance, UK

Education or Training? The position of dance as an academic discipline in higher education. (0048)

This paper explores some of the tensions which exist in determining dance as an academic discipline within higher education, juxtaposed against notions of dance as vocational training. Barnett (2007) argues that the study of any discipline should go beyond the acquisition of knowledge, understanding and skills required for employment by developing the 'educational being'. However, the technical skill set required for the performance of dance is underpinned by rigorous physical training which does not necessarily venture beyond a 'drill and skill' approach. Given these two positions, and drawing upon Winchester's proposal (1986) that disciplines are primarily 'showable' or 'sayable', this paper seeks to distinguish the characteristics which underpin dance as a discipline which is both 'showable' and 'sayable', thus providing a justification of its worthiness as a participant in the academe. Research for this paper was gathered from an extensive literature review and discussion with various stakeholders in preparation for the writing of a distance learning degree module Dance in Higher Education. Drawing specifically on research undertaken by Burns (2007), which examined entrepreneurship and professional practice of dance in higher education, and through my own investigative research, it became apparent that the study of dance in higher education finds itself 'dancing' to the tune of a multiplicity of different task masters. On the one hand, the richness of dance enables the discipline to be studied from a range of interdisciplinary perspectives, much in the same way as music and drama. On the other hand, professional expectations are such that dance graduates seeking employment as dancers, choreographers or teachers are required to have high levels of technical skill and entrepreneurial endeavour in order to compete with dance graduates from conservatoires and specialist vocational training schools. The paper concludes that against the tide of funding cuts in the arts and humanities, dance as an academic discipline in higher education will be required to deconstruct and reformulate its identity, in conjunction with safeguarding academic integrity, if it is to maintain the position which it currently holds. The paper also proposes that the challenges to be addressed by dance will be similar to those challenges faced by other academic disciplines which, by their very nature, are both 'showable' and 'sayable'.

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Winchester, I. (1986) On disciplines. Interchange. 17(2), pp. 178 – 185.

Gunn Andrew [1,2]   **Programme number: C3.7**
Graves Sarah [3]
[1]University of Leeds, UK, [2]University of Auckland, New Zealand, [3]University of Glamorgan, UK

Seeking synergies: Examining the future of lifelong learning in Wales through a policy lens. (0062)

This paper explores the experiences of collaborative working from the perspective of early-career researchers while offering a critique of lifelong learning in an educational policy context. The SRHE Newer Researcher's Network is designed to connect developing scholars and foster the growth of research capacity. The promotion of cross-disciplinary and cross-institutional collaboration represents a strong thrust within research funding communities. In light of this, this paper reports on both the experience of such joint working from the perspective of two newer researchers and combines data from documentary analysis and interviews with adult learners to present the outcome of this collaboration from their own disciplinary perspectives.

The benefits of lifelong learning have been widely published and include the economic, social and personal advantages individuals can acquire. Feinstein et al. (2008) write on the wider benefits of learning which include improved healthy living and increased civic participation. However, there are potential barriers to participation in adult education including: negative school experiences; lack of confidence, time, money, childcare, transport and daytime opportunities; and education perceived as being irrelevant. Selwyn and Gorard (2002) write on the barriers to creating 'a learning society' by highlighting the work of Harrison which identifies three determinants of adult participation: situational (associated with lifestyle); institutional (the availability of opportunities); and, dispositional (the perceptions of the learner).

Public policy in Wales has addressed the issue of lifelong learning which can be evidenced in the recent document For Our Future and initiatives such as the Universities Heads of the Valleys Institute. Devolution has redefined the way in which different communities interact with and within higher education. A distinctive Welsh policy context and a changing funding regime of higher education impact widely on such communities. These processes shape the opportunities and transformative potential of higher education and may contribute towards an agenda for the future purpose and role of universities in effecting positive social, economic, intellectual development in Wales.

This presentation provides an analysis of lifelong learning choices and decision-making with a consideration of the policy environment. It explores the extent to which current policy in Wales is responsive to the learner context in Wales. Specifically it examines the potential challenges associated with the implementation of lifelong learning activities. These include changes in policy from the Welsh Assembly Government and reductions in public spending.

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Reynolds, D. (2008) New Labour, education and Wales: the devolution decade, Oxford Review of Education, Vol.34, No.6, pp.753-765.
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Welsh Assembly Government (2011) For Our Future - The 21st Century Higher Education Strategy.
http://wales.gov.uk/docs/dcells/publications/091214hestrategyen.pdf

Hardy Alison   **Programme number: E1.14**
Lawe Beverely, Davies Sarah, Boyd Paul, Tinney Jamie
Nottingham Trent University, UK

A framework for undergraduate secondary teacher training (0030)

The purpose of the poster is to present a conceptual framework for delivering secondary design and technology teacher training developed from an interpretation of ideas and principles from relevant fields of enquiry.

Nature of the research being presented:
The research presented will be a conceptual framework which has been used to develop a new approach for undergraduate secondary teacher training. This framework has formed the basis of a re-validated programme which is delivered for the first time from September 2011. The framework is the key part of the underpinning philosophy of the programme and the starting point for our reflections as we planned the delivery of the programme.

Some of the ideas and principles leading to the framework:
External factors:
1. The coalition government has just held the first phase of a curriculum review questioning the public's opinion on whether Design and Technology(D&T), amongst other subjects, should remain as a compulsory subject in the first three years of secondary school, i.e. key stage 3 (KS3).
2. A new manifesto for D&T has been written by the Design and Technology Association (2011), which highlighted the importance and value of the subject along with recommendations for method of delivery in schools and modernising the skills, knowledge and understanding taught in schools.
3. The role of universities in Initial Teacher Training (ITT) following Department of Education reviews.
Internal factors:
1. University strategic plan with a focus on e-learning.
2. New team of lecturers, teacher educators, with recent experience of teaching D&T in schools.
A key principle for the lecturers was that as teacher educators they want to be 'good models of the kind of teaching they are trying to promote' (Swennen et al, 2008).
The poster will include details of how we have aligned module objectives, teaching and learning activities and assessment methods within the framework based on the fields of inquiry.

Key argument and conclusions to be presented:
At the time of the conference we will have begun testing the conceptual framework of the programme.
The framework will be used to discuss and present our approach to D&T in schools and ITT in universities. The poster presentation will show how we have consolidated our approach and in its conclusion it may also show that there are limitations to the approach and how this may be considered for the development of the framework.

References
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Harvey Lou   **Programme number: B1.5**
University of Manchester, UK

Critical English for Academic Purposes: Creating connection and community (0015)

Purpose and nature of work:

This presentation is based on my research into English-language learners' motivation and teachers' perceptions of their learners' motivation (Harvey 2010). In this work, and through my continuing doctoral research, I am developing an understanding of English-language learning motivation as inextricably linked to imagination, identity and participation. My aim in this presentation is to explore the implications of such an understanding for the teaching of English for Academic Purposes (EAP) and for the participation of international students in the UK university system. I will review my own completed study and the English for Academic Purposes (EAP) literature to demonstrate that critical EAP (Benesch 2009) may offer an educational space for recognising these implications.

Key argument:

International students now comprise a significant proportion of the UK university population. However, increasingly commodified education may mean that students absorb the 'exchange value' of the outcome of learning rather than the 'use value' of increasing participation (Lave and Wenger 1991), potentially leading to demotivation. Critical EAP may provide a space in which ways to address demotivation can be negotiated, enabling international students to become more engaged with navigating their role in the world as English speakers (Morgan 2009). Through engagement with critical EAP, students may come to understand communicating in a multicultural environment as a norm of the global culture to which they belong, and thus more readily connect with students from both 'native' and 'non-native' speaking backgrounds.

Implications and conclusions:

In beginning to deconstruct the privilege of 'native speaker' interaction, opportunities for participation and inclusion may open up, and integration may be understood as reciprocal. This has the potential to transform the student experience not only for international students, but for all students, as participants in a variety of real and imagined communities both locally and globally.

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Benesch, S. (2009). Theorizing and practising critical English for academic purposes. Journal of English for Academic Purposes 8 (2), 81-85.

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Lave, J. & Wenger, E. (1991). Situated learning: Legitimate peripheral participation. Cambrige: Cambridge University Press.

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Using online qualitative methods to explore how graduate experience of the labour market might inform the higher education employability agenda (0059)

Earlier this year we launched an online survey inviting graduates to share their experiences of securing and maintaining employment. This poster presents preliminary findings from the survey and considers implications for the higher education employability agenda. Researchers will reflect on the experience of using online methods to generate qualitative data about labour market experience. The poster will also outline how the project might develop in the future.

The concept of employability is widely contested, yet higher education institutions are expected to take practical steps to improve the employability of their students. Policymakers and employers use the term employability to refer to an individual's skills and ability to enter employment, but broader definitions describe employability as the ability to move self-sufficiently within the labour market, securing employment, developing skills and proactively managing a career (McQuaid and Lindsay, 2005; Bridgstock, 2009).

The online survey is the first in a series of projects exploring how graduates succeed in negotiating the graduate labour market. Preliminary findings suggest that graduates who successfully secured fulfilling work were skilled at managing their own careers, proactive in securing employment and progression opportunities, capable of identifying and remedying gaps in their knowledge and experience, and prepared to adapt to changing conditions in the labour market.

The higher education employability agenda requires universities to demonstrate how degree courses lead to successful short-term employment outcomes, but researchers have questioned the value of initiatives which seek to develop skills that are best acquired in employment (Mason et al, 2009). Our findings suggest that universities should embrace a broader definition of employability when considering how best to prepare their students for employment.

The survey included a number of closed questions, but we were primarily interested in the qualitative data generated by the open questions. An online survey method enabled us to collect a large number of individual stories and gave participants control over their narrative, but it also meant that the stories were short and that researchers were unable to ask follow-up questions to probe the observations further. However, we were surprised by the detail participants provided, and feedback suggested that working through the questions prompted graduates to think more critically about their own experience.

In the future we plan to conduct further qualitative research to explore in more detail how graduates secure and maintain employment.

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Seeking researcher identity through the co-construction and representation of young people's narratives of identity (0044)

'Clearly the self is actively narrated, dynamically accomplished as narrative practice provides the ever-developing stories that constitute our selves' (Holstein and Gubrium, 2000: 124)

This paper draws on my experience of undertaking a narrative inquiry project with young people designated as in need of 'More Choices, More Chances' (Scottish Government, 2006), as part of the Master of Research programme within my employing university. These young people had all experienced significant areas of disadvantage in their lives. Individual interviews and focus groups were conducted. The research question engaged with the concept of 'critical moments' (Henderson et al, 2007), exploring how these may be embedded in the young people's narratives of transition alongside the significance of professional support. Narrative analysis engaged with themes of identity and inclusion.

Within this paper I seek to construct, through exploring the challenges and learning from this project, a coherent identity as 'beginner researcher'. I also aim to interweave this recent 'narrative of self' within my overall narrative across forty years of working life, as social work practitioner, and most recently within higher education as lecturer in child protection/inter-professional practice within Aberdeen University's teacher education department. In interweaving this narrative with those of the young people, a shared story of vulnerability and 'critical moments' - of 'being and becoming, belonging and longing to belong' has emerged (Yuval Davis 2006, 201). These processes are highlighted as similarly evolving, challenging and contextualised, yet holding the potential for coherence, transformation and growth.

In terms of methodology I choose to engage with action research, and its interface with narrative inquiry, recognising the significance of the historical continuity of my personal and professional story. Reflexivity in terms of the ethical dimensions of the project, crucially around the complex nature of researcher/participant relationships, is emphasised. Also foregrounded is the use of visual methods in evoking and representing data. The ethical challenges in constructing my own identity as researcher through representing the young people's stories are also examined. Finally, in suggesting personal and professional values as the unifying thread in my journey towards 'self-as-researcher' I seek to hold to the 'inescapably moral' dimension of previous self-justification (MacClure (1993: 287), i.e. the core beliefs embedded in image of 'self'.

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Widening Participation and Initial Teacher Education in Ireland: Mapping the field (0072)

Purpose:
Utilising Bourdieu's field theory (Bourdieu & Wacquant, 1992), this paper provides an insight into the process of 'field mapping', together with some preliminary findings from the mapping of the field of initial teacher education (ITE) which is being undertaken as a component of the empirical work for my Ed. D. thesis. The study seeks to understand the perceptions and experiences of non-traditional entry-route students in undergraduate ITE programmes in the Republic of Ireland.

Background:
I begin by explaining why, in adopting a Bourdieusian approach, 'mapping the field' is a necessary and relevant part of a research process in which qualitative interviewing is also employed in order to understand the habitus, capitals and field experiences of non-traditional students. These students have gained entry into a highly selective, highly competitive (Mooney et al., 2010) and middle-class field as a result of widening participation (WP) initiatives. The mapping process will serve to connect the field (of ITE) with other fields, and field with habitus, as suggested by Bourdieu (Grenfell, 2008).

Overview:
Drawing on Bourdieu's field theory, and expanding on the work of Grenfell (1996) and Thomson (2000), I situate ITE as both a 'sub-field' and a 'dual-field' at the intersection of two larger fields of practice: those of higher education (HE) and the teaching profession (TP). Considering ITE simultaneously from a sub-field dual-field perspective, I examine how ITE is constructed and regulated and how, as a field, it is influenced by cross-field policy effects. Given the focus of the study, this necessitates a specific mapping of the field with regard to WP policy and practice. This mapping illuminates the extent to which WP has impacted structurally on the field of ITE, the preliminary analysis of which will be presented and discussed.

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Rreducing attrition among women in science, engineering and mathematics professions through positive intervention. (0068)

Purpose and nature of the research

Attrition among women in science, engineering and mathematics (SEM) has become a seemingly intractable problem worldwide since sociologist Alice S. Rossi first posed the question "Women in science: why so few?" (Rossi, 1965). This presentation will outline a project exploring:

• the factors which contribute to the resilience of women employed in science, engineering and mathematics (SEM) to enable them to remain in these occupations in the face of documented difficulties (Greenfield, Peters, Lane, Rees & Samuels, 2002; Huyer, 2002; Seymour, 1995).

• the impact of employment microclimate (privately owned companies, corporations, government organisations, universities as well as discipline strands with broad fields) on resilience.

• the types of intervention that would encourage women to remain in the SEM professions.

The broad aims of this project are to construct a nuanced picture of the career plans and frustrations of women in SEM to facilitate the development of effective support programs to reduce attrition and avoid critical skills shortages.

This poster represents the conceptual framework for the project. It builds on the investigation of women's experiences across the range of SEM professions undertaken by Hewlett, Luce, Servon, Sherbin, Schiller, Sosnovitch & Sumberg (2002) in an Australian context. The literature review has been completed and I am designing an initial pilot study.

Methodology

Quantitative and qualitative data will be collected by means of a survey. In order to collect data from a large group of potential respondents who are distributed over a wide geographic area, this project will use LimeSurvey, an open source online survey application based on a MySQL, or MSSQLdatabase. The survey will be publicised through professional associations for women in SEM;

Key Arguments

Hewlett et. al (2002) postulated that there are turning points in women's careers that lead to attrition. Identifying them will allow policymakers to intervene before they occur and reduce attrition.

Greenfield, S., Peters, J., Lane, N. Rees, T. & Samuels, G. (2002). SET fair. A report on women in science, engineering and technology from the Baroness Greenfield CBE to the Secretary of Trade and Industry. London: Department of Trade and Industry.

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A Sociology of education account of curriculum development in a Department of Graphic Design (0071)

This paper reports on on-going research on the development of a new degree programme in Communication Design offered in the Department of Graphic Design (GD) in a comprehensive university in South Africa. Prior to 2010 all programmes offered in the department were vocational qualifications offered at the diploma level. In developing the new degree curriculum staff needed to engage in discussion and debate over what counts as academic knowledge in Communication Design and how this should be represented in the curriculum. Thus this study will address the empirical questions of what knowledge is valued and developed in the curriculum and what kinds of student identities are promoted by this. By addressing these questions the paper will develop an understanding of the ways in which academic staff as recontextualising agents identify what constitutes knowledge in GD and provide some insight into how this knowledge legitimates GD as an academic discipline with a sound disciplinary knowledge base. In order to address these questions a case study was conducted. Initial data was collected during departmental curriculum workshops facilitated by the author on the implementation of the university's teaching and learning strategy which is based on the 'learning to be philosophy'. This was supplemented by a study of curriculum documentation, questionnaires, further workshops and interviews. The paper draws on Bernstein's (2000) sociology of education and his theory of the pedagogic device as well as on the work of those who developed his theory further to include the concept of epistemic device and legitimation codes (Maton, 2007; Muller, 2008; Young, 2008). The findings, albeit tentative, indicate that knowledge in Graphic Design is horizontally structured and has weak specialization which could be as a result of the relative immaturity of the discipline in its current form. Knowledge claims are legitimated by strong social relations with weaker epistemic relations. Staff and student identities are not strongly linked to the discipline and tend to be fragmented. This study contributes to a steadily growing body of research on knowledge and curriculum in higher education.

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Emergent Research in an Interdisciplinary Context. (0047)

This paper details the continuing journey of an interdisciplinary relationship between the Principal Educational Psychologist for a Local Authority and the postgraduate Chartered Teacher Programme Director who is also a tutor for the BEd undergraduate programme in a Scottish University School of Education. The relationship was created to support pedagogical classroom practice in the Primary sector through creating new intellectual spaces for learning, teaching and research. This symbiosis offers the opportunity to examine teaching approaches from two different but interconnected perspectives.

This evolved into working with a school which already had an established relationship with an educational psychologist and discussions took place exploring common areas of interest as to what would be most significant to classroom practice. Some informal research was carried out but it was subsequently recognised that it would be more pertinent to work with the Teaching and Learning community formed through the Tapestry organisation to support improving classroom practice in the areas of assessment and peer support. The focus here is on the process of the research journey and how to establish a community that is sustainable and of merit to the participants. The literature being engaged with examines the establishment of communities of practice, the pragmatics and how this can be examined within a narrative paradigm. This approach has been adopted in order to detail the complex nature of the emergent research as to the viability and improvement of the relationship between educational psychology, the university and pedagogical approaches within the school environment which has been seen as somewhat distanced in recent years.

The educational psychology perspective will focus on how certain practices adopted in the classroom affect pupil engagement and how this information can be harnessed to improve attainment whilst the university viewpoint will examine how the group operates as a community of practice, the support mechanisms employed and the perceptions of the positive and negative aspects of its usefulness. The intention is to allow participants to tell the story of their experiences of the community and any pedagogical approaches they implement. These will be drawn from field notes, semi-structured interviews and responses within informal discussions between the researchers and the participants. The teaching and learning community have intimated a wish to begin with an exploration of peer observation.

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Graffiti on the Blackboard©: Exploring defiance, criticality and creativity within online learning spaces. (0064)

Purpose

At a fundamental level, this paper is an attempt to define a set of conceptual and philosophical heuristics to guide action research into the critical-pedagogical nuances of designing learning environments mediated via networked, 'social' new media, specifically within the context of meaningful learner defiance. That is, in our efforts to encode collaborative knowledge production and its associated user behaviors onto the networked new media space, can and should these virtual topologies expose frameworks and components that could allow for their own deep and significant reprogramming and re-tasking and what might these frameworks and components look like?

Rationale

Newman (2006) has outlined how, in certain contemporary contexts, the transfer of deep pedagogical control within the learning environment can be central to the most appropriate types of learning. Given the evolution of the social-network self, the proliferation of online learning in higher education and the emergence within higher education of broadly diverging views on academic obligations, freedoms and the associated roles for rigorous research in public policy and the marketplace, this action research will address the question; How relevant is the concept of defiance to the responsible practice of the contemporary critical educator/technologist in this networked digital media age?

Objectives

Currently, the most pervasive and best articulated metaphors employed for collaborative and iterative knowledge wrangling online invariably struggle to provide a broadly useful toolkit for technologists, participants and educators (Kanuka, 2006) and are time consuming and costly to make authentically responsive and dynamic for the learner (Ryman, Burrell, Hardham, Richardson and Ross 2010).
This research project will explore the concept of game modding as an alternate way to perceive our interface with networked learning. Game modding hinges on the original game engineer's ability to make low-level computational constructs (informational and functional) modular and safely accessible to the hobbyist. Secondarily, an integrated environment for developing and managing game constructs compliments this modularity by essentially supplying the hobbyist with the tools to build the tools to play the game differently.
This paper draws broadly from the recent literature to build a comprehensive philosophical and conceptual foundation upon which to design, construct and evaluate the appropriate action research, exploring the facilitation of new modes of creative and meaningful defiance in online learning.

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Higher Education as Empowerment Tool – A Case of National Open University of Nigeria (NOUN) (0046)

According to Cortese (2010), at colleges and universities, tomorrow's business leaders, architects, product designers, policy-makers, schoolteachers, economists, etc. learn about how the world works and how things get done. All over the world today, Higher Education has always been used to empower a nation's citizens economically, socially and psychosomatically to face developmental challenges of such a nation. In some developed economies, the rate of literacy is usually higher than that of illiteracy, but the same may not be true for the developing economies especially in Africa. In other words, the literacy rate of a country may be said to have direct correlation to the country's development.

Nigeria, the most populous black nation in the world with a population figure of over 160 million people has just approximately 100 universities. Some of these universities are yet to take off. This year (2011), the Joint Admission and Matriculation Board (JAMB), the body responsible for conducting examination for admission into tertiary institutions in Nigeria recorded that a total of 1,493,604 candidates sat for the Unified Tertiary Matriculation Examination (UTME) seeking for admission into the 500, 000 available spaces (Ochayi, 2011). This has shown that the number of tertiary institutions in the country is grossly inadequate. In order to tackle the problem of not meeting the demands for higher education in the country, NOUN was established in 2002 with Lagos Study Centre. Presently, NOUN has a Study Centre in every state of the federation including Federal Capital territory, Abuja. NOUN has an e-Library established to support teaching, learning, research etc activities of the university. Its major aim is to facilitate access to scholarly information resources (National Open University of Nigeria, 2007).

This study will appraise the role NOUN has played in empowering the citizens of Nigeria economically and academically and thereby suggest ways in which NOUN can render quality services to Nigerian students and reach out to larger population in a bid to justify the mission for which it was established. In order to achieve this, the author intends to administer questionnaires to some randomly selected graduates and undergraduate of NOUN to arrive at accurate conclusion about the role of NOUN in empowering Nigerians on their economic and academic pursuits since inception.

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Widening participation in higher education for disabled people in Nigeria: assessing the contributions of distance learning (0065)

Widening participation in higher education for diverse groups is often stated as a priority for both developed and developing countries. According to UNESCO (2010), developing countries like Nigeria have a significant proportion of the underrepresented groups in higher education globally. Disabled people, women and members of linguistic /ethnic minority groups are among the underrepresented. These underrepresented groups have been variously labelled as marginalised and/or disadvantaged within the national education policy in Nigeria (Worldbank 2000, UNESCO 2010). Consequently, a variety of approaches were identified to increase their participation in higher education. Open and distance learning is the most prominent strategy that government has embraced to increase access and widen participation of the disadvantaged groups. However despite these policy initiatives, disabled learners remain underrepresented in higher education through open and distance learning does (Akpan and Akinboade 2009).

In this paper I seek to examine the contribution of open and distance learning approach, provided by the National Open University of Nigeria, in promoting participation of disabled people in higher education. Two main questions will be addressed in the paper: (1) Is the underrepresentation of disabled people in higher education in Nigeria due to weaknesses or inadequacies in the education policy? (2) Can open and distance learning really increase the participation of disabled people to higher education in Nigeria? In addressing these questions, I examine the challenges facing learners with disability in terms of participation in higher education. I also analyse how the notions of disadvantage and disability are mediated in policy both internationally and in the Nigerian context.

In addition theoretical perspectives associated with educational disadvantage, especially as it relates to disabled persons, are examined. Pierre Bourdieu's concepts of field, capital and habitus and Len Barton's sociology of disability are used to examine the experiences of disabled in higher education.
The literature review will uncover several key characteristics of disabled learners in higher education found in policy documents and research literature (Richardson 2010). Using these characteristics as a background, I then highlight the benefits and limitations of distance learning for widening participation of disabled persons in Nigerian higher education. In conclusion, I emphasise the need for critical analysis of the lived experiences of disabled persons themselves in developing strategies and initiatives for increasing their participation in higher education. It is emphasised that distance learning should be introduced for increasing participation only where it is acceptable to disabled persons.

Transition from Higher Education to Work: How does Higher Education prepare graduates for employment? (0069)

The role of Higher Education in preparing students for future work has been an area of contention which is important to debate at a time when the sector is considering the impact of changes introduced by the new coalition government's White Paper Higher Education: Students at the Heart of the System (DBIS, 2011). This poster explores the role higher education plays in preparing students for their future employment by providing a discussion of the findings from a review of the relevant literature. The need to improve the UK's capacity to "compete in the global 'knowledge economy'" has led to an assumption that more graduates would be needed to take on highly skilled roles (Elias and Purcell, 2003:23). Successive UK governments have driven the expansion of higher education from an elite to mass education system on both economic grounds as well as a move towards social inclusion (Wilton, 2011). Higher education institutions have been under pressure to contribute to the employability of their students by equipping them with more than academic skills (Mason et al., 2009:1). The contribution of Higher Education in preparing students for future work is of international concern according to Knight and Yorke (2004). However, they argue that "employability, understood as suitability for graduate employment, is clearly not the same as graduate employment rates" (2004:9). There are no guarantees that employability will lead to a graduate job but it may "improve graduates' chances" (Knight and Yorke, 2004:10).

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Pooley Alison [1,2]

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Transforming futures : re-linking research and teaching for positive environmental change (0056)

Nature of the presentation:
Interrogating the role higher education plays in inspiring and transforming learning for environmental change engages us in a debate rooted in environmental and social movements of the mid 1960's, movements concerned with equity, preservation of the world and its resources; acknowledging our place within that system rather than without it (Freire [1974] 2008, p. 3). This presentation discusses ongoing PhD research exploring environmental responsibility(1) within built environment professions and explores how this links to and influences teaching in related disciplines.

Nature of the research:
Institutions are increasingly encouraged to focus on developing 'sustainability literacy' in students; to 'green' the campus and the curriculum. Exploring relationships between learning, environmental responsibility and professional practice gives an insight into learning outside of formal education, potentially informing strategies for higher education (Delamont, Atkinson et al. 2010). This research is based on narratives derived from in-depth interviews with those who are pushing environmental issues forward within the industry; challenging existing norms, values, tradition and routine, effecting both social and environmental change (Fenwick 2008).

Reflections:
As the work is ongoing this presentation reflects on key data from one emergent area; the emphasis on learning by doing and seeing the importance of what you do. There is an argument to distinguish information from transformation however many of the narratives reveal how experiential learning transformed thinking and practice.

One of the challenges this research poses is how we translate stories of learning from the professions into strategies in higher education so we can teach, work and create an environment for transformation (Lange 2004), re-linking research and teaching. The presentation reflects on how this might be translated by considering teaching strategies at the Centre for Alternative Technology.

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(1) Defined by the author as being accountable for one's actions that in turn affect the conditions under which life is developed

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Ethical issues in pedagogic research (0024)

This paper explores the ethical issues identified by a research ethics committee (REC) over a three year period. The REC is situated in a university in the north west of England and deals exclusively with proposals for pedagogic research. The purpose of the research was to identify the nature and frequency of ethical concerns expressed by the REC, in order to improve guidance for future applicants.

Whilst the risk to participants in pedagogic research is relatively low, compared to other research using human participants, the literature does highlight a number of specific areas of concern. Brown (2010) highlights the potential for blurring boundaries in pedagogic research, between the teacher as teacher and teacher as researcher, and student as student and student as research participant. These blurred boundaries were often raised in REC meetings as members tried to separate activities that were teacher/student, and those of researcher/participant. Other than the difficulties of researching one's own students, there has been limited research into the precise nature of ethical concerns in pedagogic research. Haggerty (2004) reported the main concerns related to possible harm to participants, complexities surrounding informed consent, and presumptions of anonymity.

Hemmings (2006) cited respect for persons (informed consent), beneficence (benefits of the study), and justice (fair procedures and equality of benefits and burdens) as the chief concerns. Both of these were North American studies and provided a useful comparison with our small scale study in the UK.
The results of this study indicated the most common concern was the lack, or inaccuracy, of the information provided to potential participants by which they were expected to make an informed decision about participation. Other concerns included the potential for bias, the lack of information provided to the REC, the provision for fair access by vulnerable groups and undue influence on voluntary participation.

The paper concludes that the potential risks of practitioners researching their own students are not given due consideration by many applicants. The researchers also conclude that the negative attitude of some practitioners, to gaining ethical approval for pedagogic research, can prevent them from utilising the ethical approval process as a developmental opportunity. Implications for improving the relationship between researchers and RECs are discussed, as is the guidance for applicants.

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New perspectives shaping the Higher Education Curriculum as a space for learning. (0037)

This research is an empirical study exploring how academics make curriculum decisions and their perceptions of the influences that shape their decisions. The aim is to better understand the kinds of curriculum that academics are developing in response to the changing higher education context and how they create new spaces for teaching, learning and research. The study took place in a research-intensive university to provide a context where both teaching and research are significant aspects of academics' work to expose the interactions and tensions between them.

Interviews were held with 22 academics from across a range of disciplines and who were both research active and had demonstrated an active interest in teaching and learning. These academics were selected to represent four disciplinary groups; physics, law, arts and environmental studies; and a fifth cross-disciplinary group who were engaged in innovative approaches. Research participants were asked to reflect on how they went about the design of a specific course, and their perceptions of key influences on their decisions, including research.

This study found that most academics make curriculum decisions guided by broad goals for student learning. Interviewees' learning goals expressed five main themes:
• developing students' understandings of a discipline,
• developing students' skills for thinking, learning and research,
• preparing students for future work or life,
• creating personal and/or social relevance for students, and
• designing an effective learning system.

These goals informed academics' curriculum decisions about the selection and organisation of content, teaching, learning and assessment activities. Academics' educational beliefs and perceptions provided a framework from which it was possible to make sense of their curriculum decisions as coherent patterns linking goals and teaching and learning practices. Toohey (1999) identified similar goals and patterns representing five distinctive curriculum approaches in higher education, as did Eisner & Vallance (1974) in relation to school education. While this indicates that higher education curricula are shaped by enduring beliefs and traditions about education, my study also found that academics are creating new curriculum approaches. Some trends observed in these newer curriculum approaches are:
• integrated approaches to developing disciplinary knowledge and thinking skills,
• active and inquiry-based learning approaches emphasising personal construction of knowledge,
• multiple ways of linking research and teaching, and
• learning contexts that provide personal and social relevance for students.

Case studies are presented to illustrate these newer curriculum approaches showing academics' thinking as they make curriculum decisions.

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A Critical Missing Element? Critical thinking at Rwandan universities and implications for higher education reform (0032)

Research Domain:

The government of Rwanda's national development strategy relies heavily on the strengthening of human capacity through higher education (Republic of Rwanda Ministry of Finance and Economic Planning, 2000). However, despite over fifteen years of support for university development, skilled technical posts in both the public and private sectors continue to be filled by expatriates and Rwandans trained outside the country. Rwanda's universities do not yet seem to be fulfilling the capacity-building function assigned them by the national strategy, posing a critical problem for Rwanda's long-term sustainable development.

To date, studies examining the quality of higher education in Rwanda have focused on economic aspects of quality, such as internal efficiency and sector diversification (Ng'ethe et al, 2008). This approach has ignored the potential role that educational quality might play in the disconnection between the goals and realities of Rwanda's higher education sector.

This study attempts to link ongoing debates about the assessment of educational quality at Western universities to revitalization efforts in Rwanda. Taking critical thinking as its central indicator, the study proposes a mixed-methods approach, incorporating both a quantitative assessment of Rwandan students' ability to demonstrate critical thinking skills and an analysis of quantifiable and non-quantifiable factors that may impact students' ability to demonstrate critical thinking (as suggested by recent work by Arum and Roksa, 2011, and Sobocan et al, 2009). Results are intended to supplement existing revitalization efforts by providing much-needed data on the potential gaps in student learning outcomes at Rwandan universities.

This poster presentation will focus on the initial stages of this ongoing research, highlighting the outcomes of the study pilot and outlining the data collection and analysis techniques slated for completion in 2012. Following the conference theme of "Inspiring Futures", the presentation will highlight the transformative potential of a new agenda for educational research on the future of Rwanda's higher education sector. It will also seek to connect Rwanda's education strategy to wider international debates about the contemporary purpose of a university in the context of the "knowledge economy".

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Effective Learning Spaces in Higher Education: Case Studies (0021)

Purpose of presentation:
To present interim results, invite debate about findings and future direction of research, and establish links to related projects

Nature of research being presented:
Interim results of three case studies

Methodology, approach and sample:
Key points of our methodology and approach are -:
• Ongoing empirical research
• Case study approach
• Initial sample of 6 Higher Education learning spaces
• Combined educational and architectural assessment

We conduct a series of study visits to relevant learning spaces, comprising walk-throughs and semi-structured interviews with users. Data are gathered through observation, photography, sketching and recording of user comments. The data are analysed and evaluated with regards to the impact of space on learning, maintaining a dual and equal focus on the educational and architectural perspective. Findings are presented in a combination of textual and visual formats.

Key argument, findings, implications and/or conclusions:

The interactions between higher education's built environment and the activities of teaching and learning taking place within and around it are not well understood (Temple 2007). The prevalent approaches to post-occupancy evaluation tend to focus on operational and environmental issues (Blyth et al 2007). There is only a limited literature that aims to relate space issues to teaching and learning in higher education.

This study seeks to gain insight into the specific design factors that contribute to the effectiveness of learning spaces in Higher Education. Focusing on recently completed ensembles of space (i.e. at a level between whole campus and individual rooms) and combining architectural and educational analysis, it identifies both the successful design features that support the educational objectives and pinpoints critical issues that may have a negative impact on learning.

The case studies presented are particularly interesting in terms of design for problem-based learning, evolution of the lecture hall, new approaches to academic office landscapes, and creating effective social learning space.

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Stirling Eve

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"We use Facebook to chat in lectures, of course!" Exploring a Facebook Group as a new space transforming Higher Education. (0066)

This paper explores what a Facebook "Group" offers a new undergraduate student in their first year at university. It examines the transition period when the students are, becoming a "fully fledged member of university life" (Palmera et al., 2009).

A Facebook Group is a separate private, members' only space within the interface of the popular social network site Facebook. This site is ubiquitous in many of the lives of undergraduate students (Ipsos MORI, 2008; Kirschner & Karpinski, 2010; Selwyn, 2009). Research in this area shows that Facebook is a key tool in being a student (Selwyn, 2009). Selwyn's (2009) findings were that Facebook forms a vital part of the student life experience "allowing roles to be learnt, values understood" (p.15). Kirschner & Karpinski (2010) findings suggest that "Facebook is not a separate activity" (p.1241) in the lives of the student participants in their research and this embedded nature of the site is a focus of my research.

My research is currently at the analytical stage and this paper develops a theoretical model that draws on the work of Doreen Massey (2005) to situate the empirical findings. I present the argument that Facebook is geographically grounded in the students' lived experiences and that the group has a culture that is both digital and based on "face-to-face" dynamics.

The paper draws on some of the empirical findings from my PhD. The study was a mixed method, multi-sited, connective ethnography (Fields & Kafai, 2009). The year-long ethnography, explored first-year transition to university and followed six participants, through both digital (Facebook) and concrete (meeting face-to-face on campus) environments. The participants were all first year undergraduate students, aged 18-21 at a single UK institution.

I aim to discuss some of the transformational affordances and values a student-led Facebook Group offers student members, such as student autonomy, a backchannel to lectures, a place to learn, peer mentoring, social support and a place for academic procrastination.

Fields, D. & Kafai, Y. (2009) A connective ethnography of peer knowledge sharing and diffusion in a tween virtual world Computer-Supported Collaborative Learning, No. 4, p. 47–68.

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What's a degree worth? Students' attitudes to the value of higher education, in Norway and England. (0017)

Against the background of apparent convergence in European HE systems, approaches to HE funding HE are diverging. At two extremes, England is moving towards steadily higher fees, while Norway is retaining a fee-free system. There has been extensive discussion of the impact of funding systems on students' decisions to attend HE or not, but less on the way policy frameworks, and funding systems shape and how students' build a sense of the value of a degree, and narratives about why attending will be worthwhile.

To address these issues, the paper draws on comparative, qualitative data, from a series of discussion groups with Biology and Economic students in Oslo and London. It also brings together secondary data on policy trends and the measurable financial returns to degrees. It makes use of Ritzer's integrative approach to social analysis. The comparison of qualitative data is aided by a theoretical framework of common HE narratives.

The study reveals striking differences between the national groups, and somewhat less marked contrasts across disciplinary divides. National differences emerge in the varying emphasis placed on the various elements that make up value in a degree, as well as the narratives and metaphors students use to explain their views. English students demonstrate a comparatively narrow and instrumental concept of value, focused on the way a degree (regardless of subject area) provides competitive advantage in the labour market and with little sense of wider public value linked to HE. Norwegian students see employability as a benefit, but describe broader aspects of value, particularly those linked to self-development and studying a specific subject they are engaged in. The analysis considers how students' views align with the narratives used to frame national policy for HE funding, as well as trends in the measurable financial returns to education.

The findings suggest that while the popular idea of degrees as a financial investment is widely taken up by students (particularly in England), their explanations of how this value will emerge are closer to screening and sorting theories, than human capital ideas. It raises important questions about how well students' views on the value of their higher education align with policy messages in place, and with likely changes in graduate employment patterns and wage premiums in the coming years. It suggests that it is vital that HE funding policies are established, and presented, to take account of the impact they have on the way students make sense of the role HE will play in their lives. Finally, the paper presents two avenues for further comparative research on these issues, seeking to clarify the impact of funding policy on student decision journeys and attitudes to HE.

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Purpose of presentation
A poster-based report on how a class group of students in the in Year 2 of a BA (Hons) in Secondary Design and Technology Education respond to their work being augmented by 'gamification' techniques and to what extent these techniques promote engagement, attendance, attainment and learning.

Nature of the research being presented and the stage reached by the time of presentation

This on-going research, in the form of a case study, will use empirical enquiry to investigate the application of game-play mechanics in a specific non-game, educational setting. The poster presentation will be a work in progress, coming mid-way through the study.
As a work in progress, the presentation will highlight initial findings of the study.
It is intended that this on-going case study becomes part of the debate on why and how 'gamification' approaches might be used in higher education.

Methodology, approach and sample.

The case study will start by investigating gamification technologies and approaches. Relevant approaches will be designed into the delivery of the module. It is intended that opportunities be created to reward achievements. Achievements may be as small as arriving on time and being prepared for a class, or as big as completing an element of coursework.
The case study will permit observation and monitoring of an identified group of 24 students undertaking a module in 'Advanced Manufacturing' as part of their BA (Hons) Secondary Design and Technology Education course.

Key argument, findings, implications and/or conclusions to be presented.

There will be an attempt to draw initial assumptions from observing student behaviour, questioning of students and by collecting data on their achievement. Key questions will start to be answered. How much do they buy into the idea of 'gamifying' their learning? To what extent does it motivate them to achieve higher? Can it promote deeper learning? Can it promote more collaborative working? What differences in engagement and motivation are there between male and female students, game playing and non-game playing students and students at different ages? And finally, what evidence is there to indicate improvements in achievement?

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The New Dimension of Leadership in UK Business School (0067)

At the impact of globalisation and the global economic crisis, strategic leadership should be viewed as a social influence process of interactions between individuals, organisations and politics, involving the dean, the faculty and the board in strategy setting of their business school (Fragueiro & Thomas, 2011; Thomas & Thomas, 2011). Building on their perspective and Bryman's (2007) study on effective leadership in higher education, this research aims at examining the dimension of leadership that considers leaders at different levels in UK business school.

This exploratory research examines 16 UK-based business schools in the top 100 of the FT Global MBA Rankings as a holistic single-case study. It is now under data analysis stage and in framework development process. Coherent with the aim, semi-structured interviews were conducted with senior, middle and first-line managers through email, telephone and face-to-face methods. Collecting data from different management levels provides information from both managerial and operational perspectives. Data were analysed into codes such as collegiality, human capital, organisational culture, organisational structure, power structure and decision making, staff management, supportive environment, participative leadership, strategic leadership and transformational leadership.

The initial findings on the aspect of multilevel leadership suggest that collegiality is critical for staff management at all levels in business schools, engendering a supportive environment and motivating culture in organisation, which will result in appropriate teaching load and high research performance that can develop school's reputation, attracting high quality academics to the institution. At all management levels, the provision of resources, learning and development opportunities to academics, especially juniors, to utilise human capital of business schools is important. Regarding organisational structure, power and decision making, it is consistent with Fragueiro & Thomas that management team plays a crucial part of school's strategy setting. Strategic leadership concerning inspiration and direction setting, participative leadership involving and empowering people in the process, and transformational leadership motivating and encouraging people to develop the potential, are found to be important in this research. The findings from three management levels imply that the new dimension of leadership should combine strategic, participative and transformational leadership, and take human capital, organisational culture and structure into account for effective management of the business schools of this research archetype.

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Lecturers' second chance in their careers: An integrative literature review on the transition into researcher roles (0025)

Context
Universities of Applied Science in the Netherlands started in 2001 with an expansion of their core business teaching with research. Lecturers are confronted with novel researcher roles in combination with current teacher roles. Enhancing their research expertise is seen as fundamental for achieving a sustainable research climate.

Purpose
The aim of this study is to increase our understanding of key features of learning arrangements in newer universities to enhance the research expertise of lecturers.

Nature of the research
We conducted an integrative literature review (Torraco, 2005) on transition into researcher roles of lecturers as second chance in their careers in the context of newer universities. First, we developed a coherent conceptual frame-work based on general established theories. Second, we studied the key features of learning arrangements for the development of researcher roles of lecturers based on a systematic literature review. This study entails one vignette of our frame-work: 'working and learning in novel researcher roles'.

Methodology
The systematic review process consisted of three stages. First, we developed a search query to investigate peer reviewed scientific articles in the period 1991-2011 in Web of Science about our topic. Second, we identified potentially relevant publications by specifying criteria for in-/exclusion which resulted in 350 articles and coded the abstracts based on our initial frame-work. Third, we critically analyzed the sub-set of 50 articles with a specific focus on the 'transition in researcher roles as second chance in career'.

Findings
For the development of our conceptual frame-work we draw on Bourdieu (1977), Ashforth (2001) and on theories about Human Resource Development, e.g. Billett (2001). A striking finding from the systematic literature review is the overrepresentation of research in the paramedical sector. One of the target levels for the development of lecturers' research expertise, besides master and PhD, is the enhancement of scholarship in general (Boyer, 1990). The learning arrangements consist of a mixture of learning activities of different nature, such as mentorship, peer coaching, communities of practice, formal training, learning by doing, career support and reflection on prior experience. An often stated precondition for effective role transitions is a generous allocation of time.

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Mapping of doctoral degree qualification (0051)

Globalisation, as defined by Knight and de Wit (1997), 'is the flow of technology, economy, knowledge, people, values, ideas…across the border' [1]. In the context of education, Middlehurst (2002) described 'borderless education' as 'educational provision that crosses conventional boundaries of time, space and geography' [2]. With globalisation, there is increased realization that education and creativity are more important than natural resources, and corporations have themselves become globalised [3]. Employers expect faculty/graduates to have the ability to work in a flattened world [4], meaning to acquire transferrable skills and experience multiple cultures. Transferability of qualifications/credit enables mobility, thus cross-cultural experience. Programmes such as the European Action Scheme for the Mobility of University Students (ERASMUS) and ERASMUS Mundus are aims to improve mobility. In Asia, University Mobility in the Asia and the Pacific (UMAP) is similarly aimed [5].

Qualification transfers can be problematic when the criteria for qualification in institutions are different. First, it is important to have quality-assured qualification criteria. The importance of this is clearly evident from the fact that more than 130 national quality assurance (QA) agencies in about 100 countries have been established in the past decade or so. Second, it is crucial to know what the existing criteria (QA) for degree qualifications in institutions around the world are. Towards the later, we have conducted a research on the qualification criteria for doctoral degree qualification in more than 60 institutions around the world. We are now conducting a follow-up web-based survey and personal correspondence, of ~ 200 institutions from ~ 120 countries representing all the continents.

This work adds to our understanding of, and exposes the diversity in the current criteria for doctoral degree qualification from institutions around the world. It highlights the challenges along the way towards embracing a global-based quality-assured degree qualification. The US-President Obama at the G-20 Summit, in 2009 '...the challenges of the 21st century cannot be met without collective action…I believe strongly that this era must not end at our borders. In a world that is more and more interconnected, we have a responsibility to work together to solve common challenges…'

An important issue, is how borderless education can be achieved without losing institutional identity and autonomy, or is autonomy and identity worthy-while pawns?

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What are the future universities working for? Policy and practical challenges for UK transnational higher education in China (0027)

Purpose

Universities have traditionally played important roles in creating knowledge and cultivating talents, contributing to the development of the nation state they are located in. However, as universities move increasingly into the international arena, both in research and education delivery, what is the changing relationship between universities and the nation states and what challenges are universities facing when conducting transnational educational activities?

This research takes UK universities' transnational higher education (TNE) delivery in China as an example to address this issue and aims at answering the following research questions:
1. What are the major policies (both Chinese and UK national policies) influencing UK TNE development in China?
2. What is the disparity between the Chinese government's expectations and the educational practice in TNE?
3. What are the challenges, in terms of UK and Chinese government policies, UK universities facing in TNE delivery?

Methodology and Nature of the Research

This research uses documentary research, analysing TNE policies from China and the UK as well as literature and reports regarding UK TNE practice in China.
The research design:
• Contextual research of the developmental history and current status of UK TNE in China
• Policy analysis of both China and the UK to identify the incentives for both governments to encourage the internationalisation of their higher education system
• Analysis of both policy and practice of the changing relationship between universities and their national governments in terms of funding, governance and regulations
• Discussion of the challenges UK universities faces in conducting TNE in China

Key Arguments

1. Though both encourage the internationalisation of higher education, China and the UK governments have different intentions and expectations from the process. The UK wants their universities to be financially and academically competitive, while the Chinese want the foreign universities to upgrade their own higher education system. Consequently Chinese policy does not regard profit generation as the principal purpose and they do not want to see UK universities becoming too influential in China.
2. Modern universities have to struggle to maintain a balance between their traditional role of serving their country and their practical role of competing in the global market.

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Exploring the Web 2.0 Use Amongst Chinese University Students (0045)

Purpose

This presentation sets out to report the initial findings of an ongoing research on the actual use and perceptions of web 2.0 technologies amongst undergraduates in China. It begins with a brief explanation of three fundamental questions relating to web 2.0 – what is web 2.0, what are the true extents of novelties in web 2.0 applications/services, and why is it important to research in higher education sector?

Introduction

Over the last decade, there arises a rapid growth integrating the emerging technologies that are collectively labeled as web 2.0 into various teaching scenarios worldwide (Selwyn, 2011). Yet the actual needs, behaviours and gains of these researched students have often been neglected and marginalized by these attempts to implement the new technologies in some predefined paths (Wild et al., 2008; McLoughlin & Lee, 2007). Hence, insights hailing from these studies are limited, especially viewed in the context where learner-centeredness and autonomy are set as pedagogical goals.

Accordingly, an empirical research has been conducted to understand the actual use of web 2.0 amongst undergraduates and their attitudes towards using emerging technologies for learning. With learners themselves offering the best insight into the 'web 2.0 experiences and expectations', the realistic picture projected by this research can help leverage the impact of web 2.0 in the future provision of higher education, whilst expanding the view of the academic field of educational technology with respect to its affordances as well as limitations and boundaries.

Methodology

In order to address the research concerns outlined above, a mixed sequential approach has been adopted. Therefore, this research consists of two distinct parts. The initial phase aims to identify individualistic patterns of web 2.0 uses, followed by a multiple-case study with a targeted sub-sample of respondents to further explain students' online behaviours and their attitudes towards technology-assisted learning. Following this approach, 2307 questionnaires were administered to the undergraduates from two leading universities located respectively in the costal and inland areas of China, and a total 1485 valid responses were returned and analyzed. This presentation will touch on the initial findings of the survey analysis.

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Changing Trends in the Flow of International Human Capital: From the Perspective of Foreign-trained Chinese PhD Elites in America, Britain and Australia (0014)

In the context of globalization of higher education, studies in the flow of international human capital have gained increasingly popularity over the past decades. Those who hold foreign PhD degrees in developed countries are often seen as highly skilled talents, and thus a vital human capital to make contribution to the development of any given country. Although the Chinese government has made extensive efforts to attract Chinese foreign-trained talents to return and serve China by introducing a series of incentive policies, the incentive policies do not work effectively, especially considering attracting foreign-trained talents in the categories of "those are self-funded" and "those hold scholarships from host universities" (Ministry of Education, 2010). In the past thirty years, there is heated debate on Chinese brain drain, brain gain and or brain circulation. However, while most of existing research argues the reasons for Chinese overseas students' flow at the macro-level and meso-level, few papers take students' psycho-cultural perception into consideration and address the issues at the individual level. Moreover, much less documents focus on Chinese PhD elites who study in the Ivy League (USA), Russell Group (UK) and Group of Eight (Australia), which consists of lowest return-rate compared to other Chinese overseas students. Further, very few studies target at a specific ethnic group of international student in different host countries. Therefore, this study takes a unique comparative perspective to explore Chinese PhD elites' international education and migration issues and fill in the knowledge gap.

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 this stay/return 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 further critically discussed.

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