

**Conference Programme in Full****Wednesday 11 December 2013**

09.00 Registration & Exhibitions open Caernarfon Foyer

10.45-11.00 Conference Welcome Caernarfon Suite

Helen Perkins, SRHE Director

11.00 – 12.00 **Keynote address: Professor Philip Altbach, Boston College, USA**

*Global higher education: identifying the main trends and transformations which will define and shape the future of international higher education?*

Chair: Professor Jill Jameson, Chair SRHE, University of Greenwich

12.15 – 12.45 **Paper Presentations: Session A** **Breakout Rooms**

**A1 Women Academics: An International Comparison (0075)**  
**Sarah Jane Aiston, Jisun Jung**, University of Hong Kong, Hong Kong

**A2 A winding stair: implementing and establishing a common framework for QA in European higher education (0145)**  
**Julie Rattray<sup>1</sup>, Ray Land<sup>1</sup>, Catherine Owen<sup>2</sup>, Heather Eggings<sup>2</sup>, George Gordon<sup>2</sup>**  
<sup>1</sup>Durham University, UK, <sup>2</sup>Strathclyde University, UK

**A3 Personas (0064)**  
**John Francis**, Brunel University, UK

**A4 From the 'local' to the 'global': the shift towards new knowledge in creative writing research. (0244)**  
**Pam Thompson**, De Montfort University, UK

**A5 Transforming the Student Experience with "Practitioner Insights": an initiative to combine up-to-date curriculum development and employability skills (0090)**  
**Deborah Anderson**, Kingston University, UK

- A6 The significance of knowledge structures in Technology-Enhanced Learning: A Bernsteinian analysis of the TPACK\* framework. (\*TPACK = Technology, Pedagogy and Content Knowledge) (0001)**  
**Ian Kinchin**, University of Surrey, UK
- A7 The sociomaterial workings of a college writing assignment (0084)**  
**Ibrar Bhatt**, University of Leeds, UK
- A8 Impact and Effectiveness of Widening Access to Higher Education in Wales. (0009)**  
**Ceryn Evans, Caroline Wright, Chris Taylor, Gareth Rees**, Cardiff University, UK
- A9 Non Traditional Students in Higher Education: Understanding learning experiences and trajectories to enhance quality (0161)**  
**Ana Baptista<sup>1</sup>, Susana Ambrosio<sup>1</sup>, Lucilia Santos<sup>2</sup>, Henrique Fonseca<sup>3</sup>**  
<sup>1</sup>University of Aveiro, UINFOC/CIDTFF, Portugal, <sup>2</sup>University of Aveiro, Physics Department/UINFOC/CIDTFF, Portugal, <sup>3</sup>University of Aveiro, Biology Department/UINFOC/CIDTFF, Portugal
- A10 Student Engagement With VLEs: Why And Why Not? (0199)**  
**Paul Hutchings, Paul Grey**, Swansea Metropolitan University of Wales Trinity Saint David, UK
- A11 On the governance of higher education in college systems (0135)**  
**Gareth Parry**, University of Sheffield, UK

**12.45 – 13.15 Paper Presentations: Session B Breakout Rooms**

- B1 Educational development and sustainable development: common fields or different discourses? (0189)**  
**Patrick Baughan**, City University London, UK
- B2 Quality Assurance in “Shell Modules” - Negotiated Curriculum and Informing Best Practice (0068)**  
**Rosemary Borup<sup>1</sup>, Hanifa Shah<sup>2</sup>**, <sup>1</sup>Staffordshire University, UK, <sup>2</sup>Birmingham City University, UK
- B3 The transforming practice of team teaching (0065)**  
**Catherine Minett-Smith<sup>1</sup>, Carole Davis<sup>2</sup>**, <sup>1</sup>University of Bedfordshire, UK, <sup>2</sup>Middlesex University, UK
- B4 Drawing, judgement and design of “epistemic things”: windows on the corporeal body of the scientist and her or his relations in new knowledge-making culture (0247)**  
**David Hay**, King's College London, UK
- B5 Where has postgraduate study grown? An international comparative analysis. (0024)**  
**Michelle Morgan**, Kingston University, UK
- B6 Pedagogic Stratification and the Shifting Landscape of Higher Education (0004)**

**Jacqueline Stevenson<sup>1</sup>, Penny Jane Burke<sup>1</sup>**, <sup>1</sup>Leeds Metropolitan University, UK,  
<sup>2</sup>University of Sussex, UK

- B7 Digital natives revisited: the need to reorganize academic institutions and conceptual categories in a digital world (0087)**  
**Tine Wirefeldt Jensen, Charlotte Albrechtsen, Nicholai Friis Pedersen**, Aarhus University, Denmark
- B8 A High Participation System of Higher Education: Does It Provide Equal Opportunity? (0192)**  
**Anna Smolentseva**, National Research University - Higher School of Economics, Russia
- B9 Navigating Student Progression: Should I stay or should I go? (0116)**  
**Claire Gray, Julie Swain**, Plymouth University, UK
- B10 Transformative assessment cultures in higher education: lessons from Denmark (0201)**  
**Catherine Montgomery**, University of Hull, UK
- B11 Strategy, identity and Europeanisation: reformulating the past and imagining the future in CEE and SEE universities. (0012)**  
**Catherine Owen<sup>1</sup>**, <sup>1</sup>Durham University, UK, <sup>2</sup>University of Glasgow, UK
- B12 Experience and transformative processes (0273)**  
**Else Marie Kaasboel**, VIA-University College, Denmark

<b>13.15 – 14.15</b>	<b>Lunch</b>	<b>Caernarfon Foyer</b>
<b>13.45 – 14.15</b>	<b>Poster Session 1</b>	<b>Caernarfon Foyer</b>
<b>13.45 – 14.15</b>	<b>Meet the Editors -SRHE Book Series</b> <i>Routledge Stand</i>	<b>Caernarfon Foyer</b>
<b>14.15 – 14.45</b>	<b>Paper Presentations: Session C</b>	<b>Breakout Rooms</b>

- C1.1 Academic mobility at the intersection of development aid and research policy: Mobility and career development of Ph.D. graduates in the Swedish development support to research capacity building in Mozambique 1990 – 2013 (0088)**  
**Paula Mählick<sup>1</sup>, Måns Felleesson<sup>2</sup>**, <sup>1</sup>Department of Education, Stockholm University, Sweden, <sup>2</sup>Nordic Africa Institute, Sweden
- C1.2 Aspiration, Achievement and Abandonment in ‘The World’s Best Country’: Merit and Equity or Smoke and Mirrors? (0097)**

**David Hoffman**<sup>1</sup>, **Driss Habti**<sup>2</sup>, **Thomas Babilia Sama**<sup>1</sup>, <sup>1</sup>University of Jyväskylä, Finland, <sup>2</sup>University of Eastern Finland, Finland

**C1.3 Global horizons and imaginary spaces: travel and experience among transnational students in Sweden (0104)**

**Ulf Mellström**<sup>1</sup>, **Per-Anders Forstorp**<sup>1</sup>, <sup>1</sup>Centre for Gender Studies, Karlstad University, Sweden, <sup>2</sup>Department for Studies of Social Change and Culture, Linköping University, Sweden, Sweden

**C1.4 The gender distribution among foreign academics in the Norwegian HE system (0174)**

**Agnete Vabø**, **Rachel Sweetman**, Nordic Institute for Studies in Innovation, Research and Education, Norway

**C2 Austerity and the academy in England and internationally: market discipline and the restructuring of the academic workforce. (0041)**

**William Locke**, Institute of Education, University of London, UK

**C3 'Can I just check...do we HAVE to do this?': Exploring staff motivations for applying for HEA fellowship (0067)**

**Lucy Spowart**, **Rebecca Turner**, **Deborah Shenton**, **Pauline Kneale**, Plymouth University, UK

**C4 Doctoral employability as read in job adverts (0121)**

**Rachael Pitt**<sup>1</sup>, **Inger Mewburn**<sup>0</sup>, <sup>1</sup>La Trobe University, Australia, <sup>2</sup>The Australian National University, Australia

**C5.1 Collaborative enquiry and democratic fellowship. Developing a scale-able model of student-lecturer research collaboration. (0076)**

**Jane McDonnell**, King's College London, UK

**C5.2 Students as co-developers of learning and teaching: Conceptualising 'student voice' in professional development (0093)**

**Saranne Weller**, **Camille B. Kandiko**, King's College London, UK

**C5.3 Student Expectations and Perceptions of Higher Education (0099)**

**Camille Kandiko**, **Matthew Mawer**, King's College London, UK

**C5.4 A missing voice: students as co-inquirers in higher education research (0157)**

**Thushari Welikala**, King's College London, UK

**C6 Moving Targets: the elusiveness of student voice in higher education. (0020)**

**Denise Batchelor**<sup>1</sup>, **Soren Smedegaard Bengtsen**<sup>2</sup>, <sup>1</sup>Institute of Education, UK, <sup>2</sup>Aarhus University, Denmark

**C7 Harnessing digital potential: a curriculum approach to the use of Digital Learning Environments (0089)**

**Trudi Cooper**, **Rebecca Scriven**, Edith Cowan University, Australia

**C8.1 Cross-border study within the UK: a new dimension of inequality? (0059)**

**Linda Croxford**, **David Raffe**, University of Edinburgh, UK

- C8.2** **It may as well be nine million”: initial responses to higher tuition fees at English Universities by academically able students in low-participation schools (0061)**  
**Steven Jones**, University of Manchester, UK
- C8.3** **Earning Expectations of University Students: Evidence from English Business Schools (0070)**  
**John Anchor**, **Martina Benešová**, University of Huddersfield, UK
- C8.4** **Can contextual data aid ‘fair admission’? (0162)**  
**Anna Mountford-Zimdars**<sup>1</sup>, **Janet Graham**<sup>2</sup>, <sup>1</sup>King's College London, UK, <sup>2</sup>Supporting Professionalism in Admissions, UK
- C9** **Live, Serve, Learn: A Critical Reflection on a Journey of an International Service-Learning Programme of a Residential College in Macau, China (0124)**  
**Sancia Wai-San Wan**, East Asia College, University of Macau, Macao
- C10** **Feedback: A thematic analysis of focus group discussion of what students get and what students want. (0204)**  
**Victoria Scaife**, **Neil Cooper**, **Ellen Lynch**, University of East Anglia, UK
- C11.1** **Ensuring a quality student experience: we all have our parts to play (0175)**  
**Sylvie A. Lamoureux**, University of Ottawa, Canada
- C11.2** **A data-driven institutional approach to service transformation (0205)**  
**Olivier Dupuis**, **Karine Turner**, University of Ottawa, Canada
- C11.3** **"Blast from the past": how tracing student voice and experience in real-time and across sectors allows for a picture that is bigger than the sum of its parts (0206)**  
**Karine Turner**, **Olivier Dupuis**, University of Ottawa, Canada
- C11.4** **"So, what does this mean?" Data informed decision making at the University of Ottawa... and elsewhere? (0208)**  
**Sonia Cadieux**, **Jean-Luc Daoust**, University of Ottawa, Canada
- C12** **Sitting in the gaps? Exploring the impact of student number controls on college-based higher education in England (0216)**  
**Carol Taylor**, **Colin McCaig**, Sheffield Hallam University, UK

15.00 – 15.30

Paper Presentations: Session D

Breakout Rooms

- D2** **How do universities interpret learning environment? (0231)**  
**Iyad Abualrub**, University of Oslo, Norway

- D3**     **Between performativity and authenticity: researching reflection in doctoral students' electronic teaching portfolios (0092)**  
Helga Dorner, Joanna Renc-Roe, Central European University, Hungary
- D4**     **Taking a leap of faith: How young scholars all over the world forge ahead for successful research careers. (0182)**  
Irene Friesenhahn<sup>1</sup>, Catherine Beaudry<sup>2</sup>, <sup>1</sup>Global Young Academy, Germany, <sup>2</sup>École Polytechnique de Montréal, Canada
- D6**     **Ethical thinking in a disciplinary context: the ethical development of undergraduates and expectations of tutors in the arts, social and pure sciences (0022)**  
Ruth Healey, University of Chester, UK
- D7**     **The digital university: translocal, transtemporal (0108)**  
Phil Sheail, University of Edinburgh, UK
- D9**     **What is implied? Exclusion of STEM students by the curriculum (0128)**  
Lars Ulriksen, Lene M Madsen, Henriette T Holmegaard, University of Copenhagen, Denmark
- D10**    **Learning capabilities for the university of 'hard knocks': case studies of tensions in compensatory pedagogies in the UK and Australia. (0211)**  
Sue Webb, Monash University, Australia
- D12**    **Professional Accreditation in a Climate of 'Managerial' Accountability: Teacher Educators' Strategies, Accountability and Professional Responsibility? (0165)**  
Ciaran Sugrue<sup>1</sup>, Tone Dyrdal Solbrekke<sup>0</sup>, <sup>1</sup>University College Dublin, Ireland, <sup>2</sup>University of Oslo, Norway

15.45 – 16.15

Paper Presentations: Session E

Breakout Rooms

- E2**     **Obliquity Leadership: Successful Circuiting the Dean's Disease in Higher Education (0260)**  
Jill Jameson, University of Greenwich, UK
- E3**     **Capacity building in advanced social science research methods: Researching teaching and learning processes (0098)**  
Daniel Kilburn, Melanie Nind, Rose Wiles, University of Southampton, UK
- E4**     **'The Me and the Not Me': The importance of anti-role models in the construction of professional identities (0261)**  
Alison Chambers, The University of Central Lancashire, UK
- E6**     **GeoCapabilities: An International Approach to Researching and Improving Teacher Preparation and Leadership in Geography (0026)**  
Michael Solem<sup>1</sup>, David Lambert<sup>2</sup>, Sirpa Tani<sup>3</sup>, <sup>1</sup>Association of American Geographers, USA, <sup>2</sup>Institute of Education, University of London, UK, <sup>3</sup>University of Helsinki, Finland



## Thursday 12 December 2013

09.00 – 09.30                      Paper Presentations: Session F                      Breakout Rooms

- F1      **Learning style, learning climate congruence: What does this mean for the self-efficacy and affective commitment of Australian academics? (0015)**  
**Amie Southcombe, Ron Fisher, Ruth McPhail**, Griffith University, Australia
- F2      **Changing the HE landscape or pulling up the ladder?: the impact of Student Number Controls on English higher education (0096)**  
**Colin McCaig, Carol Taylor**, Sheffield Hallam University, UK
- F3      **Reflective writing: I wouldn't start from here .... (0158)**  
**Liz McKenzie, Ken Gale, Rebecca Turner**, Plymouth University, UK
- F4      **Towards a conceptual model of the 'teaching-engaged academic': An interplay between institutional frameworks, academic development provision and epistemological beliefs (0190)**  
**Eloise Tan**, Dublin City University, Iraq
- F5      **Gap Years – resisting institutional pressure (0127)**  
**Lars Ulriksen, Henriette T. Holmegaard, Lene M. Madsen**, University of Copenhagen, Denmark
- F6      **Fast forward: 'Australian youth work education: curriculum renewal' towards a model of sustainability for niche professions (0143)**  
**Trudi Cooper**, Edith Cowan University, Australia
- F7      **New tablets in old bottles? Do mobile technologies encourage innovative learning and teaching practice? (0148)**  
**Tessa Owens<sup>0</sup>, <sup>1</sup>Liverpool Hope University, UK, <sup>2</sup>Manukau Institute of Technology, New Zealand**
- F8      **Institutional positioning in Finnish higher education (0021)**  
**Johanna Vuori**, HAAGA-HELIA University of Applied Sciences, Finland
- F9      **Exploring the impacts of policy changes on student approaches and attitudes to learning in contemporary higher education (0100)**  
**Michael Tomlinson**, University of Southampton, UK
- F10     **Understanding Student's Conceptions of Feedback to Improve the Student Learning Experience. (0172)**  
**Edd Pitt**, University of Kent, UK



**F11 Meeting new expectations: heads of department as leaders in universities in the Arabian Gulf (0025)**  
Jwharh Madgali, John Taylor, University of Liverpool, UK

**F12 Internationalising Allied Health Education: Challenges to Internationalisation At Home (0129)**  
Srivalli Vilapakkam Nagarajan, Lindy McAllister, The University of Sydney, Australia

**09.45 – 10.15**

**Paper Presentations: Session G**

**Breakout Rooms**

**G1 Are Health Professionals Better Off in Foreign Industries? - On Inter-Industry Wage Differentials and Job-Related Ability (0032)**  
Sofie Cabus, Top Institute for Evidence Based Education Research, TIER-Maastricht University, The Netherlands

**G2 The impact of tertiary education in low and lower-middle income countries: a rigorous review (0107)**  
Moses Oketch, Tristan McCowan, Rebecca Schendel, Institute of Education, University of London, UK

**G3 The formation of academic staff members' epistemic stances (0130)**  
Kathryn Bartimote-Aufflick, Angela Brew, Peter C. Thomson, University of Sydney, Australia

**G4 What drives academics to engage in internationalisation? Motives and 'logics of action' in cross-national collaborative study programmes (0241)**  
Vassiliki Papatsiba, University of Sheffield, UK

**G5 Preparing for Professionalism. How Engineering Students Experience the Role of Professional Engineers in Society (0063)**  
S. Haase, Danish Centre for Studies in Research and Research Policy, Aarhus University, Denmark

**G6 Comparing the United Kingdom and United States Undergraduate Curriculum: Analysing Depth Versus Breadth (0144)**  
Jonathan Parker, Keele University, UK

**G7 Researching academic literacies in the digital university: considering individual accounts and network practice (0167)**  
Mary Lea, Open University, UK

**G8 "I was going from one dead end job to another": Developing the employability of Access to Higher Education students. (0038)**  
Nalita James, Hugh Busher, Ania Piela, Anna-Marie Palmer, University of Leicester, UK

**G9 Agency and the socio-economic identity of students (0223)**  
Anna Round, University of Sunderland, UK

**G10 Exploring the role of feminist knowledge in student transformations: A Bernsteinian analysis (0043)**

**Andrea Abbas<sup>1</sup>, Monica McLean<sup>2</sup>, Paul Ashwin<sup>3,1</sup>** University of Lincoln, UK, <sup>2</sup>University of Nottingham, UK, <sup>3</sup>Lancaster University, UK

**G11 Prism of Change? The academic middle manager and the transformation he accomplishes** **Ton Kallenberg** **Researcher Head Staff Department Education Research & Student Affairs Erasmus University Rotterdam (0031)**  
**Ton Kallenberg**, Erasmus University Rotterdam, The Netherlands

**G12 How to make better mistakes? Inspiring reflective and innovative teaching through creative approaches to teachers' learning experiences (0246)**  
**Sussi Louise Zimmermann**, Roskilde University, Denmark

**10.15 – 10.45 Tea/ Coffee Break Caernarfon Foyer**

**10.15-10.45 Book Launch: Professor Sir David Watson  
IoE Stand Caernarfon Foyer**

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**10.45 – 11.45 Keynote Address: Dr. Manja Klemenčič,  
Harvard University and University of Ljubljana:  
"Student engagement in time of transformation"** Caernarfon Suite

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**12.00 – 12.30 Paper Presentations: Session H Breakout Rooms**

**H1 Is Bologna Working? Employer and Graduate Reflections of the Quality, Value and Relevance of Business and Management Education in four EU Countries (0039)**  
**Helen Higson, Jane Andrews**, Aston University, UK

**H2 Higher education, political cultures and public good: A comparative study (0164)**  
**Simon Marginson**, Institute of Education, UK

**H3 Tenure Track Tensions: Academic Career Paths in a Deregulated Sector (0132)**  
**Lars Geschwind<sup>1</sup>, Anders Jörnsten<sup>0, 1</sup>** KTH Royal Institute of Technology, Sweden,  
<sup>2</sup>Knowledge Foundation, Sweden

**H4 Alternative knowledge networks in higher education: how, why and with what consequences (0220)**  
**Filipa M. Ribeiro**, University of Porto, Portugal

- H5 The good academic - revitalizing the discourse of transformation in higher education (0071)**  
Soren Smedegaard Bengtsen, Tine Wirefeldt Jensen, Aarhus University, Denmark
- H6 Personal Development Planning as a means to strengthen supervisory relationships in doctoral education (0180)**  
Sofie Kobayashi, Brian Grout, Camilla Rump, University of Copenhagen, Denmark
- H7 Dimensions of openness in MOOC environments (0207)**  
Darren Mundy, Craig Gaskell, University of Hull, UK
- H8 Beyond mass higher education? Transforming policies, institutions and the idea of the university for the 21st Century (0051)**  
David Smith, Anna Jones, Glasgow Caledonian University, UK
- H9 Why students leave engineering and built environment programmes when they are academically eligible to continue (0023)**  
Nazeema Ahmed, Bruce Kloot, Brandon Collier-Reed, University of Cape Town, South Africa
- H10 'Lad Culture' and Learning in Higher Education (0212)**  
Carolyn Jackson, Lancaster University, UK
- H11 Swimming with 'academic piranhas': the transition experiences of senior professional services managers entering HE from other sectors (0171)**  
Steve Woodfield, Kingston University, UK
- H12.1 Aspiring to bridge the gap between A-level and HE: A study of assessments and additional support lessons (0109)**  
Frances Wilson, Sanjana Mehta, Simon Child, Irenka Suto, Sally Brown, Cambridge Assessment, UK
- H12.2 Minding the Gap - From Disparity to Beyond Dr Debra Cureton (0078)**  
Debra Cureton, Glynis Cousin, University of Wolverhampton, UK
- H12.3 How do students see the connections among undergraduate courses? Using concept mapping to make interdisciplinarity visible (0120)**  
Paulo Correia, Camila Cicuto, Joana Aguiar, Universidade de São Paulo, Brazil

12.45 – 13.15

Paper Presentations: Session J

Breakout Rooms

- J1 Quality assurance or neo-imperialism: Developing universities in the third world (0058)**  
Hanne Kirstine Adriansen<sup>1</sup>, Lene Møller Madsen<sup>2</sup>  
<sup>1</sup>Aarhus University, Department of Education, Denmark, <sup>2</sup>University of Copenhagen, Department of Science Education, Denmark

- J2 Public-private dimensions and equitable access to quality higher education: perspectives from Brazil and England (0195)**  
Vincent Carpentier, Tristan McCowan, Institute of Education, UK
- J3 What if the grass is greener? Engaging with academic career options during times of change. (0147)**  
Jean Rath, University of Canberra, Australia
- J4 Power and gender: analysing the experiences of women for transformed practices in higher education in South Africa (0224)**  
Rita Niemann, University of the Free State, South Africa
- J5 One size doesn't fit all: Pathways into and within higher education institutions (0081)**  
Sylvie A. Lamoureux, Alain Malette, University of Ottawa, Canada
- J6 The Correlates of Statistics Anxiety (0185)**  
Rosalyn Collings, Martin Tolley, University of Northampton, UK
- J7 Pragmatics for online learning - communicative competence and learning technologies (0228)**  
Anna Round, University of Sunderland, UK
- J8 Attendance as Control (0060)**  
Julian Beckton, University of Lincoln, UK
- J9 Who are the mobile graduates? Similarities and differences between Intra-European mobile graduates and those remaining in the UK after graduation. (0137)**  
Heike Behle, Charikleia Tzanakou  
Warwick Institute for Employment Research, University of Warwick, UK
- J10 Using creative writing to understand the student experience (0119)**  
Matthew Cheeseman, University of Sheffield, UK
- J11 When to innovate and when to mimic? Responding to disruptive changes in higher education (0052)**  
Hossein MahdaviMazdeh, Loren Falkenberg, Oleksiy Osiyevskyy, Jim Dewald  
Haskayne School of Business, University of Calgary, Canada

<b>13.15 – 14.15</b>	<b>Lunch</b>	<b>Caernarfon Foyer</b>
<b>13.45 – 14.15</b>	<b>Poster Session 2</b>	<b>Caernarfon Foyer</b>
<b>13.45-14.15</b>	<b>Meet the Editors: Studies in Higher Education</b> <i>Routledge Stand</i>	<b>Caernarfon Foyer</b>
<b>14.15 – 14.45</b>	<b>Paper Presentations: Session K</b>	<b>Breakout Rooms</b>

**K1.1 The integration of research, teaching and learning: the impact of national and international collaborations on practice. (0202)**  
Bettie Higgs, Catherine O'Mahony, University College Cork, Ireland

- K1.2 Developing expertise in higher education administration and management: Perspectives of alumni students (0062)**  
Vuokko Kohtamäki, Seppo Hölttä, University of Tampere, Finland
- K1.3 The research-teaching nexus and academic identities in Portuguese nurse education (0072)**  
Amélia Lopes, Faculty of Psychology and Educational Sciences - University of Porto, Portugal
- K1.4 Pre-service students' perceptions of research and inquiry (0050)**  
André Vågan, Jens-Christian Smeby, Oslo University College of Applied Sciences, Norway
- K1.5 Developing research-based learning in college based higher education (CBHE): UK and international perspectives (0040)**  
Mick Healey<sup>1</sup>, John Lea<sup>2</sup>, Alan Jenkins<sup>3</sup>  
<sup>1</sup>Healey HE Consultants, UK, <sup>2</sup>Canterbury Christ Church, UK, <sup>3</sup>Oxford Brookes, UK
- K2 International collaboration for education of future Arctic experts (0267)**  
Nataliya Marchenko, The University Centre in Svalbard, Norway
- K3 Constructing academic identities: between the academic career and the academic trajectory (0155)**  
Carolina Guzmán-Valenzuela, Ramón Cortés, University of Valparaíso, Chile
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- K4 'Profes taxi' in Chile: the epitomy of outsourced academic work. A global eality. (0234)**  
Elisabeth Simbürger, Universidad Diego Portales, Escuela de Sociología, Chile
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- K5.1 Theorising human concerns: theorising emotion from an Archerian perspective (0045)**  
Sue Clegg, Leeds Metropolitan University, UK
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- K5.2 Gendered Pedagogies and the Mis/recognition of Emotion in Higher Education (0046)**  
Penny Jane Burke, University of Sussex, UK
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- K5.3 'It's as if I am torn into lots of pieces and although all of it is me, none of it is': religious students stories of not belonging on campus (0047)**  
Jacqueline Stevenson, Leeds Metropolitan University, UK
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- K5.4 In/citing affect in the global higher education market: the emotionality of research policy texts (0049)**  
Carole Leathwood, London Metropolitan University, UK
- K6 Assessing and Investigating Critical Thinking at Rwanda's Public Universities (0191)**  
Rebecca Schendel, Institute of Education, UK
- K7 Framing impact in the digital university: Representational affordances of the websites and blogs of Early Career Researchers (0252)**  
Jude Fransman, Institute of Education (University of London), UK

- K8.1** **Lost Leaders: Women in the Global Academy (0066)**  
Louise Morley, University of Sussex, UK
- K8.2** **Student Performativity: How Presenteesim, Learnerism and Globalism are Eroding the Freedom to Learn (0074)**  
Bruce Macfarlane, University of Hong Kong, Hong Kong
- K8.3** **Troubling the concept: an exploration of difference within students' experiences of critical thinking in higher education (0133)**  
Emily Danvers, University of Sussex, UK
- K8.4** **Managing Social Differences in Higher Education: Hidden Distinctions (0149)**  
Linda Morrice, University of Sussex, UK
- K8.5** **Making a Difference? Conducting an applied study on the experience of BME staff in English Higher Education (0160)**  
Valerie Hey, Mairead Dunne, University of Sussex, UK
- K9** **Establishing an Employability Social Structure as the Basis for Future Employability Research: A Critical Realist Perspective (0033)**  
Paul Cashian, Coventry University, UK
- K10.1** **Diversity in peer groups - the benefits and tensions it may entail (0181)**  
Karen M. Lauridsen, Henning Madsen, Aarhus University, Denmark
- K10.2** **Guided peer learning in diverse student groups (0187)**  
Ole Lauridsen, Rainer Lueg, Aarhus University, Denmark
- K10.3** **Inviting the voices of international students to create better educational environments (0188)**  
Hanne Buhl, Gina Bay, Aarhus University, Denmark
- K10.4** **Recognising knowledge in the international classroom (0237)**  
Lisanne Wilken, Tanja Kanne Wadsholt, Aarhus University, Denmark
- K10.5** **Writing in a foreign language (L2) at the doctoral level (0238)**  
Gitte Wichmann-Hansen, Stacey Cozart, Aarhus University, Denmark
- K11** **Leading strategic planning in universities: case studies from Australia (0055)**  
Therese (Tess) Howes, Sydney University, Australia
- K12.1** **Research methods teaching in vocational environments – developing critical engagement with knowledge? (0141)**  
Claire Gray, Julie Swain, Rebecca Turner, Carolyn Peterson, Carole Sutton  
Plymouth University, UK

**K12.2 The Reflexive Classroom: Authentic, Creative Pedagogic Praxis (0150)**  
**Paul-Alan Armstrong**, University of Sunderland, UK

**K12.3 I'm just thinking - How learning opportunities are created in doctoral supervision (0186)**  
**Sofie Kobayashi**<sup>1</sup>, **Maria Berge**<sup>2</sup>, **Brian Grout**<sup>1</sup>, **Camilla Rump**<sup>1</sup>  
<sup>1</sup>University of Copenhagen, Denmark, <sup>2</sup>Umeå University, Sweden

**15.00 – 15.30**

**Paper Presentations: Session L**

**Breakout Rooms**

**L2 Washback of Higher Education Language Exams (0254)**  
**Gladys Quevedo-Camargo**, University of Brasília, Brazil

**L3 Shifting concepts of value in UK higher education? (0176)**  
**Matt Mawer**, **Camille Kandiko**, King's College London, UK

**L4 Experiencing higher education as an academic practitioner: negotiating academic identity (0240)**  
**Angela Brew**<sup>1</sup>, **David Boud**<sup>2</sup>, **Karin Crawford**<sup>3</sup>, **Lisa Lucas**<sup>4</sup>  
<sup>1</sup>Macquarie University, Australia, <sup>2</sup>University of Technology, Sydney, Australia, <sup>3</sup>University of Lincoln, UK, <sup>4</sup>University of Bristol, UK

**L6 The transition from rote learning to critical reflection: experiences of Chinese Masters students in the UK (0194)**  
**Jennifer Johnson**, **John Taylor**, **Lisa Anderson**, University of Liverpool, UK

**L7 Technologies and text trajectories: the curriculum as emergent network (0253)**  
**Lesley Gourlay**, **Martin Oliver**  
Institute of Education, UK

**L9.1 Transformation of the student learning experience through student engagement – Examples of students as partners, co-producers and authors (0233)**  
**Rachel Curzon**, **Luke Millard**, Birmingham City University, UK

**L9.2 Personal Tutoring : Using student experience to drive institution-wide change (0235)**  
**Sally Alsford**, **Paul Dennison**, University of Greenwich, UK

**L9.3 'I would not recommend university to my friends unless they were sure they knew what they wanted to do in life, this has left me more confused than when I came': habitus and the emerging self (0259)**  
**Tina Byrom**<sup>1</sup>, **Nic Lightfoot**<sup>2</sup>, <sup>1</sup>Nottingham Trent University, UK, <sup>2</sup>Sheffield Hallam University, UK

**L11 Appointing Pro Vice Chancellors in Pre-1992 Universities: The Myth of Managerialism? (0152)**  
**Sue Shepherd**, University of Kent, UK

**15.30 – 16.00**

**Tea/ Coffee Break**

**Caernarfon Foyer**

16.00 – 16.30

Paper Presentations: Session M

Breakout Rooms

- M3 Prevailing Personal Social Communication Technologies Enhancing Engagement in Large Lectures: From Texting to Mobile Web Enabled Devices (0264)**  
**Trevor Nesbit, Billy O'Steen, Tim Bell**, University of Canterbury, New Zealand
- M6 Examining the relations between sociology students' accounts of knowledge and identity (0198)** , **Paul Ashwin<sup>1</sup>, Andrea Abbas<sup>2</sup>, Monica McLean<sup>3</sup>**  
<sup>1</sup>Lancaster University, UK, <sup>2</sup>University of Lincoln, UK, <sup>3</sup>University of Nottingham, UK
- M7 Questioning Teaching and Technology Beliefs (0122)**  
**Heather Kanuka, Erika Smith**, University of Alberta, Canada
- M11 Exploring the role of Associate Dean in UK Universities – Initial Findings (0094)**  
**Alan Floyd<sup>1</sup>, Diane Preston<sup>2</sup>**, <sup>1</sup>University of Reading, UK, <sup>2</sup>Open University, UK
- M12 Enabling PhD students to participate as writers in international debates (0010)**  
**Rowena Murray<sup>1</sup>, Beverley Yamamoto<sup>2</sup>**, <sup>1</sup>University of the West of Scotland, UK, <sup>2</sup>Osaka University, Japan

16.45 – 17.45

Research Directions-

**A series of facilitated discussion seminars focusing on selected current research questions in research into higher education.**

**RD1 Marketising Higher Education: The rise of the private university**

*SRHE Higher Education Policy Network*

Convenor Professor Carole Leathwood

Contributing speakers/discussants: Professor Louise Morley (University of Sussex); Steve Woodfield (Kingston University)

**RD2 Widening Participation in a Marketised HE Landscape: Exploring Pedagogic Implications and Challenges**

*SRHE Access and Widening Participation Network*

Convenors Professor Penny Jane Burke and Dr Jacqueline Stevenson

**RD3 Researching the student experience: Partnerships, practices and evidence**

*SRHE Student Experience Network*

Convenors Dr Matthew Cheeseman and Dr Camille Kandiko

**RD4 Methodological Diversity in Higher Education Research**

*SRHE SW Higher Education Network*

Convenor Professor Lisa Lucas

Contributors Dr Andrea Abbas, Dr Paul Ashwin and Dr Sheila Trahar

**RD5 Title to be confirmed**



*SRHE Employability, Enterprise and Work based Learning Network*  
Convenors Professor Helen Higson and Dr Richard Blackwell

**RD6 What should CPD for doctoral supervisors and examiners look like for doctorates in the future?**

*SRHE Postgraduate Issues Network*

Convenors

Professor Pam Denicolo, Dr Martin Gough, Dr Richard Reece and Dr Julie Reeves.

**RD7 Students as Newer Researchers in HE**

*SRHE Newer researchers Network*

Convenors: Dr Mark Kerrigan, Dr Saranne Weller, Dr Anna Mountford-Zimdars, Dr Harriet Dismore, Dr Sian Lindsay

**RD8 Open Access Publishing. What will it mean for higher education?**

*SRHE Digital University Network*

Convenors: Dr Kelly Coate and Dr Lesley Gourlay

<b>18.45-19.15</b>	<b>Book Launch: Jenni Case</b> <i>SRHE/Routledge Book Series</i>	<b>Carnaerfon Foyer</b>
<b>19.00 – 20.00</b>	<b>Drinks Reception Open to All</b> <i>Sponsored by Routledge/Taylor&amp; Francis Group</i> <b>SRHE Network displays and discussions groups</b>	<b>Caernarfon Foyer</b>
<b>20.00 – 22.30</b>	<b>Conference Dinner</b> <b>Presentation of newly appointed SRHE Fellows</b> <b>and Newer Researchers' Award Winners</b>	<b>Caernarfon Suite</b>
<b>22.30 – 00.30</b>	<b>Disco</b>	

## Friday 13 December 2013

09.00 – 09.30

Paper Presentations: Session N

Breakout Rooms

- N1.1 Lecturers' Criteria for 'Good Research': a Framework for Debate (0042)**  
**Didi M.E. Griffioen<sup>1</sup>, Bart Roosenboom<sup>2</sup>, Uulkje de Jong<sup>1</sup>**  
<sup>1</sup>Amsterdam - University of Applied Sciences, The Netherlands, <sup>2</sup>University of Amsterdam, The Netherlands
- N1.2 Time to Teach: Contextualizing teaching time in German higher education (0146)**  
**Roland Bloch, Alexander Mitterle, Carsten Würmann**, Martin-Luther-University Halle-Wittenberg, Germany
- N1.3 Research and Teaching – nexus or goal conflict? – Junior scientists' perception on multiple demands at work (0048)**  
**Wiebke Esdar, Julia Gorges, Elke Wild**, Bielefeld University, Germany
- N1.4 Hyper-expansive academic workplaces (0044)**  
**Pete Boyd<sup>1</sup>, Caroline Smith<sup>1</sup>, Dilek Ilhan-Beyaztas<sup>2</sup>**, <sup>1</sup>University of Cumbria, UK, <sup>2</sup>University of Hacettepe, Turkey
- N1.5 The construction and validation of a mapping instrument for the research-teaching nexus in higher education (0134)**  
**Bianca Roseaux, Ilse Verachtert, Pieter Spooren, Peter Van Petegem**  
University of Antwerp, Belgium
- N2.1 Global Trends, Global Transformations, and Global Ethics: A Comparative International Study of Internationalization Processes in Higher Education (0225)**  
**Karen Pashby, Vanessa de Oliveira Andreotti**, University of Oulu, Finland
- N2.2 New Evidence of the Dangerous Role of Economists in Incorporating Higher Education into Global Measures of Comparative National Well-Being (0209)**  
**Carol Frances**, Claremont Graduate University, USA
- N2.3 University curriculum reform and global influences - examining the concepts of policy borrowing and academic drift (0110)**  
**Ann Pegg**, Open University, UK
- N3 Time for a Change? Teacher Educator's views on the current provision (0159)**  
**Liz McKenzie**, Plymouth University, UK
- N4.1 The role of performance and narration in translating professional standards into practice: four different analytical models (0248)**  
**Jennie Osborn**, Higher Education Academy, UK,

**N4.2 The role of performance and narration in translating professional standards into practice: four analytical models (0249)**

**Jenni Carr**, The Higher Education Academy, UK

**N4.3 The role of performance and narration in translating professional standards into practice: four different analytical models. (0250)**

**Catriona Cunningham**, The Higher Education Academy, UK

**N4.4 The role of performance and narration in translating professional standards into practice: Four analytical models. (0251)**

**Natasha Taylor**, Higher Education Academy, UK

**N5.1 Belonging - to What? Longing to Be - What? (0213)**

**Sheila Trahar**, University of Bristol, UK

**N5.2 Belonging and becoming across boundaries: How medical student work across physical and virtual settings in becoming doctors (0217)**

**Sue Timmis**, **Jane Williams**, University of Bristol, UK

**N5.3 Narratives of university life: a gendered and classed experience (0222)**

**Ann-Marie Bathmaker**<sup>1</sup>, **Harriet Bradley**<sup>0</sup>, <sup>1</sup>University of Birmingham, UK, <sup>2</sup>UWE Bristol, UK

**N5.4 Belonging and diversity: the role of digital media and new forms of learning interactions (0178)**

**Wan Ching Yee**, **Sue Timmis**, University of Bristol, UK

**N6 The dimensions underlying student attitudes and beliefs on authorship: An exploratory factor analysis of authorial identity in students. (0105)**

**Kevin Yet Fong Cheung**, University of Derby, UK

**N7 Investigating employer and early career employee perceptions of the development of employability skills during postgraduate study in the UK for students entering the Chinese PR industry (0243)**

**Tony Byng**, University of Leeds, UK

**N8.1 The influence of gender on the UK professoriate (0269)**

**Justine Mercer**, University of Warwick, UK

**N8.2 'Fitting in': women Vice Chancellors' experiences of higher education gendered leadership cultures (0270)**

**Paula Burkinshaw**, Lancaster University, UK

**N8.3 Women, careers and leadership roles: lessons for the academy from other professional workers. (0271)**

**Jackie Ford**<sup>1</sup>, **Nancy Harding**<sup>2</sup>, **Carol Atkinson**<sup>3</sup>

<sup>1</sup>Leeds University, UK, <sup>2</sup>Bradford University, UK, <sup>3</sup>Manchester Metropolitan, UK

- N8.4 Revisiting 'No woman is like a man in academia': a comparative analysis of marginalisation in UK higher education (0272)**  
Linda Evans, University of Leeds, UK
- N9.1 Making Sense of Quality Assurance in Japanese Higher Education (0101)**  
Sarah Louisa Birchley, Toyo Gakuen University, Japan
- N9.2 Discrepancy in Quality Assurance: A case study of the influence of the first nationwide evaluation of universities in China (0183)**  
Shan Huang, University of Oxford, UK
- N9.3 The Quality Assurance of Higher Education in Hong Kong 1993 to 2013: What have we learned? (0034)**  
David Mole, The Hong Kong University of Science and Technology, Hong Kong
- N10 The personal benefits of the doctorate (0203)**  
Charikleia Tzanakou, University of Warwick, UK
- N11 Global university alliances and the creation of collaborative advantage (0114)**  
Andrew Gunn, University of Leeds, UK
- N12.1 Key skills and experiences to support art and design HE learning and employability (0239)**  
Lesley Raven, Darren Raven, University of the Arts London, UK
- N12.2 Race Cars and the Hellbox: Understanding the Development of Professional Competence among Computer Animation Students (0085)**  
Andrew Paquette<sup>1</sup>, <sup>1</sup>King's College, London, UK, <sup>2</sup>NHTV, The Netherlands
- N12.3 Tensions and ambiguity: assignment texts and practices in a vocational film production course (0054)**  
Lynn Coleman, Cape Peninsula University of Technology, South Africa

09.45 – 10.15

Paper Presentations: Session P

Breakout Rooms

- P3 Developing employable Postgraduate Researchers: there is more to transferable skills development than delivering courses. (0179)**  
Julie Reeves<sup>1</sup>, Pam Dencolo<sup>0</sup>  
<sup>1</sup>University of Southampton, UK, <sup>2</sup>University of Surrey, UK, <sup>3</sup>University of Reading, UK
- P6 Online assessment: supported learning or “just do it”? (0106)**  
Chris Dobbyn, Frances Chetwynd, The Open University, UK
- P7 The Acculturation of Undergraduate Students through Research Methods (0163)**  
Anesa Hosein<sup>1</sup>, Namrata Rao<sup>2</sup>, <sup>1</sup>University of Surrey, UK, <sup>2</sup>Liverpool Hope University, UK

**P10 The Doctorate as an emotional journey: Navigating through perspectives of PhD students and supervisors (0210)**  
Ana Baptista, University of Aveiro, UINFOC/CIDTFF, Portugal

**P11 An approach to university management and leadership competences in Central Asia: current trends and future challenges (0138)**  
Michele Giroto, Xavier Llinàs, Universitat Politècnica de Catalunya, Spain

**10.30 – 11.00 Paper Presentations: Session Q Breakout Rooms**

**Q2 And Then What Happened?: A Critical Examination of the Role of Class in Graduate Employment (0156)**  
Ciaran Burke, University of Ulster, UK

**Q3 Student performativity: how presenteesim, learnerism and globalism are eroding the freedom to learn (0029)**  
Bruce Macfarlane, University of Hong Kong

**Q4 Happy in academia - The perspective of academic elite (0079)**  
Oili-Helena Ylijoki, University of Tampere, Finland

**Q6 A comparison of French-students' emotional experience from upper sixth to third-year of Bachelor's degree (0140)**  
Laurent Cosnefroy, Institut Français de l'Education/Ecole normale supérieure de Lyon, France

**Q7.1 Is critical thinking just a skill amongst others in the student's experience? (0103)**  
Martin Gough, De Montfort University, UK

**Q7.2 Experiencing and thinking difference in teaching, learning and assessment (0037)**  
Tim Higgins, National University of Ireland, Ireland

**Q9 Student Experience and Leadership Trends (0200)**  
Craig Gaskell, University of Hull, UK

**Q10 Advantages and Risks of Using Facebook to Communicate with Students: The Christchurch Earthquake Context (0263)**  
Trevor Nesbit, Angela Martin, University of Canterbury, New Zealand

**Q11 External Examiners' Standards Examined: The practice of external examining in the contemporary quality assurance context of higher education (0139)**  
Margaret Price<sup>1</sup>, Sue Bloxham<sup>2</sup>, Birgit den Outer<sup>1</sup>, Jane Hudson<sup>1</sup>  
<sup>1</sup>Oxford Brookes University, UK, <sup>2</sup>University of Cumbria, UK

**11.00 – 11.30 Tea/Coffee Break Caernarfon Foyer**

**11.00 – 11.30 Book Launch: Robin Goodfellow/Mary Lea**

**11.30– 12.00                      Paper Presentations: Session R                      Breakout Rooms**

**R1            A Tale of Two Cities: the contribution of Professional staff to the student experience (0011)**

**Carroll Graham<sup>1</sup>, JulieAnne Regan<sup>2</sup>, Nicola Banks<sup>2</sup>, Emma Dollard<sup>2</sup>**

<sup>1</sup>University of Technology, Sydney, Australia, <sup>2</sup>University of Chester, UK

**R2            Costs and efficiency in the English higher education sector (0018)**

**Jill Johnes, Geraint Johnes**, Lancaster University, UK

**R4            Becoming and learning to be a professor: Academic leadership preparation and development for the UK's professoriate (0268)**

**Linda Evans**, University of Leeds, UK

**R5            The value of a higher education in terms of morphogenesis of student agency: A decade later, graduates look back on the experience of learning (0030)**

**Jennifer Case**, University of Cape Town, South Africa

**R6            A sociocultural perspective on learning for leadership in a global context: a focus on the experience of full-time 'pre-experience' MBA students (0028)**

**Hazel Messenger**, London Metropolitan University, UK

**R9            The Limits of Inclusion: Disability and access to higher education in Nigeria (0230)**

**Felix Olakulehin**<sup>0</sup>, <sup>1</sup>University of Leeds, UK, <sup>2</sup>National Open University of Nigeria, Nigeria

**R10          Undergraduate research as pedagogy for the twenty-first century university: Student-generated perspectives on research-teaching links. (0013)**

**Ian Kinchin**<sup>1</sup>, **Camille Kandiko**<sup>2</sup>, <sup>1</sup>University of Surrey, UK, <sup>2</sup>King's College London, UK

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**12.00 – 13.15**

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Contributors Dr Andrea Abbas, Dr Paul Ashwin and Dr Sheila Trahar

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**13.15 – 14.30**

**Lunch and Depart**

**Caernarfon Suite**