Session 1

Programme number: 1A

John Morrow, Chantal Davies
University of Chester, UK

A Theoretical Consideration of Academic Assessment of Students with Specific Learning Difficulties Studying for a Qualifying Law Degree at a Small Northern University (0017)

This paper will consider the theoretical background to the area of academic assessment of law students studying for a Qualifying Law Degree ('QLD') with specific learning difficulties ('SpLD's'). It will be drawn from a review of current literature in this area, alongside initial qualitative data that has been collected as part of an ongoing longitudinal inquiry taking place within the research institution.

It is recognised that across the HE sector, written examinations and assignments still form the significant part of assessment (Osborne, 1999). It is estimated that SpLD students have to work two or three times harder than non-SpLD students to achieve the same results in these assessments (Gilroy and Miles, 1996). In general HEI's are able to determine their own assessment procedures and as such there is no standardised provision for SpLD students in relation to assessment or the reasonable adjustments which may be made in order to comply with good practice and legislative requirements. In more recent years, critics (e.g. Earle and Sharp, 2000, Riddell and Weedon, 2006) have suggested that instead of making adjustments to traditional assessment, HEI's should instead consider the purpose of assessment and be willing to formulate assessment appropriate to all students in a manner which does not distinguish or penalise SpLD students whilst maintaining academic standards.

However, for law students the situation can be distinguished. In order for a law degree to amount to a 'QLD' for vocational purposes, providers must also ensure that it meets the requirements of the Law Society and Bar Council. As such, traditional assessment in a QLD is the expected norm.

This paper will seek to critically analyse the assessment of undergraduate students studying for a QLD with the research institution. Primarily, the nature of SpLD's will be considered, followed by an exploration of the legislative context together with a review of initial data collected in this regard. Current assessment practice for SpLD students within the research institution and its application to the law students in light of external regulatory requirements will be detailed and analysed in light of current theory and research in this area. Finally, the potential implications of this analysis for institutional and national practice will be explored.

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Session 1

Programme number: 1A

Soren Bengtsen, Gry Jensen
Aarhus University, Denmark

New conditions for supervision in online education at the university (0013)

A global trend in Higher Education is the increased use of online courses. This does not only demand new ways of teaching but also creates new conditions for teacher supervision and feedback on student papers. At the same time universities are facing a more diverse student population with different supervisory needs and individual approaches to writing processes. The literature on online counseling foregrounds the importance of changed conditions for trust building and online presence when counseling students online (Evans 2009; Jones & Stokes 2009; Kraus, Stricker & Speyer (ed.) 2010). However this literature is primarily concerned with clinical counseling and there seems to be a lack of knowledge about the field of online textual feedback on student texts.

Focusing on the new conditions for supervision we have undertaken a study of online supervision by means of the program Google Docs compared to supervision in a traditional set up. Drawing on phenomenological and linguistic research methods (Manen 1997; Johnstone 1996) we have analyzed different versions of texts written for supervisory feedback to show how the texts develop through the writing process between meetings with the supervisor (online and face to face).

Our analysis shows that phenomena such as online presence and trust emerge in new ways when focusing on supervisory text feedback. Furthermore the differences in online and face to face supervision effect the textual feedback given to students. This has to do with the different conditions presented as dichotomies between synchronous and asynchronous, embodied and disembodied, complete and fragmented supervision strategies.
The condition for giving textual feedback on assignments and dissertations in higher education is modulated and partly shaped by the online platform and strategy used. This calls for new understandings of the link between the pedagogy of supervision on student texts and the specific online platform used in this context.

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Session 1

Programme number: 1A

<u>Paul Grey</u>, Paul Hutchings
Swansea Metropolitan UWTSD, UK

The Ostrich Problem: Student Self-Handicapping as Illustrated by VLE Activity. (0040)

Previous research (e.g. Rhodewalt & Davison, 1986) suggests that some students may self-handicap the chance of academic success by adopting non-engagement strategies to preserve self-esteem. To avoid attributions regarding ability and emotions associated with failure, students may fail to access course material or prepare adequately for an exam (Thomas & Gadbois, 2007). This provides temporary relief but induces further self-doubt when grades are released, and necessitates additional self-handicapping.

This study sought to explore student usage of a virtual learning environment (VLE), and establish reasons behind engagement and lack of engagement with the system. Quantitative data of student VLE activity for academic year 2012-13 were collected for Psychology and Counselling modules of a joint degree.

Patterns of VLE activity were consistent across the joint disciplines with higher activity at Level 4 than 5 or 6. Overall activity for Psychology was slightly higher, particularly at Level 4, likely attributed to new students learning a more technical subject. However, there was disparate activity across the Psychology modules. Analysis of Level 5 modules showed that student usage for Cognitive Psychology (1,612 hits) was far lower than for Social (3,389), Biological (3,511), Developmental (3,204), or Individual Differences (2,889).

As Cognitive and Social Psychology are Level 5 modules in the same semester assessed by exam they offer a convenient commensurate comparison. Social shows higher levels of VLE activity throughout (mean activity per month 403 vs. 847 hits). Both modules follow the same monthly pattern of moderate initial VLE activity (358 vs. 577 hits respectively) with a progressive drop-off (162 vs. 364 hits in month two, and 89 vs. 190 hits in month three), and peak usage shortly before the exam period (1003 vs. 2258 hits). Additionally, over 75% of students failed to access VLE material for Cognitive seminars compared to peak non-engagement of 42% for Social.

Students often consider Cognitive Psychology a 'difficult' module and these data indicate that some students may be guilty of self-handicapping by failing to engage with resources. This is supported by comparative exam pass rates with Cognitive (75%) considerably lower than Social (89%), and also by lower mean exam scores (Cognitive = 52% ; Social = 60%).

Cognitive Processes and Performance, and Abnormal Psychology, at Level 6 also show relatively low mean VLE activity, suggesting self-handicapping may be a general problem for 'difficult' modules. Further research is required to establish whether this behaviour is exhibited across cohorts.

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and students' learning strategies. British Journal of Educational Psychology, 77(1), 101-119.

Session 1

Programme number: 1B

<u>**Emily Danvers**</u>
University of Sussex, UK

Troubling the concept: an exploration of difference within students' experiences of critical thinking in higher education (0037)

This paper intends to trouble the concept of critical thinking against a shifting higher education landscape of increased participation, globalisation and marketisation. It will socially contextualise normative understandings of what it means to be a critical student and explore how criticality is conceptualised, enacted and regulated in the 21st century global academy. In doing so, it will draw on initial data analysis of interview data conducted with 14 first-year students at a small research-intensive university in the UK.

Critical thinking is closely aligned with the higher in higher education; it is both a core element of 'graduateness' and a cornerstone of the mission of higher education institutions. However, although the discourse of critical thinking is ubiquitous in higher education, it is often misunderstood as tangible, transferrable and measurable whereas in practice it is complex and contextualised. In this paper I will argue that critical thinking is a tacit social practice that is not ideologically neutral and that this has implications for understanding and accounting for difference in the academy. The intention of this paper is to interrogate and trouble the practice of critical thinking across three thematic possibilities– firstly, relating neo-liberalism to the technologisation of critical thinking; secondly, unpacking the social context of performing legitimate criticality; and finally, exploring the affective consequences of the embodiment of critical behaviour.

These thematic possibilities will be illustrated with examples from interviews to be conducted in October 2013. The interview data will be explored using theories of power and difference from feminist and critical realist frameworks. Archer's (2000; 2007) concept of the internal conversation will inform discussion of how critical thinking can be theorised as both a personal and social act. Furthermore, Ahmed's (2010; 2012) work on the affective tensions of occupying a counter-hegemonic space will be used to explore the extent to which critical thinking can be understood as an emotional and embodied experience, as well as an intellectual and pedagogical one.

By 'troubling' the concept of critical thinking from these different angles, this paper will emphasise the importance of asking questions about power, privilege and difference in order to understand the complex social context and affective consequences operating within the seemingly transparent intellectual values of higher education.

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Keywords: Undergraduates, criticality, affect, identities, diversity

Programme number: 1B

Jacqueline Lewis
University of Roehampton, UK

Helping trainee primary teachers from non – traditional backgrounds to develop their subject knowledge in science: a pilot study (0076)

This paper reports on the initial findings of a pilot study which explored trainee primary teachers' perceptions of how the centre based (university) and school based aspects of the generalist course helped or hindered their subject knowledge development in science. The experiences of students who have entered Initial Teacher Education after successfully completing an access course are examined because they seem to have higher rates of attrition from degree courses when compared with their A level counterparts (Dillon 2011).
There is a body of evidence to suggest that primary teachers lack subject knowledge and confidence particularly in the physical sciences (Murphy, Neil et al. 2007). However, few studies have investigated what trainee primary teachers find helpful for their subject knowledge development (Shallcross, Spink et al. 2002).
Nature of research, sample and methodology
Using a qualitative case study approach, five trainee primary teachers from the year two Primary Education degree were interviewed individually using semi-structured interviews to establish the particular aspects of the centre based course they found helpful for their subject knowledge development and the extent to which they were able to learn to teach science in school. The interviews occurred in May 2013 after their final school experience.
Key argument and findings
The experience of learning to teach science in primary school was best described as variable. During their school experience, trainee primary teachers rarely taught science on a weekly basis and the lessons were informed by their experiences of practical work on the centre based course. In the presentation, I will argue that within the school based aspects of the science course, trainee primary teachers will need to have greater subject specific mentoring, if their subject knowledge is to improve.

Keywords: primary science, subject knowledge, initial teacher education.

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MURPHY, C., NEIL, P. and BEGGS, J., 2007. Primary science teacher confidence revisited ten years on. Educational Researcher, 49(44), pp. 415-430.
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Session 1

Alison McEntee
University of the West of Scotland, UK

Widening Access and Academic writing: Learning or Alienation? (0067)
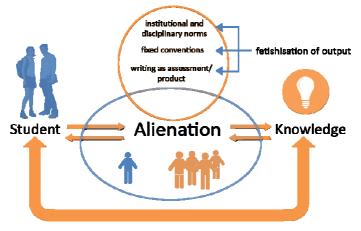
In the last 20 years there has been a shift from an elite to a mass higher education system in the UK, leading to higher levels of cultural, linguistic and social diversity than before. Increasingly, students enter HE through 'non- traditional' routes, many without the benefit of discipline specific study at advanced secondary level to prepare them for the demands of writing in HE.

Writing forms a central aspect of learning and assessment in HE (Lea & Street 1998) with the potential for knowledge to be transferred, mediated and constructed 'in and through the writing process' (Catt & Gregory 2006, p.17). Additionally, the ability to understand, develop and effectively communicate complex information with an awareness of purpose and readership is viewed a key graduate attribute.

Despite widening access initiatives, national and institutional policy and norms continue to locate the 'problems' of academic writing with students, and to separate writing instruction from subject teaching. As a result, writing is de-contextualised, and its potential to enable learning is largely ignored.

This session will introduce an emerging theoretical model developed from students' accounts of writing in HE. Based on Marx's (1978) theory of Alienation, the model proposes that institutional and disciplinary 'ownership' of the rules, conventions and practices of academic writing, in tandem with the fetishisation of the product of writing as 'assessment object', can inhibit learning with students experiencing alienation from:

- existing understanding of subject knowledge
- potential new understandings of subject knowledge that could be gained in and through the writing process
- potential personal and professional development
- the product of the writing process

institutional and
disciplinary norms

fixed conventions

writing as assessment/
product

fetishisation of output

Student   Alienation   Knowledge

Own link with knowledge from experience/other ways of knowing

Focusing on the experience of nursing and social work students' accounts, the model will be developed by a review of relevant literature, followed by a pilot study involving a number of in depth qualitative interviews with vocational degree students. The project will gather and present accounts of these students' experiences of, and relationship to writing in HE, focusing on identifying links between their personal, professional and educational 'life stories' and their relationship to writing in Higher Education.

Catt, R. & Gregory, G (2006) 'The Point of Writing: Is Student Writing in Higher Education Developed or Merely Assessed?' in Ganobcsik-Williams, L. (ed.) Teaching Academic Writing in UK Higher Education: Theories, Practices and Models. Basingstoke: Palgrave MacMillan

Lea, M. R. and Street, Brian V.(1998) Student writing in higher education: An academic literacies approach, Studies in Higher Education, Vol 23 (2) pp. 157-172

Marx, K. (1978) 'The Economic and Philosophic Manuscripts of 1844' in Tucker, R. (ed.)The Marx-Engels Reader (2nd Ed.). London, Norton.

Session 1

Programme number: 1C

<u>**Rachel Sweetman**</u>
University of Oslo, Norway

The interpretation and impact of Learning Outcomes in diverse settings: opportunities and challenges of a comparative and multi-level approach (0066)

Purpose:
Setting out initial findings from, and the research design for a project on the interpretation and impact of Learning Outcomes (LOs) in HE.

LOs are integral to the European Qualifications Framework and are an influential policy tool. However, their nature, purpose and impact are contested. Various actor groups disagree on what LOS from HE are or should be, and the theoretical framework underpinning LOs in HE has been criticized as fragmented and weak (Allan, 1996; Adam, 2004; Prøitz, 2010).

The project aims to shed light on the interpretation and impact of LOs, by:

1) Describing and comparing how LOs are translated and applied in contrasting contexts;
2) investigating their interpretation and influence:
a. at the level of study programmes in contrasting disciplines;
b. from the perspective of students, in how they interpret and use LOs.

Nature of research & Methodology:
The project uses a multi-level, comparative approach to explore LOs in Norway and England and in contrasting disciplinary areas. Initial interviews and an analysis of policy and programme materials will provide preliminary findings for discussion. The analytical approach under development for the project will also be presented.

Key arguments:
LO approaches are argued to be adaptable and flexible enough to accommodate all subjects, educational levels and settings (Allan, 1996). However, the flexibility and appropriateness of LO approaches to the varied, high-level learning within HE has been questioned (Yorke & Knight, 2007) and theories of disciplinary difference (e.g. Becher & Trowler, 1989) are in tension with these assumptions. Issues of subject difference in the application of LOs are under researched (Karlsen, 2011; Caspersen et al, 2011). Research into the introduction of LOs has tended to focus on formal qualification framework and curricula structures at the national level (e.g. Cedefop 2012) but their influence on the programme level, or on teachers and students, remains under-investigated.

By looking at the way LOs are being applied at the programme level and focusing on the perspectives of teachers and students, the project aims to shed light on their potential uses and limitations in contemporary HE.

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Caspersen, J., T. de Lange, T. S. Prøitz, T. Dyrdal Solbrekke & B. Stensaker. 2011. "Learning about quality - perspectives on learning outcomes and the operationalisation and measurement." Oslo: HEIK, Department of Educational Research.
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Session 1

Programme number: 1C

<u>**Natalie Berger**</u>
Taylor University, USA

The Impact of Outside the Classroom Activities on Academic Outcomes: A Quantitative Study (0033)

Purpose
This presentation will introduce original research that focuses on the impact non-academic components of higher education institutions have on academic outcomes. By disseminating information regarding the debate surrounding the value of the "co-curriculum," and presenting research findings, the researcher will give evidence toward the value of the co-curriculum as an integrated part of the university curriculum.

Debate
Higher education in the United States is currently evaluating the value of non-academic components (the co-curriculum) of four-year institutions, particularly in relation to their impact on academic outcomes; the co-curriculum is often seen as separate and secondary to the academic curriculum (Fried, 2007). Astin's (1999) theory of student involvement points out that the more energy, or effort, students put into their experience—both inside and outside the classroom—the better they will perform academically. Kuh (1995) defines outside the classroom activities as involvement in any extracurricular activities, interactions with faculty and staff outside the classroom, and living in campus residences. Described as the co-curriculum, these areas of involvement actively contribute to student learning (Kinzie & Kuh, 2007). However, it is not often easy to measure in what ways the co-curriculum contributes directly to academic outcomes. Therefore, the debate continues to exist, which questions the impact of non-academic activities on academic performance.

Research
This research project strives to validate the co-curriculum as an integral component of institutions, and explores quantitatively how student involvement outside the classroom affects long term abilities to perform in the work environment post graduation, as measured through academic outcomes. A quantitative correlative study has been performed on a group of 180 graduating students at a US-American private four-year institution. Students were asked to write an essay, which was evaluated to measure academic outcomes, including critical thinking and writing abilities. The researcher collected and scored written essays, which measured student ability to analyze two sides of an issue, as well as present their own opinion, in an unbiased manner, which aligns with several of the institution's academic outcomes. Students were then asked to complete a survey asking questions about involvement in several different areas on campus. Scores from the essays and the surveys were matched, and then analyzed.

Results
It was found that students who were more involved in the areas of the co-curriculum including intellectual, multicultural, all campus events, leadership, and residence hall events had significantly higher outcome scores than those students who were less involved in these areas.

Session 1

Programme number: 1C

Talita Martha Lydia Calitz
Centre for Higher Education and Capabilities Research; University of the Free State, South Africa

Digital narratives and agentic identities: re-imagining student engagement with academic literacy and academic discourses in South African higher education. (0053)

Contextual background
Academic literacy and epistemological access are intricately connected to the reality of low retention and throughout patterns in South African higher education. However, some academic literacy programmes are founded on deficit views of under-prepared students who do not speak English as a mother-tongue. This deficit approach fails to acknowledge students' agency in their negotiation of diverse literacy practices (Pym & Kapp 2013). The digital narrative presented in this paper contributes to research within academic literacy which values agentic student identity during negotiation of literacies and discourses in higher education.

Purpose and main arguments
This presentation offers a narrative analysis of a digital narrative (5 minute multimodal video project) created by undergraduate students at a South African university. These digital narratives were created to reflect upon crucial moments in the literacy practices of students on an academic literacy course, as part of an ongoing postgraduate research project. In this paper, I present one digital narrative as qualitative data which challenges the deficit approach to academic literacy in favour of a multiliteracies perspective (Lea & Street 1996). The paper will illustrate how digital narratives incorporated students' authentic literacy practices as a valued part of their journey towards more critical access to and engagement with academic discourses (Bangeni & Kapp 2005).

Methodological approach
The digital narrative methodology allowed students to create a narrative of their engagement with learning and literacies using multimedia resources (audio, visual, and texts). Students thereby positioned themselves as productive agents in the negotiation of these diverse literacy practices (Luckett & Luckett 2009). The digital narrative methodology enabled undergraduate students to create a reflexive narrative of their engagement with knowledge. The project also incorporated authentic literacy practices as a valued part of their journey towards more critical access to and engagement with academic discourses.

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Session 1

Programme number: 1D

<u>**Anna Mountford-Zimdars**</u>
King's College London, UK

Conceptualisations of merit in university admission: a transatlantic comparison between the US and the UK Keywords: meritocracy, undergraduate admission, holistic admission, comparative research, social justice (0023)

Meritocracy is a key concept for explaining stratification processes in advanced democracies. Countries compete globally on added-value, skilled professional services in an interconnected labour market, societies aim to maximise their human talent. Meritocracy then is the tool by which the selection of the best should be ensured.
The presentation looks at how 'merit' is conceptualised in selection to highly selective universities in the United States and the United Kingdom. I argue that how merit is defined had converged with the UK increasingly adopting a discourse the US discourse of 'holistic' admission based on considerations other than pure academic attainment.

Presented is a conceptual and thematic background of the meaning of meritocracy and its importance for social stratification for the UK and the US within the global higher education context and a review of theoretical lenses including the sociological literature on capitals (social, economic, cultural, e.g. Bourdieu 1977) and inequalities in educational transitions (e.g. Lucas 2001).

The empirical basis for this work is based on two investigations. First, university's promotional material and mission statements are reviewed with regards to the use and definition of merit. The second analysis is based on between 16 to 20 interviews with admissions professionals in highly selective universities in the United States and the United Kingdom that focus on the construction of the meritorious student deserving of a place for undergraduate study. Participating UK institutions were selected from Russell Group Universities and – in the US – from the Ivy League and other Carnegie classified four year colleges.

The key argument will be that a rapid convergence of discourses of university admission is taking place with the UK model converging increasingly towards the US model. However, convergence of discourses is unlikely to ever be complete as US concepts like 'crafting a class' are too contentious in the UK context. Many UK admissions offices though increasingly endorse the use of systematic contextual data and holistic evaluation of applicants and arguably go beyond the US approach towards holistic evaluation in undergraduate admission. Convergence is, however, unlikely to lead to a new wave of social mobility in the UK but has the potential to genuinely widen participation for some applicants who would have missed out without the use of holistic admissions.

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Session 1

Programme number: 1D

<u>**Anna Medvedeva**</u>
University of Helsinki, Finland

Title: International Master Programs in Finland: admission and student choice (0063)

The purpose of this presentation is to reveal the value of the international element in the admission process. Is it a part of program's advertisement and an attractive factor for students, a way to raise selectivity and improve quality, or are there some other important meanings?

Nature and stage of research
This presentation is a part of the PhD project considering different aspects of master programs' functioning. I am at the stage of interpreting the results of my empirical research.

Methodology of the study is based on the discourse analysis of documents and interviews with teachers and students.

Approach
In order to determine how international element influences admission-related factors, I reveal the key understandings of internationalization. It is a socially constructed phenomenon; participants in the field perceive this notion in a certain way, and their understandings determine the implementation, and form the conceptualization of internationalization further. This gives me grounds to rely on interviews' discourse analysis, while exploring the admission process at the international master program.

Sampling
My research object is an international master program taught in English. For the comparability I choose master programs within one subject field - social sciences. Out of the master programs' functioning I choose several types of data: documents, interviews and overall statistical info about the master program.

Key argument
Besides the declarative internationalization statements, each university is tailoring internationalization according to their own resources and demands. Internationalization interpretations emerge in order to communicate the value the particular international education and to present the program as international, selective and unique in its focus and high quality.

Findings feature the strategies of programs' promotion and the patterns of teachers' and students' understanding of attractive factors. While interpreting these results, I try to explain the value of internationalization reflected in the admission process. This could help to assess the coherence of the programs' performance with the overall institutional vision of the internationalization. The implications of this research could be useful for the planning and promotion of the international master programs.

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Key words: internationalization, international master programs, graduate admissions, student choice

Session 1

Programme number: 1D

Karen Pashby[1,2]
[1]University of Oulu, Finland, [2]Ontario Institute for Studies in Education/ University of Toronto, Canada

Conceptualizing Ethical Internationalism in Higher Education: Comparing Discourses of Global Citizenship in Different National Contexts (0056)

In the current global moment, there is an imperative to internationalize higher education. Universities bring in international students, encourage their students to study abroad, build research partnerships with foreign sties, and add global content to curricula. Correspondingly, the term global citizenship is increasingly used in official policies and promotional materials. However, the term is ambiguous and is implicated in wider ideological and philosophical disputes regarding the role of the university in the current context of global interconnectedness. Some important questions emerge: Is global citizenship a universal concept?, how do specific national contexts frame the concept of global citizenship in similar and distinct ways?, and to what extent do particular national contexts enable or foreclose the potential for ethical approaches to global citizenship?

This presentation builds on previous research (Pashby, 2013) regarding national contexts of global citizenship and reports on current research investigating ethical internationalization policies in higher education. The latter, funded through the Academy of Finland, examines conceptualizations of global citizenship in 20 universities across 10 national contexts. It responds to a timely concern that current economic crises intensify those internationalization policies in universities that prioritize profit-seeking over those that prioritize ethical alternatives (Khoo, 2011). The project is based on the premise that universities must reassert their civic role to address a mismatch between technological advancement and persisting economic, cultural, and environmental crises. An important step towards a better future for all is the encouragement of epistemological pluralism to produce a wide range of options (Andreotti, 2009).

This presentation will relay preliminary findings from a colonial discourse analysis of policies and promotional materials relating to internationalization from the partner universities. It will focus on conceptualizations of global citizenship in different national contexts. Analyses of colonial discourse investigate intersections of ideas, institutions, knowledge, and power that justify and maintain the dominance of hegemonic epistemologies (Loomba, 1998). Thus, this research seeks to challenge the neutrality and objectivity of academia and its role in constructing stereotypes, images, and knowledge of marginalized subjects and cultures. This presentation will contribute clarity around an ambiguous concept: global citizenship. It will also contribute insights into specific barriers to and possibilities for ethical internationalism in higher education.

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Loomba, A. (2005). Colonialism/postcolonialism. London: Routledge, 2nd ed.

Pashby, K. (2013). Related and conflated: A theoretical and discursive framing of multiculturalism and global citizenship education in the Canadian context (Unpublished doctoral dissertation). University of Toronto, Canada.

Session 1

Programme number: 1E

<u>Diana Moehrke</u>
Kingston University, UK

The search for lived experiences of intercultural learning: Acting as a critical hermeneut (0086)

Key words: Lived experiences, critical and active engagement, bricolage

In this symposium I will illustrate the complex and relational choices that I have made in my doctoral research with regard to 'putting theory to work'. My research seeks to explore the lived experiences of intercultural learning among international students and staff at a tertiary education provider in London. The project has emerged from my work in this setting, and is on-going. It blends together hermeneutic phenomenology and critical pedagogy.

The study of lived experiences has traditionally been located within phenomenological inquiry, and in my project avails of its practice-led, hermeneutic strand (van Manen, 1997). That is, it encourages researchers to investigate the meanings of the participants' lived experiences to gain insights into their educational needs (ibid.; Hesse-Biber and Leavy, 2011). Critical pedagogy, which seeks to empower processes of critique and change in educational research and practice (Shields, 2012; Giroux, 2010), allows me to recognise the politics surrounding lived experiences – a dimension which appears to lie beyond the scope of hermeneutic phenomenology.

The attempt to act as a critical hermeneut, who interconnects interpretivist and critical paradigms, is based on my understanding of the concept of the bricolage. The bricolage is explicated as an 'emancipatory research construct', which emerges through critical engagement with the research context and purpose (Kincheloe, McLaren and Steinberg 2011, p. 167). With this contribution, I seek to reflect on points of tension and possibility at play as these have surfaced through my active involvement in shaping the research.

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Session 1

Programme number: 1E

<u>**Anne Betzel**</u>
Institute of Education, UK

Critical research and the emancipation problematic – The negotiation of theory in a critical discourse analysis study (0085)

Key words: critical discourse analysis, critical theory, truth, emancipation

I became interested in critical approaches to the study of language, particularly in the kinds of language analyses promoted by critical discourse analysts, during the writing of my doctoral thesis. In this symposium I wish to present my 'search for theory' which is a reflection upon a central tension within critical discourse analysis: Whereas the term discourse signals a desire to understand social interaction as it emerges for the people engaged in that interaction, the term analysis signals that language is studied in terms which are external to the sense-making of its participants.

As a result of my reflection upon this tension, I developed a theoretical framework which sets out the limits of a problematising, critical approach according to which there is no possibility of an unproblematic access to the object under investigation and an unmediated knowledge of truth (Foucault, 1980; Pennycook, 2001). Such an approach means disavowing the belief in transparent language, enlightenment or emancipation, and emphasising the need to question the discursive construction of reality.

As a consequence, my thesis does not present a textual claim to authority, but an attempt to write about 'reality' in terms of and in relation to something else. This may mean that analysis remains tentative, context-related and ambiguous, but I argue that it gains in depth when the critical goal is to keep the process of disagreement open (Laclau & Mouffe, 1985; O'Regan & MacDonald). Furthermore, such an approach to research is able to maintain a closer relation to the world of meaning as it is experienced by participants. I therefore conclude that greater theoretical emphasis should be placed on the analyst's interpretative behaviour in her research activity, and that a more hermeneutic discourse analysis can begin to turn the tension within critical discourse analysis into a strength.

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Session 1

Programme number: 1E

<u>Marcus Jackson</u>
Kingston University, UK

The unforced blend of theory and data: A radiography educator's story (0084)

Key words: Reflection, Research Paradigms, Conceptual and Theoretical Frameworks

In this paper I will provide a personal account of how my doctoral research engaged and developed education theory within the context of radiography education. This includes the challenges encountered by a new researcher only familiar with the positivist tradition embarking on a project with constructivism as its epistemological foundation (Stinson, 2009).
Like Eisenhart (1991) I made a distinction between conceptual and theoretical frameworks which helped me to both develop my theoretical framework and latterly orientate my findings. It facilitated an expression of my own views and beliefs as well as the concepts that guided the development of the entire project. This conceptual framework was developed via a critical review of the literature and via reflections on my experiences of being a radiography student, radiography practitioner and radiography educator. I concluded that radiography knowledge and skills derived meaning in the act of practice, and this chimed with Wenger's (1998) rejection of a theory/practice divide in everyday practice. Wenger likewise acknowledges that its historical and social context gives meaning and structure to the act of performing that practice, thus emphasising that practice is embedded in social activity.
From these premises I made two propositions: Firstly, the 'ideological' function of a radiography curriculum and secondly, that radiography education is located and develops within a community of practice (CoP). My findings evidenced both convergence and divergence with Lave and Wenger's (1991) theoretical constructs of situated learning, legitimate peripheral participation and community of practice. However the study also highlighted the consequence of power relationships, the complexity of learning in and across multiple communities of practice and the importance of individual learner biographies, all of which are underdeveloped in Lave and Wenger's theoretical discourse.
My story facilitates a reflection on the complex, messy, iterative and multidimensional nature of education theory development.

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Session 1

Programme number: 1E

John Hammond
Kingston University, UK
Where does theory come from in educational research? (0090)

In this symposium I will reflect on the 'search for theory' in my doctoral research that investigated gender identities in physiotherapy education.   I will discuss some of the key tensions and deliberations faced in exploring paradigms and methodologies and how I negotiated a 'voice' for my thesis.   Particularly I will focus on developing a theoretical rationale for conceptualising identities as socially constructed and in particular Butler and Foucault. I then explore how my role as tutor implicated me within the research and demanded a critical pedagogic approach. Recognising these significant theoretical domains and methodological choices I discuss how I re-interpreted an epistemological decision making framework for establishing coherence within the research (Koro-Ljungberg et al, 2009). Finally I reflect on some examples of the difficulties faced in writing my thesis and the tensions this created in seeking recognition in academia. Rather than romanticising about mastering my journey and theoretical discourse, I acknowledge that I have also submitted to the systems and structures of educational research. The implications of these contradictions are proposed.

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Session 1

Programme number: 1F

<u>**Denise M. Sweeney**</u>
University of Leicester, UK

How do students and teachers use learning technologies to optimise learning in university classrooms? Indicative findings from a pilot study. (0073)

There is an expectation that university teachers become experts in how to use learning technologies to enhance their teaching (Carter et al, 2011). However, despite considerable financial investment by universities (Walker et al. 2012), the extent to which they have been incorporated is limited (Conole, 2004; Selwyn, 2007; Laurillard, 2007; Kennedy et al, 2011).

I will present indicative findings from my pilot study into how teachers and students use learning technologies in university classroom contexts to support learning and teaching: a study of purposes, principles, processes and perspectives.

The research focus of my study is on university classroom contexts and how teachers' and students' use of language and technology mediated learning in university classrooms. I am particularly interested in the kinds of language that teachers and students use in technology-mediated task work phases of lessons and the thinking and perspectives that underpin students' and teachers' use of technology.

Three research themes have emerged from my literature review:
1. University teachers' conceptions regarding the purpose, usefulness and benefit of using learning technologies to promote learning vary.
2. There are significant effects in the use of learning technologies in promoting learning for those students who are technically proficient and competent in using the technology.
3. Teachers skilfully adapt the ways they use learning technologies to support learning in different classroom contexts and in the face of different pedagogic challenges.

My research design also consists of interview strategies with university teachers and students in order to develop highly detailed and contextualised understandings about their use and adaptation of learning technologies in university classroom contexts to promote learning.

I will illuminate the indicative findings from my pilot study and the usefulness of the data collection approaches used.

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Session 1

Programme number: 1F

<u>Thean Keat Khoo</u>
Lancaster University, UK

Enabling Global Higher Education Learning into a Digital Future (0052)

This conceptual paper evaluates the technological challenges for designing and developing innovative and purposeful solutions to support higher education (HE) teaching and learning. Its potential applicability is in planning, curriculum development, marketing, recruitment and student services. This initial study will focus on online/flexible/distance learning in global HE institutions which offer or plan to offer online courses to a global community of learners.

The scope of this paper and its evaluative study will be limited to Technology Enhanced Learning (TEL), Massive Open Online Courses (MOOC) platforms and Collaboration learning. The creation of effective digital experience for learners, academics and administrators requires some less well known components such as system integration solutions, online security and identity access management. These technologies along with student records systems will add an administrative dimension to this conceptual evaluation.

This conceptual study is important because despite the ongoing discourse on disruptive technologies such as MOOC, little is known about how University IT Services leaders and managers are confronting such disruptive issues in order to ensure their institution's success for the future. The study hopes to address the challenges of adapting for change and developing such technological and digital capabilities using RUFDATA evaluation framework (Saunders, 2000) which is a recognized planning framework for evaluative research.

The paper will briefly discuss the selected technologies and their relation to the current HE climate. The main section of this paper will be a detailed analysis and application of RUFDATA evaluation framework against an existing online/flexible/distance university operating on a global scale. The outputs of the conceptual study will help frame and inform my literature review on leading and managing global HE learning into a digital future.

This conceptual evaluation aims to address the preliminary question — how can HE IT Services and IT leaders enable global HE learning into a digital future? Overtime, this longitudinal research project aspires to explore the relationships between leading HE IT services and delivering personalized and localized teaching and learning globally. Given the rapid pace of change we will need technology that is 'built to change', not 'built to last'.

Key Words: (5) digital university, evaluation, global learners, IT services and leadership

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Session 1

Programme number: 1F

Meta Gorup
VU University Amsterdam, The Netherlands

Resisting New Public Management at VU University Amsterdam (0057)

The presentation depicts the complexities of collective forms of resistance to organisational change of a New Public Management (NPM) nature at VU University Amsterdam (the VU), and the response of its management to that resistance. It is the result of a 3-month qualitative research consisting of semi-structured interviewing and participant observation. Twenty-two in-depth interviews were conducted. Further, the researcher attended eight meetings and a public event organised by an informal resistance group. The data was analysed using an interpretivist approach, focusing on understanding the interpretations of the social as perceived by the research participants.

Since the 1980's, public institutions all over the world have been influenced by NPM reforms which have introduced business-like characteristics such as private-sector styles of management, a focus on output, and parsimony in use of resources (Hood, 1991). Dutch universities have been no exception (De Boer et al., 2007). However, at the VU, these changes have not gone unchallenged. An informal platform of opposing academic and support staff was formed, linking their activities to the work of the unions and the Works Council. In their manifesto, they argue that the VU is turning into an organisation where private-sector styles of management are taking over, and that for this reason an alternative management approach is needed.

Spicer and Böhm's (2007) model of resistance to 'managerial hegemony' is used to analyse the ways in which different informal and formal collective resistance agents at the VU have cooperated in order to achieve their (sometimes contradicting) goals. The commonalities and discrepancies between the different movements are shown. Furthermore, the presentation provides an analysis of the ways in which the management has responded to the resistance, and how this response has influenced its development (Courpasson et al., 2012). The author concludes that the complexities inherent in the resistance movement are a consequence of both the dissimilarities among the resistance agents, and the differing response of the management. In addition, a further complexity referring to an overlap of the resistant's and the dominant's aims is identified.

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Keywords: universities, New Public Management, collective resistance, managerial response

Session 1

Programme number: 1G

<u>**Sandrine Soubes**</u>
The University of Sheffield, UK

Conceptualizing researcher development: from policy discourse to lived experience. What is it like for postdoctoral scientists to develop? (0061)

This paper will present preliminary findings from a qualitative study (ethnographic and interview data) exploring the conceptions of researcher development held by postdoctoral researchers in scientific disciplines and by the academics employing them. This research is set in the professional context of the author who became a local actor in the discourse of researcher development within a UK research-intensive institution. This work is part of a study in 3 UK HEIs, researching how postdoctoral researchers negotiate their professional development and identity and how it is shaped by policy discourse and institutional structures.

The proliferation of policies in the UK related to "transferable skills" training and professional development for researchers (eg. Robert's report (2002), the Concordat (2008) and the Researcher Development framework (2010)) has not been followed by critical scholarly engagement and empirical research concerned with the meanings of 'researcher development' or with postdoctoral researchers' experiences of professional development. Postdoctoral researchers employment relies on short term research contracts, making research careers temporary and unstable mode of employment. Research on postdoctoral researchers seems to be limited to large-scale national surveys and has tended to focus on the experience of researchers in the social sciences (A Brew, A. and Lucas, L. (2009)). Evans (2011) urges researchers to aim at developing theory in the field of researcher development.

I will present in this paper results from an ongoing ethnographic study and preliminary analysis from 10 interviews with postdoctoral researchers and academics from scientific discipline.

I seek to conceptualize researcher development from a range of perspectives between lived experiences and policy developments. Theoretical frameworks used in this study relate to workplace learning, situated learning and community of practice (Hughes, Jewson and Unwin (2007)), but also social theories of identity (e.g. Henkel, 2005). I will argue in this paper that the articulation and meanings of researcher development remain sites of tension and conflict.

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Keywords: postdoctoral researcher, development, identity, skills, Communities of practice

Session 1

Programme number: 1G

<u>**Paul Seldon**</u>**, Martyn Kingsbury**
Imperial College London, UK

Supervisors' views of the Undergraduate Research Opportunities programme: Why bother? (0079)

The Undergraduate Research Opportunities Programme (UROP) at Imperial College offers around 500 placements to Imperial students and those from elsewhere in the UK and Europe. UROP students complete research placements with established research groups, typically for 6-12 weeks over the summer vacation.

While there is pressure on universities to demonstrate a functional teaching and research nexus (1), in a research intensive STEM focused institution, where undergraduate study is well connected to, and informed by research, this is not problematic. Why then do students and staff put time and effort into summer research projects that garner no academic credit?

Research has shown Students' abilities to investigate and critically evaluate knowledge are developed by research and inquiry practices (2) and can lead to personal and professional gains (3), however supervisor motivations for involvement in UROP are less well characterised.

In order to examine perceived motivations we interviewed four experienced UROP supervisors from different departments using semi-structured interviews. Interviews were recorded, transcribed verbatim and stored in an anonymised form. The transcripts were then thematically analysed focusing on the motivating factors.

Transcript analysis revealed a range of motivations that were categorised into four main thematic areas with perceived or desired benefit for

(i) the student,
(ii) the research group,
(iii) the research and
(iv) the supervisor.

Those with student focussed motivations mentioned that the UROP students showed exceptional interest and enthusiasm over and there was a desire to reward and encourage this. They also recognised the potential for strategically advantageous professional skills provision. Research group motivations focused around development of the group and individuals within it. Research motivations were often developing current research projects or undertaking more speculative investigations aimed at establishing preliminary data. Finally supervisors were motivated by the desire to teach and to be 'good academic citizens'.

In conclusion, motivations were multiple and tended to be connecting in such a way that benefited in all thematic areas. The result was that supervisors valued the programme because the perceived benefits far outstripped the cost of participating.

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Session 1

Programme number: 1G

Muireann O'Keeffe[1], Roisin Donnelly[2]
[1]Royal College of Surgeons in Ireland, Ireland, [2]Dublin Institute of Technology, Ireland

Supporting ePortfolios for deepening Student Learning in Contemporary Irish Higher Education (0043)

Context and purpose

This research seeks to explore a support framework implemented for ePortfolio development within a professional development programme. This Masters programme seeks to develop skills of lecturers in using technology in teaching practices.
Reflection on professional practice is advocated on the programme and ePortfolios enabled students to record their work on a continual basis, reflect on their continuous learning and make connections with their everyday practice (Beetham 2006). Tosh et al (2005) deem that ePortfolios offer an opportunity for promoting deep learning as students make connections between learning that occurs in different contexts: academic, workplace, and community. However an initial exploratory study found that student ePortfolios were lacking in several areas: deep learner reflection; creativity; multimedia artefacts; and peer-participation.

Methodology

I designed an action research study with an intention of enhancing student ePortfolio development by systematically investigating (Norton, 2009) the learning and teaching strategies supporting student ePortfolios. Fundamental to this approach was a critique of my own teaching practices, identification of strengths as well as areas that needed improvement.

Findings

This research study aimed to explore if support strategies implemented were helpful to students in developing ePortfolios and to recommend useful strategies for supporting future ePortfolio development. The findings from this study indicate a number of recommendations for the future support of ePortfolios. A successful support framework needs to be mindful of presenting the concept and practice of reflection to students before introducing ePortfolio technology. A learning environment that encourages peer engagement should be nurtured. Student led activities on technology and multimedia for ePortfolio development also worked well.
As an action researcher I carried dual roles of being tutor of student ePortfolios and that of an insider researcher. I acknowledge criticisms of insider research and that closeness to research can be seen as problematic (Robson, 2011). To combat this I asked a programme colleague to act as critical friend of the findings and to encourage my own critical reflection on my findings.

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Session 2

Programme number: 2A

<u>Fabio Riccardo Arico'</u>, Duncan Watson
University of East Anglia, UK

When Student Confidence Clicks: Academic Self-Efficacy and Learning in Higher Education (0047)

Introduction
This presentation details the development of a teaching methodology aimed at increasing Academic Self-Efficacy (ASE), defined as students' confidence at performing academic tasks (Bandura, 1997). We consider a population of university entrants enrolled in a first year large-class Economics module, and we devise a strategy to engage students on self-reflection about their academic abilities. Our presentation is divided in two parts. In the first part we briefly survey recent pedagogic contributions on the role of ASE and we provide a description of our teaching methodology. In the second part we present the results of a preliminary empirical investigation on the association between student attainment and student self-efficacy.

Motivation
Following the recent changes in policy and funding in HE, the current climate of competition for the enhancement of teaching and support practice in HE, students run the risk of being placed 'at the heart of the system' in a rather passive way: more as receivers of a service, rather than primary actors and confident owners of their learning experience. In response, we argue that more effort should be invested in educating confident individuals, progressively autonomous at tackling academic tasks.

Methodology and Results
Our methodology is designed to empower students with the ability to (i) evaluate their own progress, (ii) seek for the most appropriate forms of support, and (iii) form a positive attitude towards their academic journey. There is consistent evidence supporting the impact of high ASE levels on these dimensions (Zajacova et.al., 2005; Macaskill et.al., 2013). However, while most of the research in this area is performed through evaluations outside the classroom, we devise a simple, evidence-based protocol to pair learning with the formation of ASE beliefs. Our approach makes intense use of Student Response Systems (SRS), such as 'clickers'. In particular, we employ SRS devices to assess students' ability at performing academic tasks, as well as to collect feedback on students' confidence at delivering a good performance (Hoekstra and Mollborn, 2012). This methodology allows us to compare objective and subjective evaluation of each student's performance, and to devise opportune responses that consolidate learning and increase student's self-efficacy at the same time. Our preliminary findings show a positive association between attainment and ASE, which becomes weaker over time.

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Session 2

Programme number: 2A

<u>**Fiona Hay**</u>
University of the West of Scotland, UK

"Between a stone and a hard place" – designing the methodology, choosing the methods, sharing the experience. (0069)

There is evidence to suggest that contextualisation increases learning by improving the way information is processed (CORD, 2013). This paper discusses the use of a contextualised approach to the teaching of research methods to undergraduate students on sport-related courses.

This paper focuses on how the author's experience of designing and developing the research methodology for a PhD can be used to contextualise the teaching of sport development. Exploring why older women participate in physical activity can provide evidence to promote and develop sports, therefore increasing participation, a current issue for those involved with sport development.

Curling is regarded as a World class sport; it is a team sport in the Winter Olympic Games – Team GB women's team won the gold medal at the Winter Olympics in 2002 and this year Scotland's "Team Muirhead" won the World Women's Curling Championships. According to the sport's governing body, Royal Caledonian Curling Club (RCCC), older women (those over the age of 50) make up a large percentage of its membership, yet why this is the case has not been fully explored (RCCC,2013). The focus of the author's PhD research is older woman and their participation in the team sport of curling.

Designing the methodology for a PhD needs careful consideration and it is the sharing of this knowledge that has informed the delivery of a research methods module to second year undergraduate students on sport related degrees. Through reflexive analysis of the author's experience, exploration and considerations given to the process of methodology selection sport students can utilise this knowledge to provide an insight to the selecting of methods and methodologies for their own research projects (Foley, 2002). More importantly is the contextualisation aspect, using appropriate sport related examples has proved to be a key indicator of a student's understanding of research enquiry and research design.

Overall the focus of this paper is to discuss the author's PhD research process in reference to the context of older women curlers. Then it will show how the exploration and process of finding and designing the methodology can be used to support the learning and teaching of research methods to undergraduate sport students.

Key words; sport development, methodology design, research methods, contextualisation

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Session 2

Programme number: 2A

<u>Anna Bager</u>
Aarhus University, Denmark

Teaching conceptions and their origins – exploring the role of disciplinary background and professional identity (0025)

Keywords: teaching conceptions, disciplines, professions

Teaching conceptions are theories teachers hold about teaching and learning (Samuelowicz & Bain, 1992) and in recent years it has been shown that teachers from different disciplines differ in their conceptions and their approaches (Lindblom-Ylänne et al., 2006). Furthermore, it is known that epistemological as well as contextual factors affect university teachers' thinking about teaching (Hativa & Goodyear, 2002; Becher & Trowler, 2001). However, research has not yet fully explored how teachers substantiate their teaching and how their thinking about teaching is related to their perception of their discipline. This presentation is an invitation to discuss the conceptual framework and the preliminary findings of my Ph.D. project.

Theoretical argument
My hypothesis is that the logic of researchers' discipline spill over into in-use-theories on teaching pedagogy. Due to the lack of substantiated pedagogical truths and underdeveloped teacher identities, theories of teaching and learning are based on perceptions of knowledge structures and values in the discipline. Furthermore, it is assumed that teachers' awareness of disciplinary logic lead to more complex teaching conceptions or better teaching. Yet, the theoretical case can be made that the inner logic of a discipline might hinder student-centred teaching.

Preliminary findings
In line with existing research, in-depth analysis of pilot interviews with five senior professors in different disciplines demonstrates a close connection between the perceived disciplinary values and how teaching and learning was conceived. However, the findings also suggested that a discipline's inner logic might prevent educational development. For example, a law teacher did not wish to split the lectures of 300 students into ten seminar groups with different teachers because he could not guarantee that every student would be treated equally and receive the same qualified teaching. Hence, in accordance with a legal mind-set (but contrary to formal theories of teaching and learning), lectures with 300 students were perceived to be more appropriate than small group seminars.

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Session 2

Programme number: 2B

<u>**Viki Bennett**</u>**, Sally Griffin, Hilary Smith**
Bath Spa University, UK

Voices of Resilience and Success on the Foundation degree and beyond: the Experiences and Achievement of Teaching Assistants in Higher Education (0088)

Research Domain:

This paper will report on an evaluation that illuminated the professional and personal impact on students who undertook a Foundation degree for Teaching Assistants in Education Studies at Bath Spa University (BSU). This undergraduate programme is designed to enable students who are employed as teaching assistants to remain in professional practice in the classroom during the course and to provide a progression route onto a BA Honours programme and subsequently into teaching. Specifically, the evaluation focused on two key strands: (1) The students' socio-economic and academic profiles, to assess impact on under-represented groups in HE and (2) The students' academic and career progression outcomes. A robust sequential mixed method approach was employed, using BSU academic and widening participation data, an online survey and semi structured interviews which were carried out with reference to Kvale and Brinkmann (2009).
Strand 1 of the evaluation demonstrated that, while this Foundation degree student body met a number of BSU's widening access objectives, the students' academic performance, retention and progression within and beyond the course was exceptionally strong in comparison to other student cohorts on related undergraduate courses in the University. This phenomenon was further investigated at Strand 2 in which the varied and complex employment conditions of the Teaching Assistants involved were considered, linked primarily to aspects within Blatchford et al's (2012) Wider Pedagogical Role (WPR) model.
Participants' accounts of their learning experiences will be discussed, with a focus on confidence levels, benefits and challenges. A framework for analysing the impact and pedagogy of educational professional practice programmes was devised adapting the work of Harland and Kinder (1997) and the paper will present the potential of this framework to be: (1) An instrument to interpret data; (2) A planning and auditing tool for lecturers and students on such programmes and (3) A tool to compliment the WPR model to improve the preparedness, deployment and practice of Teaching Assistants in schools.

Keywords
teaching assistants, widening participation, work based learning, student voice, Foundation degree

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Session 2

Programme number: 2B

Tom Lunt[2,1]
[1]Sussex University, UK, [2]London Metropolitan University, UK

(Dis)engaging students: the role of digital literacy in Higher Education learning communities (0068)

The aim of this presentation is to present an interpretation of the some of the findings of my doctoral research which examines the policy discourses of engagement, digital Literacy and learning community in Higher Education. These discourses relate to a case study of 150 second year students studying a module at a post '92 university. I have adopted a mixed method approach and in this presentation will present a Critical Discourse Analysis (CDA) of some of the data from interviews and the online forums used by students, staff and professionals during the course of the module. In this analysis I will set out my views on the theme of community and its relationship to two key concepts in my thesis – student support and engagement.

I have adopted a post-structural frame work that draws on the methodological position of (Foucault, 1994). In particular his work on the tekhnē tou biou (art of living) through writing as a practice of self that can counter stultitia (distraction and weakness of opinion) is particularly relevant when considering digital literacy and student voice. The concepts of police order (Ranciere, 1991) and the unoppressive city (Young, 1990) are also important to my analysis.

I draw on Derrida's observation,

'According to contexts (according to this or that national culture , in the university or outside the university…), the conditions of minimal pertinence and of initial access will change. You know that I am thus alluding, in passing, to the concrete problems of curriculum, for example, or to the level of requirements in our profession, whether we are talking of students or of teachers.'

(Derrida, 1990:145)

In so doing, I deconstruct the discourses of learning community and engagement found in much teaching and learning discourse in Higher Education.
I have combined CDA with performance texts weaving together a play of voices written and spoken in different spaces; virtual (public), virtual (private/inside institution), virtual (private/outside institution) and face to face. I identify in the texts sites of resistance that, when considered in relation to a backdrop of policy driven institutional discourse, offer students (teachers) and 'professionals' outside the university alternative contexts in which to support and engage each other.

Keywords Digital, literacy, learning, communities, engagement.

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Session 2

Programme number: 2B

<u>Dawn Mannay</u>, Victoria Edwards
Cardiff University, UK

It's written in the sand: Employing sandboxing to explore the experiences of non-traditional, mature students in higher education (0064)

Non-traditional, mature students face a number of complex psychological and structural barriers to higher education and their journeys are often characterised by initial aspirations and later disappointments, when classed, gendered and relational positionings conflict with students' identities and contribute to their withdrawal from academia (Mannay 2012; Mannay and Morgan 2013; Reay et al 2010). As academics it is not enough to chart these difficulties; rather we need to seek opportunities to create a more inclusive environment so that we do not simply widen access at the point of entry but ensure that non-traditional students complete their undergraduate study.

In response to this challenge, the research project explored the student experience by asking non-traditional students to engage with innovative and reflexive process of sandboxing. This approach was developed drawing on sandplay therapy in which patients create three-dimensional scenes, pictures or abstract designs in a tray filled with sand and a range of miniature, realistic and fantasy, figures and everyday objects (Weinrib 2004). Although there have been objections to taking psychoanalysis outside of the clinical situation of the 'consulting room' (Frosh 2010), the method proved useful in engaging participants at an affective level and the data production drew upon psychoanalytical sensibility; which was psychoanalytically informed rather than psychoanalytical.

For one group of participants, the scenes created represented the experience of their first year as an undergraduate; and for the other group, who had enrolled for the following academic year, their scenes focused on their expectations, hopes and fears around embarking a trajectory in higher education. Data production was facilitated on a one-to-one basis and participants were asked to talk through their visual sandbox scenes with the researcher. The elicitation process was characterised by a largely uninterrupted flow of talk with an attentive listener whose role it was to try and understand what is being said, so that the psychoanalytical paradigm became relevant and practical in the context of qualitative educational research.

This presentation will discuss the usefulness of the sandboxing technique as a tool of qualitative research as well a reflecting on the associated difficulties with the method. There will also be a focus of the themes that arose from the data production process and these will be explored in relation to the ways in which institutions can work meet the needs of non-traditional students. In this way the research draws on the affective accounts of participants to influence policy and best practice; aiming to improve student experience for marginalised cohorts and to engender retention and success.

Session 2

Programme number: 2C

<u>**Kim Jesper Herrmann**</u>
Aarhus University, Denmark

Learning from tutorials: Approaches to learning and perceptions of tutorial interaction (0026)

Key words: Approaches to learning, perceptions, tutorials, student-centred teaching

Background: The tutorial is a cornerstone in the teaching of undergraduates and is often claimed to support deep approaches more than the traditional lecture (Biggs, 2012). Yet, empirical research suggests that tutorials often degenerate into quasi-lectures (Kember et al., 2003). Applying concepts from SAL theory (Entwistle, 2009), this presentation reports from a completed empirical study exploring how students approach tutorials and how they perceive the role of self, peers, and tutors.
Methods and sample: Semi-structured interviews with twelve Danish undergraduates were analysed using both deductive qualitative approaches using pre-established theoretical criteria and inductive approaches identifying major themes within the data.
Findings: A surface approach was revealed in verbatim note-taking, focusing on authoritative answers only, and disregarding fellow students' input. Contrary, a deep approach was characterised by selective and elaborated note-taking, focusing on closing gaps in personal understanding, and open-mindedness to diverse perspectives.
The students who were relying on a surface approaches tended to perceive the tutor as an expert authority, peers as fellow ignorants, and the tutorial as essentially a small-scale lecture. On the other hand, students relying on a deep approach were likely to see the tutor as a knowledgeable chairman, peers as academic colleagues, and the tutorial as an opportunity to apply and test their knowledge.
Discussion: Tutorials are a means of activity-based and student-centred teaching intended to encourage deep approaches, especially with the group of students likely to adopt surface approaches. However, in line with a study by Kember et al. (2003), findings suggest that this very group of students actually prefer teacher-centred instruction rather than students-centred teaching. Thus, on a more general level, the study points to the apparent paradox that student-centred teaching is appreciated the least by the group of students who theoretically would benefit the most from becoming more active learners. Such paradox may also explain recent findings that student-centred teaching does often not impact approaches to learning as intended by teachers (Baeten et al., 2000).

Baeten et al. (2010) Using student-centred learning environments to stimulate deep approaches to learning, Educational Research Review, 5(3).
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Session 2

Programme number: 2C
<u>**Jennifer Guevara**</u>
Universidad de San Andrés, Argentina

Early field experiences in Early Childhood Teacher Education in Argentina: latest curriculum reforms (0045)

Early field experiences in Early Childhood Teacher Education in Argentina: latest curriculum reforms
In recent years, there is a growing literature that supports making teacher practice the central element of pre-service teacher education, as a way to solve the theory-practice gap (Ball & Cohen, 1999; Zeichner, 2012). In most countries early field experiences have gained relevance in teacher education programs. The latest curricular transformations include changes in the conceptualization, structure and supervision of these experiences (Le Cornu & Ewing, 2008). This presentation aims to address the latest curriculum reforms in early childhood teacher education in Argentina, regarding early field experiences' conceptualization, structure and supervision.

The presented results are part of a qualitative ongoing research that includes both field work and document analysis. Here, we look into the last three early childhood teacher education national curriculums (1969; 1996; 2007) and point out the main continuities and changes regarding professional experiences. Also, we intend to show to what extent Argentina follows the international trends, given its history and traditions.

With respect to the first analytical focus, the last two curriculums reconceptualize early field experiences. They are no longer thought as an application space, but one for building practical knowledge through the guidance and support of more experienced teachers. Concerning supervision, in the last curriculum the cooperating teacher emerges as a figure that shares responsibility with the supervisor in training pre-service teachers. Regarding structure, since 1996's curriculum early field experiences start in the first year and last throughout the training programs. They also include teaching in different early childhood settings, including non-formal education (which has a strong presence in Latin America) and day care centers.

Even though early field experiences have gained ground in teacher education in Argentina, we cannot say we are in the presence of a practice-based curriculum, since early field experiences take place in parallel and separated paths from the rest of the training. Our work aims to contribute to the discussion on the role of early field experiences in closing the gap between theory and practice in pre-service teacher education.

Key words: Teacher education, early field experiences, curriculum reforms, early childhood teaching

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Session 2

Programme number: 2C

<u>**Bethany Alden**</u>
The University of Northampton, UK

Profiling personal epistemologies in tertiary online learning environments (0046)

This presentation reports on the first phase of the APPLE project (Analytics for Profiling and Promoting Learners' Epistemologies). This phase involves: 1) the development of a theoretical framework for profiling tertiary learners' beliefs about the nature of knowledge and 2) the initial testing of an analytical tool for measuring these beliefs in online learning environments.

Investigating learners' epistemological beliefs has been driven by the notion that a learner's way of knowing is an important factor influencing their higher education experience (Richardson, 2013). Frameworks for understanding learners' epistemologies have been proposed over the last 50 years. Even so, there is still a call for universities to care more about developing learners' epistemologies (Lucas & Tan, 2013).

In conventional learning environments, learners' ways of knowing may be understood through interactions and rapport-building with individual students. However, in an online learning environment, this information may be difficult to capture due to the transactional distance of the learners and teachers.

The initial version of the analytical tool will be constructed as a quantitative web survey and will include features of existing epistemological development frameworks (e.g. Perry, 1970; Baxter Magolda, 1992; King & Kitchener, 1994). This instrument will include questions related to: 1) the certainty of knowledge, 2) critical thinking, 3) conceptions of learning, 4) conceptions of reflection and 5) personal contexts.

During the first phase of the project, the tool will be administered within online learning environments in three different UK universities. Findings from this phase will inform subsequent phases of the APPLE project, which aim to explore personalised visualisations and pedagogic uses, such as curriculum mapping, for these analytics.

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Keywords

Epistemological development, online learning environments

Session 2

Programme number: 2D

Matthew Horton
University of Birmingham, Aston University, Birmingham City University, University College Birmingham, UK

Evaluating Aimhigher through longitudinal data on participants and non-participants (0049)

Evaluating Aimhigher through longitudinal data on participants and non-participants

Keywords: Widening Participation, Higher Education, Disadvantage, Aspirations, Attainment

This paper describes and justifies a longitudinal research study design evaluating the impact of an Aimhigher intervention programme. The study is novel in that it addresses the limitations of previous research, by employing a robust approach to track over 5000 matched participant and non-participants over a period of 5 years to the point of entry into Higher Education (HE). Comparisons between both groups will be made in terms of learners:

• Aspirations, attitudes towards and knowledge of HE - measured via standardised surveys repeated over 2-3 years
• Attainment - measured via shifts in GCSE attainment
• Progression to HE- measured via UCAS and HESA data.

Sample

An opportunistic sample of learners was recruited from six schools in a large metropolitan area. Learners aged between 12-18 years were included in the intervention group (n600) or the control group (n4800). Detailed background data was collected on each pupil, including date of birth, school achievement and measures of disadvantage.

Key argument

Over the past two decades Government policy has focused on closing the gap in HE participation rates between children from disadvantaged and advantaged backgrounds. This high up on the political agenda and has became even more prominent with the increase in tuition fees in 2012 and HE Access agreements. Raising disadvantaged learners access and participation to HE is important to create an equitable society. Previous studies of such interventions have been heavily criticised for lack of rigour, poor sampling techniques and lack of controls (Gorard et al 2011; Harrison 2013). Therefore, it is important to develop a robust research design to evaluate if interventions benefit learners, so as to inform HE outreach work, policy and evaluation. This paper reviews the challenges for evaluations presented by these arguments. It shows a longitudinal design can address problems which have troubled previous studies.

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<u>**Julie Brown**</u>
Glasgow Caledonian University, UK

Recognition of Prior informal Learning: Researching the Learner's Experience (0010)

Research Domain:

Introduction
This paper will present the findings of a recently completed study exploring the impact of Recognition of Prior informal Learning (RPL) from a learner perspective, to ascertain if the RPL process is transformative, particularly for learner identity. In addition to providing a starting point for an evidence base within Scotland, this research has the potential to enhance future development within RPL both from the Higher Education Institution (HEI) and sector wide perspectives. RPL is a complex field of study which has been explored worldwide (Andersson and Harris, 2006) and has become increasingly relevant in the Scottish Government's Widening Participation and Lifelong Learning agendas and Skills Strategy (Whittaker, 2011). RPL has been indicated to have the potential to be 'transformative' for learners (Whittaker et al, 2006). While much of the research undertaken on RPL is of great value, there is a dearth of research which pertains to the actual learners' experiences in this area, particularly within HEIs in Scotland and it is this that the present study seeks to address.

Methodology
A constructionist theoretical approach, within the qualitative paradigm, was adopted – as was a case study design, enhancing the researcher's ability to develop a deep and defining meaning, and as such contextual understandings of the learner experience of RPL. This enables the researcher to identify connections between the RPL process and learner identity. Semi structured interviews with RPL learners provided rich data. A purposive sample was selected from one Scottish university who had undertaken the RPL process. Key principles of data analysis were considered and analysed inductively to produce a manageable and meaningful set of data for reporting.

Findings
The study found that that learner identity fluctuates throughout learners' experiences and therefore the development of learner identity is not a linear process. A number of issues ultimately impact upon learner identities and includes the role of others and the RPL mechanisms and processes. This research concluded that RPL has the potential to be transformative for some learners and recommends that there are areas which are worthy of further exploration.

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Session 2

Programme number: 2D

<u>**Michael Keenan**</u>
Nottingham Trent University, UK

Accessing the space to be 'different': Some reflections on the university experiences of LGBTQ students in England. (0030)

Going to university is a time when students have the opportunity to make changes, to explore their independence and to discover who they 'are' and who they want to 'become'. As such, university is often imagined, and experienced, as a place of acceptance and diversity. Indeed previous research supports this, illustrating that university is a location in which students become more accepting of diversity (Holland et al 2013). In addition university can be a space in which LGBTQ (lesbian, gay, bisexual, trans*, queer and questioning) students are able to explore and express themselves (Taulke-Johnson 2008).
However, previous research also indicates that university can be the site of homophobic behaviour (Valentine et al 2009), and a number of studies conducted in the United States have illustrated that LGBTQ students can experience negativity and isolation in a variety of ways (Gortmaker and Brown 2006).
This paper focuses on the university experiences of LGBTQ students in England using data emerging from online questionnaire and group discussion methods. Whilst the paper presents a broadly positive story of LGBTQ university experiences, it also elucidates the limits of inclusion - as seen in the stories of the participants – not just in terms of homophobic behaviour, but also in stories of everyday interaction and 'acceptance'. The paper particularly explores the sense of difference which is common in the participants' reflections, illustrating that LGBTQ students continue to see themselves as separate from the mainstream heterosexual student body and at times misunderstood. The paper emphasises that this perception is underlined by the university climate and the students' interactions with non-LGBTQ students and staff.

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Session 2

Programme number: 2E

Diana Mesquita[1,2], Maria A. Flores[1], Rui M. Lima[2]
[1]University of Minho, Institute of Education, Portugal, [2]University of Minho, Department of Production and Systems, School of Engineering, Portugal

How do undergraduates look at their training in Higher Education? A study with Engineering Students (0065)

One of the main challenges in Higher Education is to articulate curriculum to professional practice in order to prepare students for the demands of companies and society. Employers often criticize the new graduates' profiles, claiming that higher education does not prepare them to real problems and demands in companies (Knight & Yorke, 2004). This paper aims to identify perceptions and experiences of final year students at Industrial Engineering and Management (IEM) program at University of Minho, Portugal. It focuses on the contribution of their initial training for their first professional practice in order to identify issues for further improvement in engineering programs.

This paper draws upon a PhD project. Its main goal is to analyse curriculum development and competencies related to professional practice, in order to contribute to the improvement of the quality of the training program in engineering courses. It is based on the perspectives and expectations of students, teachers and professionals. This project is being developed at the University of Minho, Portugal, since 2010, considering the IEM program at University of Minho as a case study.

This paper is based on data collected through written narratives with 5th year students of IEM at the end of first semester, 2 to 3 months after they have started their final project. They were asked to describe their experiences, focusing on the link between their initial training and professional practice. The narratives highlighted students' voice, regarding their personal experiences. This entails a deeper understanding concerning to the case study (Bell, 1999). Data analysis is based on 33 narratives. Three dimensions were identified (initial training; curriculum development; professional profile), supported by the results achieved in the previous phase of data collection within the context of the PhD research project.

Students' perspectives highlighted three main ideas: the first is the importance of pedagogies of engagement (Smith et al. 2005) for students' motivation and also for the transition to the workplace. The second idea is related to cooperation between universities and companies, which is desirable and should be improved. The third idea is based on the importance of process review in curriculum development. For instance, students highlight a set of transversal competencies that universities programs are not providing and are essential for their professional practice. This could also be achieved through the cooperation with the companies and societies.

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Session 2

Programme number: 2E

<u>**Sanne Haase**</u>
Danish Centre for Studies in Research and Research Policy, Aarhus University, Denmark

Danish Engineering Students on the Role of Professional Engineers in Society (0006

Introduction
Providing a professionalised workforce prepared to play a role in sustaining and developing society seems to be a particularly challenging task for engineering education institutions. Engineers are confronted with blurred boundaries between and within different disciplinary fields and a virtually ubiquitous role of technology in an increasingly globalised society facing a range of societal challenges such as resource depletion, poverty, climate change and economic crisis (Sheppard et al 2010, Jamison 2012, Williams 2003). To Engineers are expected to take on environmental, techno-scientific and socio-technical roles and to add contextual skills to their scientific and technical competencies along with social responsibility. These demands lead to fears that engineering identity is at risk of disappearing or defragmenting into a myriad of separate professional identities. (Trede et al 2012, Williams 2003.) The presentation will report and discuss findings of an empirical investigation in the nascent professional identity and anticipated societal role of Danish engineering students.

Methods
Nation-wide, longitudinal, two-point web-administered surveys reaching the full population of the engineering student year group 2010 during their freshman year serve as sources of empirical data. The investigation was affiliated with the Programme of Research on Opportunities and Challenges in Engineering Education in Denmark.

Key findings and their implications
Three roles of engineers in society each emphasising one of the theoretically based challenges co-exist in different mixes at different types of engineering programmes. Some of the intended outcomes of engineering education in terms of contextual broadness and inclusion of consideration for challenges into a professional identity seem to run counter to the way in which the actual attitudes of the engineering students develop during their first year of enrolment in an engineering education. Sustainability issues do not form part of the anticipated professional role of the majority of these future technology professionals. Furthermore, the engineering students' own experiences of their progress during the freshman year within different areas relating to societal challenges suggest that this area may need further attention.

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Session 2

Programme number: 2E

<u>Susan Simon</u>
University of the Sunshine Coast, Australia

The Tapisserie Model for Designing Innovative and Accreditation-worthy Teacher Education Programs (0054)

This conceptual model is presented to illustrate one approach to teacher education program design within a rigorous accreditation environment, and provides a model which may be of relevance in other contexts, both within Australia and internationally. The model was devised at the University of the Sunshine Coast, Queensland, Australia, as a means of achieving initial teacher education program accreditation through the Australian Institute for Teaching and School Leadership (AITSL) whilst accommodating teacher educators' core values in this increasingly regulated tertiary environment. During 2012, teacher educators at the University of the Sunshine Coast conducted an extensive literature review (including the work of such educational researchers as Hattie (2003) and Marzano (2010)), undertook focus group research with all stakeholder groups and instigated collaborative program analysis in order to re-design existing teacher education programs. With a background in school leadership, the author was able to add a practical and relevant perspective to program design and implementation (Simon, 2007). A 'tapisserie' (tapestry) model, inspired by Denzin and Lincoln's 'bricolage' (patchwork) methodology (2000), emerged during this complex task of re-developing our teacher education programs, and enabled us to develop a clear vision of myriad threads to be accommodated. Utilising elements identified in the 'tapisserie' model, the teacher education program designs at the University of the Sunshine Coast are being submitted for internal and external accreditation at the time of writing, and these will be reported on. This presentation will also provide a stimulus to debates concerning the benefits and the challenges posed by increased accountabilities in curriculum design in higher education generally, and whether there are there valuable and distinctive national trends in teacher education curriculum design or are all approaches across nations becoming globalised.

KEY WORDS: teacher education, program design, metaphor

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Session 2

Programme number: 2F

<u>Andrew Gunn</u>
University of Leeds, UK

Higher Education Policy in England and the Coalition Government (0072)

This article examines the development of Higher Education Policy under the Conservative-Liberal Democrat Coalition Government formed following the General Election of May 2010. In particular, the paper analyses the parliamentary and party political context which are the crucial variables that set the direction of higher education policy during the early years of the parliament.
The Coalition Government legislated for radical change with ramifications for the teaching function of English universities in its first year of office. These reforms include higher undergraduate tuition fees, changes to student loan arrangements and a new way of allocating student numbers to universities as well as new private providers. This research seeks to explore both the political and policy drivers behind reforms such as these.

The presentation provides an overview of events immediately before and during the early period of the Coalition administration. Through an analysis of the policy process it offers an explanation of how and why events unfolded as they did and identifies how policy is a compromise between pragmatism and ideology on the part of the incoming government.

The research identifies three main factors that shaped the policy process. First, Coalition Statecraft: party politics and tactics as well as the resulting use of parliamentary procedure; second, the context of financial austerity: the need to reduce spending and thirdly, Coalition ideology: the Liberal Conservative 'anti-statist' and 'big-society' reform agenda. The article then offers a critical analysis of the resulting policy. It explains how the three factors above have determined the content, level of coherence and the effectiveness of policy for the university sector in England. It identifies the most contentious features of the reforms, making reference to the relevant policy analysis and higher education studies literature.

A concluding section provides an evaluation of higher education policy and explores the critical debates and implications for the relationship between universities and the state. It seeks to analyse to what extent the policies pursued can be exclusively attributed to the Coalition government. From this discussion, the research considers to what extent there are distinctive national features of English higher education policy in a context where national systems are increasingly globalised.

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Session 2

Programme number: 2F

Jeanette Davies[1,2]
[1]Sunderland College, UK, [2]Durham University, UK

Measuring the Marketing Concept in Higher Education a suggested Methodological Approach. (0074)

The recent Browne review (2010) and its recommendations has raised the cap on HE tuition fees from it's 2011/2012 £3,375 limit up to £9,000 from September 2012, further progressing the role of student to that of a paying consumer in a marketplace. Such a move brought about unprecedented controversy, not least from the students themselves. The element of financial risk has now been introduced to the business of HE, with the possibility that universities could financially fail. This has motivated Higher Education Institutes (HEI's) to adopt market-related strategies. As such,HEI Senior Management Teams (SMT's) are placing greater emphasis on market orientation and the marketing concept is now applicable to their institutions. Whether they like it or not, they are practicing marketing and although levels of market orientation within organisations can be measured, (Narver & Slater, 1990), there seems to be no evidence for the concept ever having been measured in UK HEI's. This study is interested in not only measuring market orientation of HE within FE, but also to present a research design that can be replicated as a self-assessment method for those institutions with an interest in further developing their HE market orientation.

Narver and Slater (1990, p. 21) suggested that market orientation is 'the organizational culture that most effectively and efficiently creates the necessary behaviours for the creation of superior value for buyers and thus continuous superior performance for the business'. Furthermore, Narver and Slater (1990) theorise that market orientation consists of three behavioural components (customer orientation, competitor orientation and interfunctional coordination) and two decision criteria (long-term focus and profitability).

Kohli and Jaworski (1990, p. 01) use the term 'market orientation' to mean 'the implementation of the marketing concept, within an organisation. Market orientation is the 'organisation-wide generation of market intelligence pertaining to current and future needs of customers, dissemination of intelligence within the organisation and responsiveness to it' (Jaworski & Kohli, 1993, p.54)

The researcher proposes to use Narver & Slater (1990) scales to measure market orientation along with Jaworski & Kohli's (1993) scales to measure senior management emphasis on market orientation and business performance. Therefore, this methodological approach will be presented and critically discussed.

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Jaworski, B.J; & Kohli, A.K. (1993). Market orientation: Antecedents and Consequences. Journal of Marketing, 57 (July), 53-70.

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Session 2

Session 2

Programme number: 2F

Sally Wai-Yan WAN
The Chinese University of Hong Kong, Hong Kong

Content Analysis of Higher Education Leadership: Research and trends from 2008 to 2012 (0018)

The purpose of this paper is to provide a content analysis of studies in the field of higher education that were published in the ten of the Social Sciences Citation Index (SSCI) journals specialized in higher education and leadership and management from 2008 to 2012 respectively. Amongst 47 articles were identified as relevant to the topic of leadership in higher education, containing a total of 32 articles were found in the higher education journals and 15 articles in the journals specialized in the area of leadership and management, which were cross analyzed by published years, countries, journal, research topic, and citation count. Furthermore, 6 highly-cited articles within the list of journals were chosen for further analysis according to their research settings, participants, research design types, and research methods. The study was expected to give implications for educators and researchers into research trends and patterns of leadership in higher education.

Session 2

Alan Johnston
York St John University, UK

Academics' psychological contract and discretionary effort (0059)

This research aims to identify the nature and features of the psychological contract for academics across the UK HE sector, and explore its role in perpetuating discretionary effort.

The focus of the presentation will provide a discussion of the literature as it relates to the psychological contract for academics.

Although there has been an ever increasing plethora of literature in the last twenty some years there has been little that focuses on academics. The research which has been undertaken, in this area, has generally been undertaken overseas. Only Newton (2002, cited in Krivokapic-Skoko and O'Neill, 2008) has seemingly researched the psychological contract of academics in the UK.

Cullinane and Dundon (2006) highlight the rebirth of interest in the psychological contract coincided with the wave of restructures and changes to employment relationships. This study coincides with significant changes within the UK higher education sector and perhaps is timely in relevance.

How an academic interprets their psychological contract, their tie to the organisation will dictate their participation in their role (Shen, 2010.) Herriot et al (1997) suggest that the recent history of organisational change and the impact on the employment relationship has resulted in employees being more transactional, while employers want to be relational. However, Shen(2010) suggests that the psychological contract for academics is likely to be relational.

The research will adopt an interpretivist approach and make use of mixed methods in the collection of data. The proposed sampling strategy will identify academics at a range of HEI institutions. Targets will be categorised into pre 1992 University, post 1992 University (former Polytechnic) and post 1992 University (former College of Higher Education) in the gathering of data. In addition staff shall hold the role of lecturer in their job title, ie Lecturer, Senior Lecturer or Principal Lecturer.

Key Words
Psychological Contract, Academics, Discretionary Effort

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Herriot, P., Manning, W. and Kidd, J. (1997) The Content of the Psychological Contract. British Journal of Management. Vol. 8. Pp151-162

Krivokapic-Skoko, B. and O'Neill, G. (2008) University Academis' Psychological Contracts in Australia: a Mixed Methods Research Approach. The Electronic Journal of Business Research Methods. Vol. 6 Iss. 1 pp61-72

Shen, J. (2010) University academics' psychological contracts and their fulfilment. Journal of Management Development. Vol. 29, No. 6 pp575-591

Session 2

Programme number: 2G

<u>**Marjorie McCrory**</u>
University of the West of Scotland, UK

Understanding academic identity in practice-oriented higher education (HE) settings. (0044)

As the vocationalisation of HE in the UK continues apace (Littlewood, 2004), interesting questions emerge about the impact of this trend on the construction of academic identities. This presentation will explore potential implications of this trend by focusing on the lived experiences of a particular group of academic staff; those who have been recruited from practice communities outside academe, and who maintain a link with a practice community as part of their remit within HE. The presentation will seek to address two key questions relating to the construction and development of academic identity: What might it mean to be an academic in a vocationally-focused HE environment? How might a focus on the lived experiences of individual "practice academics" help construct a framework for understanding academic identity within 21st Century UK HE.

Methodology

Empirical data from three case studies will be presented. Informed by Wenger's broadly socio-cultural conceptual framework (Wenger, 1998), which posits engagement in the social practices of communities as the site of identity construction, in-depth semi structured interviews were conducted exploring participants' experiences of engagement in the practices of their academic communities. Interviews were conducted using person-centred techniques to generate rich data; interview recordings and transcripts were analysed using Interpretative Phenomenological Analysis (Smith et al, 2009) in order to construct a grounded, experiential framework for understanding the nature of the process of academic identity construction and development in each case. Analysis of themes emerging across cases was carried out in conversation with a wider socio-cultural literature which focuses on the complex interrelationship of individual and social.

Findings

Analysis suggested that participants faced challenges in relation to managing the competing demands of teaching and research in vocationally-focused settings. Crucially, however, participants construed these challenges primarily in terms of identity. This suggests that a theoretical framework which seeks to make sense of participants' accounts of engagement in their academic communities must move beyond epistemological conceptualisations of the interrelationship of "individual" and "social" towards ontologically unified understandings of identity. To this end, findings will be considered in relation to Stetsenko's Transformative Activist Stance on Development and Learning (Stetsenko, 2011).

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Key words: academic identity, academic development, socio-cultural theory

Session 3

Programme number: 3A

<u>Ann Austin</u>[1], Renato Cordeiro de Amorim[2], Alison Griffin[1]
[1]University of West London, UK, [2]Glyndwr University, UK

Providing an enhanced tutorial system to support student learning (0038)

There is extensive worldwide research into the reasons for poor student retention, and studies have identified a sense of student belonging, the relevance of the learning experience, a confidence in academic ability and analytic skills and a positive first year experience as factors that positively affect student retention (Jamelske, 2009; Small & Deakin Crick, 2008; Willcoxson, 2010).

After consultation with both staff and level 6 students, support sessions were delivered to level 4 Computing students in the personal tutorial slot, targeting those students with the potential to succeed but who may be lacking in scholarly attributes. These sessions targeted numeracy, academic writing and referencing, programming and associated skills, problem solving skills, time management, and the confidence to try something new. A variety of delivery methods was employed, and colleagues throughout the university contributed to the sessions. Wherever possible, the content was contextualised to make it relevant to curriculum delivery. The tutorial slots were timetabled and scheduled in a computer lab to encourage attendance and confer the same status as curriculum sessions, and registers were taken.

The Approaches and Study Skills Inventory for Students - ASSIST (Entwistle, 1997), embedded within a curriculum assessment, was used to profile the students' approach to study. Initial findings show that the students have a primarily strategic approach to learning. There is a clear correlation between attendance and submissions, and a weak correlation between attendance of the tutorial session and submissions. Attendance of tutorial sessions is lower than that of the curriculum classes, and there seems to be a weak correlation between poor tutorial attendance and higher scores for organised studying, time management and achievement motivation, suggesting that tutorials are less valued by the more successful students.

Focus group interviews confirmed these findings, with the support sessions being particularly valued by the international students, and valued most when perceived to have a direct relevance to the curriculum. Students felt the sessions assisted with the transition to HE, provided transferable skills, supported them towards independent and reflective learning, and encouraged social cohesion.

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Session 3

Programme number: 3A

<u>**Angelina Wilson**</u>
Northumbria University, UK

Student learning within a mixed disciplinary environment (0077)

This paper examines research that has been undertaken at a university which offers a mixed disciplinary programme for students from design, business and technology backgrounds. It focuses on how students learn both individually and collectively on a mixed-disciplinary design innovation master's programme.

Amid intense global competition, the long term prosperity of the UK depends on establishing British leadership in skills, science and the knowledge economy through investment in science, enterprise and education. The Cox Review highlighted how business productivity could be enhanced by drawing on the UK's world-leading creative capabilities (Cox, 2005).

Previous research has suggested that to sustain competitive advantage, organisations often have to generate unique knowledge for the creation or development of innovative products and services (Fong, 2003) and as a result of this graduates are increasingly required to have not only a good knowledge of their own discipline, but are also expected to be able to apply their disciplinary learning into 'supercomplex, transdisciplinary contexts' (Barnett, 2000; Baxter Magolda, 2001).

Internationally, universities in a number of different countries, including the USA, South Korea and China, have developed mixed-disciplinary programmes. In the UK, a number of universities have set up centres of excellence and, particularly at masters level, offer increasing numbers of mixed-disciplinary courses of study.

This paper, which is part of ongoing empirical research, builds on previous developments within the field, investigating how students learn both individually and collectively in a mixed disciplinary environment. The research uses a sociocultural conceptual framework and has been analysed through two different lenses. Data relating to collective learning have been analysed through the concept of communities of practice, whilst individual learning has been analysed through the development profiles using transformative learning theory.

The research design has adopted a qualitative, case study approach and included semi-structured interviews, examination of assessed work, observation of project working and presentations carried out by the fifteen students from design, business and technology backgrounds who consented to take part in the research. This paper discusses findings from the research and the significance of these for mixed disciplinary learning in higher education.

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Keywords

Mixed-disciplinary learning, student learning, communities of practices, transformative learning

Session 3

Programme number: 3A

Annedien G. Pullen, Didi M.E. Griffioen
VU University, The Netherlands

Are excellent students willing to collaborate? (0058)

The purpose of this presentation is to report the results of a completed empirical research in which the influence of students' potential for excellence on their motivation to collaborate in specific tasks is explored.

In our knowledge economy highly-educated professionals need to be able to work in teams. Hence, higher education should support collaborative learning in order to educate 'excellent cooperators'. In this study excellence is not just seen as something that a person is, but as a form of behavior that a person shows in a specific environment (Subotnik, Olszewski-Kubilius, & Worrell, 2011).

Previous research showed that motivation positively influences students' group work (Dolmans, Wolfhagen, & van der Vleuten, 1998). To understand excellent collaborative learning behavior it is important to gain insight into how student characteristics such as potential for excellence and motivation for collaborative learning tasks are related to each other. Hardly any research has been performed on this topic. Hence, it is unclear whether higher potential students need different collaborative learning situations to be motivated. The research question of this study is: How is a students' potential for excellence related to their motivation to collaborate in specific tasks?

Students' potential for excellence is operationalized into three different ways:
• Intelligence
• Creativity
• GPA

Students' motivation is operationalized into four different aspects:
• Task motivation
• Task efficacy
• Cooperative motivation
• Cooperative efficacy

Intelligence and creativity are assessed using paper and pencil tasks. The items about motivation are largely based on the Motivated Strategies for Learning Questionnaire (MSLQ) of Pintrich, Smith, Garcia, and McKeachie (1991). The population of this study are third-year Sports, Management, and Business students of a Dutch University of Applied Sciences.

Descriptive statistics of potential for excellence and motivation are analyzed in SPSS19. The influence of potential for excellence on motivation is examined by means of a structural equation modeling (SEM) analysis in Mplus6.

At the conference the results will be presented and the implications will be discussed. The findings will be relevant for the educational practice, because they will gain insight into whether potential for excellence should be taken into account in making collaborative tasks beneficial for all students.

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Keywords: collaborative learning, potential for excellence, motivation.

Session 3

Programme number: 3B

Ibrar Bhatt
University of Leeds, UK

Multilayered and multimodal: capturing literacy events in classrooms (0055)

This paper proposes a guiding framework and multimodal methodology for capturing student writing activities as they unfold in real time. Building upon current advances in video analysis (c.f. Knoblauch 2012), I capture the entire procedure of on-screen composition as a digital recording (screencast), alongside an embedded video recording of writers' movements, and an audio recording of their vocalisations around the creation of their course assignments. This provides me with a multimodal rendition of human and non-human actors' interactions, on- and off-screen, which are then transcribed using Jeffersonian and multimodal conventions to better capture the complexity of data in a format suitable for analysis. A 'dynamic transcript' is subsequently created using relevant software, whilst also triangulated with ethnographic observations, interviews, and collected student work. Drawing upon reflections from a current doctoral study, I discuss the methodological implications to the collection, transcription, and finally presentation of such data and call for a re-examination of established methodological practices.

The unit of analysis is a 'literacy event' (Heath 1983): empirically observable events and interactions around texts as they happen. These events are conceptualised as unfolding sociomaterial assemblages, or 'actor-networks' (c.f. Law and Hassard 1999; Latour 2005), instantiated by the mobilisation of digital 'literacy practices' which are inferred or attained through attention to the empirical makeup of the assignment, and patterns of behaviour surrounding it (Tusting et al., 2000).

Such a methodology has the potential to reveal a composite picture of a researched site and a detailed and dynamic rendition of writing activities. The analytic methodology proposed, therefore, is useful for researchers paying greater attention to the 'sociomaterial assemblages' in which digital literacy practices are enacted, their choreography and co-ordination during the writing of an assignment, and how doing so enhances our understanding of 'digital literacy' including how and why some practices end up elided from view.

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Keywords: literacy studies, digital literacy, actor-network theory, sociomateriality, multimodality

Session 3

Programme number: 3B

<u>**Lynn Coleman**</u>
Cape Peninsula University of Technology, South Africa

Avoiding deficit models of the student in higher education research: methodological considerations (0036)

In this presentation I will offer a methodological approach aimed at guiding research undertaken in higher education contexts that seeks to avoid deficit models of the student. The presentation contributes to on-going debates about the methodologies used to understand students and their learning in higher education. Academic support initiatives that have traditionally focused on 'remedying' students' deficiencies are now the subject of critique, with particular concern now paid to interrogating the influence of the institution and its structures on student success (Haggis, 2009). Researchers working within the academic literacies perspective (Lillis and Scott, 2007 and Lea, 2008) and social realist curriculum theorisation (Shay, 2011) have been at the forefront of challenging deficit perceptions of students and interrogating curriculum and institutional structures.

In the presentation I will outline the research design of a recent ethnographically framed PhD study that explored the assignment production processes of students in a South African vocational higher education course. I will draw attention to the study's methodological frame which foregrounds an epistemological position that actively sought to avoid deficit models. The approach offers a means of empirically bringing together a focus on the student and their literacy practices while maintaining a non-judgemental stance and also exploring curriculum organisation and decision making. The methodological frame considers the individual student's experience as being located within and influenced by broader institutional structures. This approach has particular significance for research within the South African context as it provides a way in which existing racial stereotypes, that have been reinforced by deficit models and continue to perpetuate inequalities in the higher education sector, can be challenged.

Key words
deficit models, higher education, methodology

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Session 3

Programme number: 3B

Caroline Ennis[1]
[1]Birkbeck, UK, [2]University of Westminster, UK

Method-mongering in qualitative research: A critical discourse analysis approach to researching higher education management curriculum design (0032)

Methods of purpose

It is envisaged that the presentation and associated poster will demonstrate the opportunity to use the qualitative research method of critical discourse analysis (CDA) in alternative contexts. It is undertaken with the aim of suggesting that discourse analysis, that focuses on the three dimensions of: text; discursive practice; and social practice, can be applied within the context of HE.

The evolving nature of the concept of CDA

Method-mongering (Petre & Rugg, G, 2010:90) seeks to draw upon the data analysis framework that Fairclough devised for CDA in 1992 (Dick, 2004). This approach had evolved, in the social context, from the work of Foucault, here Fairclough brings into focus his extension of the approach within the realms of critical realism. He describes this in his conclusions as: focusing discource analysis on the relations and tensions between organisational structure and process (Fairclough, 2005:935). Thereby lending itself to the opportunity to determine structuring and message; which can then be compared to organisational process, which in turn could help to establish the types of relations and tensions that are evident in specific organisational cases. The wider exposure of CDA sees it now being used for management research (Langley & Abdallah, 2011).

Methodology, approach and sample

The researcher is undertaking a PhD exploring PG management curriculum design as appropriate for a particular type of students; that is postgraduate, professional post-experience managers. In an attempt to establish a framework for qualitative research, and to be able to determine the social reality of a particular type of HE curriculum, it was necessary to review the methods available that would enable the analysis of the appropriateness of products/services being marketed to the students.

By adopting Fairclough's three dimensional approach at the first stage of the research, it is expected that the data can then be compared to the objective reality of the student experience; which will be explored through questionnaires and interviews at stage 2 of the process.

Work is currently at the stage of preparing for the primary research and is ascertaining the English HE institutions that will be included in the study. By the time of the event some applied examples will be available in addition to the literature review.

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Session 3

Programme number: 3C

Annouchka Bayley
Warwick Business School, UK

Global Markets/Global Knowledges: Designing an Arts-in-Business Curriculum for a Postcolonial Era (0035)

This paper will discuss the processes and underpinning theories used to design an exploratory, interdisciplinary, practice-based course run at a UK business school, and its wider implications for the development of new innovations in higher education practice in an increasingly globalized era.

Issues addressed by the paper:

- the marketization of the (corporate) university on a global scale
- addressing (through curriculum design) the relevance of incorporating notions of the Third Space in teaching an increasingly globalized student body (dual-heritage and second generation home students; migrating students adopting Britain as a temporary home/place of study)
- the development of Practice-as-Research based curriculum designs for the enhancement of students' critical thinking in a business school context which engages with postcoloniality

The teaching project:

"Hidden Markets: Exploring the Interaction between Local and Global Markets in a Postcolonial World" will be run in 2013/14, integrating performance processes, design installation and Open Space Learning style education practice with Business Studies. The course will present students with the opportunity to critically investigate the postcolonial issues at stake in market concepts of globalization and to discuss the invention and exportation of the concept of a "knowledge-product".

The paper proposed for the SHRE Newer Researchers Conference will discuss the theoretical and methodological processes I have used to design the curriculum of this teaching project. I will examine the design via a combination of the following theoretical and methodological lenses:
- Homi Bhabha's theory of the Third Space (Bhabha, H., 2004. The Location of Culture. Oxford: Routledge Classics.) and how a neither/nor approach often found in the arena of postcolonial research, impacts on what is traditionally considered "knowledge" in higher education teaching and learning.
- Gayatri Spivak's theory of the subaltern (Spivak, G., 1993. Outside in the Teaching Machine. New York: Routledge.) and how this can be used to frame different knowledge-making processes and 'silenced' forms of learning that can contribute to the development of innovative teaching practices in higher education settings.
- Baz Kershaw's development of practice-as-research in the university and how it provokes discussion about the use and relevance of arts practice in academic research contexts (Allegue, L., Jones, S., Kershaw, B., Piccini, A., 2009. Practice-as-Research in Performance and Screen. Basingstoke: Palgrave Macmillan.)

The paper is intended to provide a platform for debate on the changing landscape of higher education in light of globalizing forces, the paradigms that have created the emergence of "knowledge-as-product" and the value of artistic practice and interdisciplinary processes in academic research. It also aims to generate debate on how developing student awareness of the issues at stake in the education system they are participating in can become a vital part of the teaching and learning of critical thinking across the curriculum.

Session 3

Programme number: 3C

<u>**Sancia Wai-San Wan**</u>
University of Macau, Macao

Live, Serve, Learn: A Critical Reflection on a Journey of an International Service-Learning Programme of a Residential College in Macau, China (0022)

Global shifts in movements of people, capital, information and commodities, interacting in embedded social, political and economic relationships, have led to changing needs of knowledge, skills and values required for civic engagement and global citizenship (Musil 2009; Bringle et al. 2011). Service-learning and residential-learning are two integrated educational practices increasingly recognised by higher education institutions in East Asia (Xing and Hok 2010; O'Hara 2013), including the case university in Macau. Placing service-learning within the residential college (RC) setting is one of the university's strategies to weave liberal education and civic engagement into the core educational experiences of students.

With the methodology of action research and through a critical reflection on the implementation of a recent international service-learning trip to Laos, this research paper aims to identify approaches to effective service-learning for RC students. Based on multiple sources of data, such as interviews, activity records and student reflective work, a number of issues, involving the processes of planning, coordination, implementation and reflection, that are critical to RC service-learning programming are examined. For example, although the current service-learning programs conducted in the RC are not offered for credit and the participation in any of these is entirely voluntary, the learning for participants must still be intentional, structured and evaluated. In short, the RC educational practitioners must be aware of the needs to develop stronger links between student formal learning and service experience, to reinforce student ownership in different stages of the programme, and to take part in professional development programmes for specialised training for programme leaders and facilitators.

This study not only serves as a timely reference to motivate to improve the current service-learning programme of the RC system through critical reflection on the case of implementing an international service-learning trip, but more broadly sheds lights onto the under-researched area of service-learning and residential-learning in higher education in East Asia.

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Session 3

Programme number: 3C

<u>Ahmad Thamrini Fadzlin Syed Mohamed</u>
Durham University, UK

Threshold Concepts and the Development of Military Leaders for the 21st Century: A Study of Military Education at the National Defence University of Malaysia (0003)

This paper discusses on-going research into a higher education programme in the National Malaysian Defence University (NDUM). As in other higher education systems, the military education programme at NDUM is designed to transform civilians into soldiers and train military officers who are able to face the nation's future security challenges. Much is known in regard to the technical preparation of military personnel and military leaders but little attention has been given to understanding the difficult conceptual and personal shifts that such training entails. Threshold concepts theory may provide a helpful analytical tool to examine the process necessary for transformation from civilian status to thinking and practising as a soldier and consequently a military leader. Findings from the research will inform educators, military trainers and policy-makers in terms of developing military curricula and methods of teaching and learning. A further key consideration is the use of appropriate supporting curriculum materials and technologies to improve understanding and create the necessary conditions and environments in which cadets might transform themselves. At this point, the research will address the following questions:
1. What are the key conceptual transformations and ontological shifts in the training of military cadets and leaders at NDUM from the specialists', trainers' and cadets' perspectives?
2. How might threshold concepts theory be applied to military education curricula and pedagogy to inform development?
The research adopts qualitative methodology, in the form of in-depth interviews and focus groups. This approach provides opportunities to explore the complex and often difficult ontological shifts involved in becoming a 21st century military practitioner.
Keywords: threshold Concepts, transformation, military curriculum, leadership.

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Session 3

Programme number: 3D

Harriet Dismore[1], Kate Byford[2], Rachel Brooks[3]
[1]University of Southampton, UK, [2]Brunel University, UK, [3]University of Surrey, UK

What is the Impact of a Scholarship on the Recruitment, Retention and Attainment of Students? (0029)

This paper presents findings from a study investigating the impact of a regional partnership scholarship on recruitment, retention and attainment in one higher education institution. From 2006 universities have been able to charge annual tuition fees of up to £3000. This study was undertaken in response to the 'dazzling 'market'' (Harrison and Hatt 2012, 697) of bursaries and scholarships now used to attract students who might otherwise be discouraged from applying to university. Yet few researchers have looked in detail at the impact of a scholarship on recruitment, retention and attainment. In particular, as Harrison and Hatt (2012) concluded, although data from the US and Germany suggest that financial aid can influence retention and success of students, the impact on

academic outcomes is woefully under-researched in England.

Whereas bursaries normally provide assistance to students in financial need, scholarships are usually awarded on the basis of merit (Callender 2010). The scholarship referred to in this study was one for which students had to meet the criteria of financial need, merit and attending a local partnership school. The research consisted of analysing data from 188 students who had received a scholarship between 2006 and 2012, results of an online questionnaire completed by 48 students and findings from semi-structured interviews with 11 students.

The data shows that the scholarships significantly influenced students who had already narrowed their choices, perhaps indicating as Callender (2010) found, that the success of scholarships is undermined by lack of awareness among students, parents and advisors. However, 62% of scholarship-holders achieved a first or upper second degree and scholarships were perceived by students to enable them to live a more independent life and engage in a wide range of extra-curricular activities. The implications of the results are discussed with reference to the wider global higher education market and student mobility.

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Session 3

Programme number: 3D

<u>**Hayley Hunter,**</u> **Ross Thompson**
The University of Northampton, UK

"Eyes on the prize; employability is the driver for entering Higher Education" (0048)

Purpose -To discuss findings of empirical research adapting SERPVAL, an instrument developed by (Lages & Fernandes, 2005) for measuring personal values in service environments. Sixth form students were surveyed to identify what personal values they hoped to fulfil by studying for a degree and how these values, coupled with educational motives affected their evaluation of university attributes. Research looked to see if prospective applicants evaluated university attributes subjectively based on the consequences they might deliver (Gutman & Miaoulis, 2003). Importance of career attributes was measured alongside cost, reputational, resource and environmental attributes.

Methodology - 418 sixth formers were surveyed using a questionnaire based on a 5-point Likert scale. Research tested the hypothesis that SERPVAL requires additional values to explain scholastic motives in an educational setting (Evolahti, et al., 2011). Regression analysis and structured equation modelling were used to identify interrelationships between personal values, motives, influencers and institutional attributes.

Findings - Reveal prospective students are most significantly concerned with performance approach goals and that studying for a degree is intrinsically motivated. Of thirty two attributes tested, many career attributes were ranked in the top ten, suggesting overwhelmingly that applicants want assurance that qualifications are recognised by employers through having academic value and that availability of work placements is of significant importance. Career attributes link to future goals and it is evident there is a strong correlation with instrumental motives which relate to a desired end state beyond the immediate scope of obtaining the qualification itself. These are considered most important by applicants who see acquiring a profession as a way of achieving self-fulfilment by gaining a sense of accomplishment, increased wisdom and more independence as well as securing a more prosperous and pleasurable future. Findings can be considered valuable predictors of post consumption evaluation.

Research implications - This research develops our understanding of university choice factors, which will assist marketing strategists in the HE environment to speak to instrumental values of prospective applicants focussing on career attributes and enabling them to make an informed choice based on alignment of offering to future career aspirations.

Keywords – SERPVAL, Motives, Influencers, Employability, HE choice

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Session 3

Programme number: 3D

<u>Katherine Byford</u>
Brunel University, UK

The Impact of Tuition fees on Students' Higher Education Choices (0051)

This paper presents the initial findings of doctoral study exploring the impact of tuition fees on students' higher education (HE) choices. The research was initiated in response to the 2011 White Paper that led to significantly increased undergraduate tuition fees and student quotas. A policy change that provoked uncertainty over the future size and composition of the HE student population.

The reforms were designed so that institution funding would follow the decisions of students, with the aim of creating a "higher education sector that is responsive to student choice, that provides a better student experience and that helps improve social mobility" (BIS, 2011:8). The extent to which this is achievable has been widely debated, with concerns raised that the reforms will exacerbate well-documented social inequalities within HE.

Although the long-term impact of the reforms are unclear, prior research has already shown how financial concerns influence students' decision-making about HE (Callender and Jackson, 2008) and sometimes impede the progress of non-traditional students (Reay et al 2005).

While various bodies, including HEFCE, UCAS and the Independent Commission on Fees, are assessing the impact of increased tuition fees on participation rates and students' propensity to apply to HE, little research has been undertaken to explore the decision-making of students who have chosen to apply to HE in spite of the higher fees.
This study aims to develop knowledge in this area, by specifically exploring: (i) the extent to which the increased fees has influenced students' decisions about which institution to attend, subject to study, and mode of study; (ii) how students are rationalising and planning for the financial repercussions of HE under the fee reforms; and (iii) the types of information, advice and guidance students access in the decision-making process.

Six London schools and colleges participated in mixed-methods study, which involved students' in the 2013/14 UCAS cycle completing a questionnaire and volunteering for two follow-up interviews (prior and post HE entry). This paper will provide an overview of the research study, and present the findings from the 600 questionnaires and 31 student interviews. Early analysis suggests that the increased fees are affecting the decision-making of some students, particularly in relation to institution choice, as they make choices to lower the overall cost of participation. The implications of the study will be discussed with reference to student choice and fair access.

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Session 3

Programme number: 3E

<u>Jennifer Allen</u>
University of Oxford, UK

Comparing the motives, experiences, and employment expectations of higher education students at universities and further education institutions in England (0050)

Title
Comparing the motives, experiences, and employment expectations of higher education students at universities and further education institutions in England

Purpose
This presentation will outline key findings from the first stage of data collection (completed in June 2013) in this empirical doctoral research.

Introduction to topic
The institutional setup of higher education (HE) in England allows students to choose to pursue HE courses at a 'traditional' university or a more 'non-traditional' HE provider, such as a further education institution (FEI). Because the government aspires to create an HE system in which 'funding follows the decisions of learners', understanding students' institutional choices and how those choices affect their future is essential for the institutions concerned, policymakers, and future applicants (GBDBIS, 2011: 8).

Methodology
Building on recent research about HE students in FEIs (Parry et al., 2012) and their employment destinations (HEFCE, 2013), this research uses pre- and post-graduation interviews (N=31) and a questionnaire (N=78) with undergraduate business finalists to explore how the motives, experiences, employment expectations, and employment outcomes of undergraduates at universities compare with those at FEIs. Participants were recruited from 6 institutions (2 universities and 4 FEIs) in 2 regions of England.

Findings
Initial findings suggest that most students pursue HE because they believe it will help them get a 'good job' afterwards. Furthermore, the research indicates that the notion of what constitutes a 'good job' is similar across universities and FEIs. However, despite maintaining similar employment expectations and pursuing comparable career paths, university students are more likely than FEI students to secure graduate jobs prior to completing their course. These opportunities often arise from established links between universities and national employers which differ significantly from the relationships FEIs tend to have with local employers. Therefore, despite the current policy focus on the significance of the student experience, an institution's relationships could be more important in helping students obtain the jobs they expect.

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Session 3

Programme number: 3E

Jim Hordern
Institute of Education, University of London, UK

The rationale for higher apprenticeships and the contribution of higher education (0012)

In 'The Plan for Growth' (HM Treasury 2011) the UK coalition government set out to expand higher apprenticeships in England 'across all sectors from current numbers' (87), suggesting that they provide 'a good alternative to full-time Higher Education for young people who want to develop a career through on-the-job training' (85). The Higher Apprenticeship Fund (HAF) duly offered £25m to projects that would develop new apprenticeship frameworks and ensure employer engagement, resulting in approximately 30 projects that involve professional associations, educational institutions, sector skills councils and employers across a range of sectors. Apprenticeships at levels 4, 5, and 6 are intended to approximate (in terms of level) to the first, second and third years of an undergraduate degree, and a number of higher apprenticeships incorporate foundation degrees. Comparisons with 'traditional' forms of higher education should be made cautiously, however, as the qualifications generally used in apprenticeship frameworks and higher education qualifications are covered by different qualification frameworks (the QCF and FHEQ) (Fuller and Unwin 2012), and higher apprenticeships often comprise considerably fewer credits than higher education qualifications.

This paper aims to provide a brief overview of the projects and apprenticeship frameworks funded under the HAF. In so doing, a series of characteristics of the frameworks are identified, including the minimum levels of knowledge content in qualifications, contribution of higher education institutions and the 'soft infrastructure' of partnership developed to support the sustainability of the apprenticeships. It is argued that the majority of the higher apprenticeship projects funded can be divided into three broad categories characterised by differing rationales and contexts of professional or vocational formation. It is also possible to see any growth in apprenticeships at this level as an opportunity for institutions in the higher and further education sectors with the 'structural capital' (Garnett 2007)to respond to an initiative of this type. The potential of higher apprenticeship as an alternative route, or threat (Helyer 2012), to 'traditional' full time higher education is thus also discussed.

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Session 3

Programme number: 3F

<u>Jennifer Leigh</u>
University of Kent, UK

Are the professional and academic development needs of part-time teachers in higher education being met? (0019)

Part-time teachers in higher education (HE) form a diverse group, and one that is increasing as employment patterns change. These individuals are often under-supported, with no systematic access to training or development (Beaton & Gilbert, 2012). In this paper I consider on-going concerns about the quality of teaching and learning and the support available for lecturers, particularly part-time teachers, in HE. Generally, such concerns have led to a review of the impact of teaching development programmes (Parsons et al, 2012) and a call for mandatory teaching certificates from the High Level Group set up last year to examine the modernisation of higher education (2013). However, these programmes are not always open to or accessible by part-time teachers, due to entry requirements specifying a known, high number of teaching hours, or a lack of support.
Foci on such programmes may include developing as a researcher and other academic skills, but the emphasis is often specifically on learning to teach. Teaching in HE has come under increasing amounts of scrutiny since the late 1990s, in part due to its consumerisation (Williams, 2013), and the significant increase of part-time teachers including postgraduates who teach. The experience of postgraduates who teach differs widely between institutions and departments (NUS, 2012).
I administered a survey to part-time teachers at one University exploring the group demographics, and how they perceived their opportunities for academic development. The invisibility of this group was made explicit, as the majority of the information provided by Human Resources was not up-to-date (only 340/816 email addresses were current). Teaching hours worked by this group (n=78) varied from 5–260 per academic year. 88% indicated that they wanted to continue to develop professionally. However, 60% were unaware of any opportunities to do so, or were unable to access provision.
I found that in spite of programmes and policies that aim to support part-time teachers along with full-time academic staff, professional development opportunities were not easily available. The reality of working as a part-time teacher meant programmes were not always appropriate for, publicised to, accessible by, or open to hourly-paid staff. Consequently, there are implications for how programmes of professional and academic development can be remodelled and targeted to ensure that they are open to and accessible by part-time teachers in addition to full-time academic staff. In addition, it raises concerns over the processes in which part-time teachers are recruited, contacted and supported.

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Session 3

Programme number: 3F

<u>Pochun Li</u>
University of Bristol, UK

Comparing quality assurance mechanisms for ensuring undergraduate student learning outcomes between Taiwan and England – in the field of education (0060)

This article is an ongoing doctoral research and it aims to compare academics' perceptions of quality assurance mechanisms for ensuring undergraduate student learning outcomes between Taiwan and England. Since 2012, the Foundation for Higher Education Evaluation and Accreditation Council of Taiwan (2013) has been conducting the second 5-year cycle of higher education evaluation. The aim of this evaluation is to examine the mechanisms and practice of each department and graduate school for ensuring their student learning outcomes. The issue of student learning outcomes is an important trend in the global higher education, but some challenges must be dealt with in Taiwan during the processes of policy borrowing (Phillips, 2009) since the new policy mainly refers experience to the UK's quality assurance and the US's accreditation systems. The primary challenges are the construction and implementation of the quality assurance mechanisms for learning outcomes in each university, and it has been argued that some implicit and non-cognitive learning outcomes are difficult to assess (Chen, 2013).

The empirical research is a comparative case study involving two purposively selected universities in England and Taiwan. In-depth, semi-structured qualitative interviews were conducted with 10 academics in each country. Most participants work in the field of education and they are at the different levels- university, faculty and department. It is supposed that academics' perceptions could be different between the two countries, and academics within the same university could differ in their viewpoints on this issue. Also, public meeting minutes and internal quality assurance policies about student learning outcomes within the two universities were analysed.

The initial findings of this study will be presented and discussed, including the similarities and differences of quality assurance mechanisms for ensuring learning outcomes between the two countries. Another focus of discussion will be on academics' positive and negative perceptions of the implementation and influences of the mechanisms and their suggestions for the improvements of the systems.

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Keywords: quality assurance, higher education, higher education evaluation, Taiwan, England

Session 3

Programme number: 3F

<u>Sarah Louisa Birchley</u>[1,2]
[1]Toyo Gakuen University, Japan, [2]University of Tokyo, Japan

Making Sense of Quality Assurance in Japanese Higher Education (0016)

Research Domain:

The focus of this research is a case study of a private university in Tokyo, Japan and the quality assurance accreditation procedure conducted by the Japan University Accreditation Association (JUAA). By utilizing Ericson's (2001) conceptual framework of four ideal types of meaning, and Weick's (2005) concept of sensemaking as a lens through which to examine change, the research explores how faculty members make sense of change and accreditation procedures. It asks: how far does this particular instance correspond to, or otherwise illuminate, Ericson's (2001) conceptual framework for understanding change? Through participant observations, twelve in-depth research interviews, and extensive document analysis over two years, the research examines what happened to faculty members in a university undergoing change.

Higher education institutions are rich in socially-constructed meaning, and so, during change, some faculty members share values, rules of behaviour, and norms that become stabilized in institutional structures. This is due to the establishment of a common understanding. Conversely, there can be differences between groups in the institution, such that shared understanding can be difficult to attain. The JUAA procedure continually asks, 'do the constituent members [of the institution] thoroughly share understanding?' This research shows that in this case, there was limited shared understanding and limited collective sensemaking.

This case highlights significant issues with the decision-making processes and managerial structures of an HE institution, highlighting the way in which that institution follows many private sector management practices. The case university was deemed not change-capable (Scott, Coates and Anderson, 2008). The faculty members saw accreditation as a duty and showed limited understanding of the purpose of quality assurance procedures. At times, they were at odds with their professional identity; experienced erosions of trust; showed a lack of collegiality; a lack of informedness and a hetrogenous cognitive profile.

This research contributes to our understanding of change, higher education institutions in Japan and accreditation, acknowledging the importance of effective leadership in HE institutions undergoing quality assurance procedures. It also provides an interesting insight into the Japanese higher education industry and Japanese culture.

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Session 3

Programme number: 3G

<u>Salha Aljohani</u>
King's College London, UK

Using "communities of practice" to theorise "identity" in dental education (0070)

Purpose: This study aims to explore the professional identities of dental educators in academia; to identify the challenges associated with development of educator identities; and to investigate how dental educators approach professionalism in their communities of practice (CoP) (Wenger, 1999). For the purpose of my work, identity is viewed as a dynamic complex of an individual's making (Clegg, 2008), and I explore how identity is also a dimension of belonging to community (Henkel, 2005). However, that professionals often have allegiances to different communities simultaneously is not always theorised. In dental education, competing commitments can incur considerable conflict of "belonging" where "communities" span different practices of subject knowledge; departmental and institutional systems (Kogan, 2006); as well as "Dentistry" or "Teaching" as particular constructs. Dental education is a complex practice including commitments to CoP, based on both production of research, clinical teaching and patient care. In this practice-based education, the dental educators may face particular tensions between fulfilling the requirements of the professional regulatory bodies for quality assurance and protecting patients interest, and supporting active learners in their academic institutes. Beside these already complex issues, dental educators are commonly regarded as responsible for improving the oral health of the public through research and educational programmes (Field, 1995).

Nature of research and Methodology: In this paper I explore and extend my developing framework for analysis of "identity" in dental education. I intend to use document analysis, interviewing and social network theory-based approaches to quantify and qualify the strength of community ties, values and interactions in the context of commitments to: research; teaching; and patient care. Steps toward development of this will be reviewed and discussed here.

Key argument: Dental education, like other practice-based education programmes, is about preparation for a specific career with all its commitments to a specific disciplinary identity and codes of practice competencies. In addition to other potential disciplinary-based challenges, the increase in professionalisation of teaching has led to possible tensions in the identity of dental educator. By exploring the dental educator identity current tensions and challenges allows academic institutions to identify and address these tensions, and to give attention to all dimensions of practice.
Keywords: professional identity, dental education, communities of practice

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Session 3

Programme number: 3G

Peter J. Anderson
Monash University, Australia

Academic Freedom an Organisational Value: Examining its enactment in Australian Universities. (0015)

This paper presents the findings from research previously presented at the Newer Researchers conference

Since the1980s there has been a greater focus on the globalization and commodification of Australia's knowledge production sector, which, includes universities along with training institutions. This commodification has seen an evolution of the primary goals of higher education crystallizing to produce a specific set of tangible graduate attributes with students now expected to graduate with attitudes, skills and abilities to engage and appreciate the role of life long learning in order to enhance the potential of their lives. As a consequence, of this evolution of university education, Australian universities are being increasingly perceived by both the government and the public as professional training institutions rather than purely institutions of academic learning (Coaldrake & Stedman 1998).

Therefore the freedom to pursue knowledge and truth in research and dissemination as a fundamental function to the university and the Humboltian model of higher education. Von Humboldt (1810) Metzger (1955), Kirk (1955), Hock (1970) Pincoffs (1972) Arablaster (1974), to name a few, cite three basic concepts as playing key roles in the formation of academic freedom.

Within this context, my research specifically examined the fate of Academic freedom and examined its enactment in Australian universities.

The research was developed as an explorative interpretive study using an interpretative approach. Methodologically this approach allowed for the study to be guided by for key areas of thematic inquiry that formed the foundational basis for of the research It involved interviews with a range of Australian academics while all discussed their understandings of academic freedom some of the variables investigated included gender, type of university, length of time as an academic and subject discipline.

The findings from the research concluded that individual academics have a three tiered referential understanding of Academic Freedom enacted to various degrees dependant an the individuals academic rank.

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Session 1

Programme number: 1E   Symposium Rationale

Putting theory to work in educational research: the doctoral story.
Chair & Presenter: Victoria Perselli, Kingston University.

Key words: Reflection, Interaction, Dialogue, Theory, Resourceful Peers

This symposium will consider how doctoral research in Higher Education is shaped, with a particular focus on 'theory'. This arises from a perception that whilst it is common for research reporting in the published literatures to include salient information on the context and setting of the project, together with elements of its methods and tools, such reports are less likely to tell us much about their specific theoretical orientation. Even when they do, it is unusual for the author(s) to reveal how or why a particular theoretical position has emerged. Instead, we must read 'between the lines' to see what forms of words, what terminologies or literary references might indicate this important ingredient and its function towards coherence – or otherwise – in the study. The symposium will therefore engage the narrative accounts of participants towards making explicit this rather slippery aspect of the research endeavour. It will consider strategies that have enabled us to come to understand why, where, when and how 'theory' has come to being in the design and implementation of our projects.

Whilst each of these represents a different disciplinary area, research focus and indeed theoretical orientation, a key point of agreement to date is that theory is as much a process as it is a desired/required object of the project/thesis. By this we mean that theory is not something 'applied' to the work in a formulaic way, but rather put to work within a complex and compelling interplay of personal, professional, educational and methodological reflections and interactions. Although the form this process necessitates conventional academic writing and reading, it also involves extensive discussion and critical peer review. This has further implications for how we view doctoral study and how theory forms part of its social construction among professionals as 'resourceful peers' (Moehrke and Perselli, forthcoming).

The extent to which theory is taught or caught, the likelihood that particular theories have greater common currency than others (in the present times and in the ways that education intersects with the disciplines in Higher Education), are further invitations to conversation across the conference and beyond.

These ideas have relevance for a range of actors in the field of doctoral/postdoctoral studies, and we look forward to initiating and sustaining conversations of this kind.

Moehrke, D. and Perselli, V. (Forthcoming) *The time for recognizing intercultural learning has come.*

POSTERS

Foong May Yeong

National University of Singapore, Singapore

Survey on Students' experience with Open-book Online quizzes for formative learning in a Large-class Undergraduate Cell Biology Module (0009)

I plan to present my initial study on using Online quizzes to enhance student learning in a large-class module. I hope to learn from experienced educators and researchers on how to improve my research work on students' learning experience through using the quizzes.

In my preliminary work, I surveyed students' perceptions about open-book quizzes. The aim was to find out how students viewed the level of difficulty of the quizzes, whether the quizzes helped promote self- or peer-learning, as well as other logistical issues. The open-book quiz was used to encourage deeper learning, as learning by memorization is common for Biology modules due to the amount of information students perceive they have to learn. This approach was based on previous studies that documented advantages of using open-book tests in Biology (Phillips, 2006) and other subjects (Block, 2012; Eilertsen & Valdermo, 2000; Heijne-Penninga, 2011; Kuks, Scho, & Snijders, 2008; Mathew, 2012).

2 of the 3 lecturers in my module contributed to open-book quizzes that were uploaded at our Integrated Virtual Learning Environment (IVLE) after each series of lectures. Notifications were sent to students when the quizzes were opened. Students had one week to complete each quiz. The quizzes were multiple-choice questions, with 5 options available and up to 3 possible correct answers for each question. Marks were awarded for each correct option selected. The quizzes were auto-marked and students immediately got their scores. There were 9 online quizzes in total and marks for all the quizzes constituted 5% of the students' overall grades.

95% of the 280 students completed each quiz. Students generally passed the quizzes, with a good number of students scoring full marks. At the end of the module, I sent students a link to a survey form at Survey Monkey for their feedback. The semi-structured survey was conducted anonymously and on a voluntary basis. The response was about 25%.

Overall, the students reflected that the open-book quizzes enhanced students' learning experience such as familiarization of lecture materials, learning outside lecture materials and application of knowledge. However, several issues need to be resolved in terms of preparing students' expectations of open-book quizzes and timeline for completion of quizzes. Open-book quizzes can perhaps be a useful supplementary tool for student learning and assessment.

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Carol Johnson
University of Calgary, Canada

Designing a framework for online music education (0011)

Scholars (Jones, 2005; Reimer, 2003) identify that change is necessary for the continuation of music education; change involving the inclusion of technology within music education methods (Allsup & Benedict, 2008; Himonides, 2012; Savage, 2007). Using a multiple case study approach (Yin, 2008; Merriam, 2002; Stake, 1995), this study examines traditional music education praxis (Elliott, 1995) and critical pedagogy for music education research (Abrahams, 2005) to formulate a strategic online delivery framework that accommodates the intricate balance of artistic learning (Csikszentmihalyi, 1988), social constructivism (Bandura, 1981; Vygotsky, 1978) and motivational learning constructs (Jones, 2010, Picciano, 2002). Brown and Adler (2008) suggest the pervasiveness of technology is permitting an unprecedented number of people, including previously geographically limited groups and individuals, to experience personalized learning through online learning. To this extent, it is posited that by connecting music education with established online learning design and technology communications research that includes the social, teaching and cognitive presences (Akyol & Garrison, 2008) with the pedagogical design needs of music education (Campbell, 2004), an online learning delivery framework is possible.

Responding to online music education research gaps (Ruthmann & Hebert, 2012), this intersection of innovative learning technology and music education research affords support to complex artistic contexts and learning situations. This framework further responds to the inequities of social class, locale and the accessibility of qualified teachers though the informed understanding of design, communication technologies and pedagogy. It is to this end that research in this area should seek to develop on online music education delivery model that begins to address such questions and assist in bringing the availability of music performance education to a sustainable educational model music education enabling a global music education resurgence.

Natalie Berger
Taylor University, USA

The Impact of Outside the Classroom Activities on Academic Outcomes: A Quantitative Study (0034)

Purpose
This presentation will introduce original research that focuses on the impact non-academic components of higher education institutions have on academic outcomes. By disseminating information regarding the debate surrounding the value of the "co-curriculum," and presenting research findings, the researcher will give evidence toward the value of the co-curriculum as an integrated part of the university curriculum.

Debate
Higher education in the United States is currently evaluating the value of non-academic components (the co-curriculum) of four-year institutions, particularly in relation to their impact on academic outcomes; the co-curriculum is often seen as separate and secondary to the academic curriculum (Fried, 2007). Astin's (1999) theory of student involvement points out that the more energy, or effort, students put into their experience—both inside and outside the classroom—the better they will perform academically. Kuh (1995) defines outside the classroom activities as involvement in any extracurricular activities, interactions with faculty and staff outside the classroom, and living in campus residences. Described as the co-curriculum, these areas of involvement actively contribute to student learning (Kinzie & Kuh, 2007). However, it is not often easy to measure in what ways the co-curriculum contributes directly to academic outcomes. Therefore, the debate continues to exist, which questions the impact of non-academic activities on academic performance.

Research
This research project strives to validate the co-curriculum as an integral component of institutions, and explores quantitatively how student involvement outside the classroom affects long term abilities to perform in the work environment post graduation, as measured through academic outcomes. A quantitative correlative study has been performed on a group of 180 graduating students at a US-American private four-year institution. Students were asked to write an essay, which was evaluated to measure academic outcomes, including critical thinking and writing abilities. The researcher collected and scored written essays, which measured student ability to analyze two sides of an issue, as well as present their own opinion, in an unbiased manner, which aligns with several of the institution's academic outcomes. Students were then asked to complete a survey asking questions about involvement in several different areas on campus. Scores from the essays and the surveys were matched, and then analyzed.

Results
It was found that students who were more involved in the areas of the co-curriculum including intellectual, multicultural, all campus events, leadership, and residence hall events had significantly higher outcome scores than those students who were less involved in these areas.

Sally Palmer, Sian Wyman, Michelle Ward, Emma Oliver
University of Gloucestershire, UK

The Use of Social/Academic/Professional Networks to facilitate an International Pedagogical Learning Community. (0039)

This project explores the impact of international peer tutoring and mentoring through the development of social/academic/professional networks between students/practitioners studying in the final year of their Early Childhood Studies [ECS] degree and practitioners in Swedish preschool centres. The networks enable 'tutoring and mentoring dialogues' pre and post a week study visit to Stockholm. The project aims to create sustainable international participation and collaboration between students/practitioners, settings and the university through the development of a pedagogical research community.

The project has two stages: Stage 1, a pilot, data gathering on the rhetoric and reality of developing networks; Stage 2 intends to utilise the data to enhance and embed these networks within the ECS programme.

Literature focussing on Actor Network Theory (Latour, 2005; Fenwick, T. & Edwards, 2010), Affordances (Conole and Dyke, 2005; Lloyd, 2005) and Information Literacy Landscapes (Bent, 2009; 2013) has been utilised to analyse engagement and impact on professional learning.

The methodology is interpretive; deductive and inductive approaches being employed to analyse qualitative, narrative data sets derived from semi-structured questionnaires, informal semi structured interviews and entries posted on the social/academic/professional networks. The purposive sample included 22 student/practitioners engaging in the study visit; 36 student/practitioners who elected not to go on the study visit and 5 Swedish practitioners.

Typological analysis of themes within the data have revealed: both practitioners in Sweden and students/practitioners in the UK could see the benefit of professional networking through the use of media technologies to share knowledge, understanding and examples of practice; the dialogue opportunities afforded by these networks enabled co-construction of knowledge and supported more critical understanding of cultural, ideological and political influence of the two countries' approaches to Early Years education; and barriers to the use of the these networks included trust, motivation, environment and 'belonging' within a technological relationship.

In Stage 2, September 2013, the enhancement and embedding of social/academic/professional networks to develop an international pedagogical learning community within the ECS course will: examine student/practitioners information literacies to support a greater understanding of the strengths, and barriers to 'networking'; develop understanding about relationships and actors within networks and therefore create a sense of belonging ; and explore how affordances can facilitate particular approaches to educational and professional practice.

Key Words: (social networks, Actor-Network Theory, Information Literacies, peer mentoring, affordances)

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Joanna Molyn
University of Greenwich, UK

The Role of Coaching in Raising Self-Efficacy and Employability of Accounting Students (0075)

The presentation will seek contributions in the areas of measuring self-efficacy and methodological advice. By the time of presentation the study will be at the stage of developing methodology.

Key words: employability, accounting, self-efficacy, coaching

This study will investigate coaching's impact on students' self-efficacy beliefs and, subsequently, on their employability efforts. It expects to contribute to: the Higher Education (HE) employability debate by introducing coaching into education; and into coaching theory by examining the role of self-efficacy in bringing long-lasting behavioural change.

Higher fees and low economic growth forced governments to impose employability on HE institutions' agendas (HEA, 2012). Employability is a set of attributes and skills that helps students to find employment. Self-efficacy is an important dimension of employability (Knight & Yorke, 2006). Coaching is a tool that helps to build self-efficacy (Baron et al, 2011).

Accounting students face negative stereotypes, mismatch of skills and a lack of ability to embrace the employability skills they need in order to succeed (Jones, 2010).

This research will be based on findings of the research in the effectiveness of psychotherapy derived from Lambert (1992) with a focus on self-efficacy. It will also use Bandura's (1977) expectancy theory.

A case study with a randomly selected sample from Year 1 undergraduate accounting students from the University of Greenwich will use semi-structured interviews, questionnaires and coaching interventions. It will measure students' self-efficacy levels and will attempt to modify them through coaching. It will be a pre-and post-intervention experiment with a longitudinal, quasi-experimental approach.

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Angelina Wilson
Northumbria University, UK

Student learning within a mixed disciplinary environment (0078)

This poster illustrates research that has been undertaken at a university which offers a mixed disciplinary programme for students from design, business and engineering backgrounds. It focuses on the themes that have emerged of how students learn in a mixed disciplinary environment, both individually, and collectively through team working.

The UK has faced intense global competition from countries in the Far East and the long term prosperity of Britain depends on establishing British leadership in skills, science and the knowledge economy through investment in science, enterprise and education. The government commissioned a review into how business productivity could be enhanced by drawing on the UK's world-leading creative capabilities (Cox, 2005).

Previous research has suggested that in order to sustain competitive advantage, organisations often have to generate unique knowledge for the creation or development of innovative products and services (Fong, 2003) and as a result of this graduates are increasingly required to have not only a good knowledge of their own discipline, but are also expected to be able to apply their disciplinary learning into 'supercomplex, transdisciplinary contexts' (Barnett, 2000; Baxter Magolda, 2001).

Internationally, universities in a number of different countries, including the USA, South Korea and China, have developed mixed-disciplinary programmes although the structure of these varies quite considerably. In the UK, a number of universities have set up centres of excellence and, particularly at masters level, offer increasing numbers of mixed-disciplinary courses of study that span more than one subject area.

This poster, which is part of ongoing empirical research, builds on previous developments within the field. Data has been collected and analysed and initial findings will be presented. This research uses a sociocultural conceptual framework and has adopted a qualitative, case study approach. The research design included semi-structured interviews, observation of project working and presentations, and examination of the assessed work of fifteen students from design, business and engineering backgrounds.

Initial findings from the research suggest there are several emerging themes: the importance of learning spaces; project working; informal learning; working with other students and clients; team working and reflection. These findings will be discussed in the poster.

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Keywords

Mixed-disciplinary, student learning, design, business, engineering