Exploring the role of transition pedagogy in supporting the move to first year university (0024)

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Recent investigations outlining the contributing factors to student withdrawal include: poor quality learning experience; not coping with academic demand; wrong choice of field of study; unhappiness with location and environment; problems with finance and social integration; personal circumstances and lack of preparedness for higher education (Davies and Elias, 2003; National Audit Office, 2007; Yorke and Longdon, 2008). While these studies were generally undertaken with students from traditional A level backgrounds, difficulties in relation to the first year transition extends to all students moving into Higher Education. Data obtained from the Planning Office in Queen's University Belfast (QUB) showed that increasing attrition rates across the UK were also reflected in similar trends in the Biomedical Sciences whereby in 2007-2008, 9.1% of students did not return to the second year. Based on this and alerted to problems documented in the literature, from 2007-2011 the Centre for Biomedical Sciences Education (CBMSE) gradually introduced a transition pedagogy conflating features of second and third level teaching. A one-way ANOVA calculated on students overall performance across the years showed this had a highly significant effect on student performance ($p < 0.0005$). However, social difficulties are also associated with first year retention. Multiple regression modelling explored whether first year examination scores could be predicted by a model which included, pre-university guidance and aspiration raising, transition pedagogy, peer mentoring and perceived enjoyment of the course. Results were again highly significant ($p < 0.0005$) and indicated the greatest predictor of overall examination result was based on academic pedagogical change rather than social factors.

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Session 1: Programme number: 1A

Reflections on transition and the first year experience: University students' expectations (0029)

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This presentation will focus on research that included an online pre-and post- entry university student survey, with regard to student expectations about attending university in the UK. The methodology and qualitative findings from the research will be disseminated in view of the research question: What do you expect to gain from attending university? The rationale for the research was based upon the Higher Education Statistics Agency's (HESA, 2013) figures for the UK, which evidenced a 6% decrease in student entry for the academic year 2012/13 compared with the data for 2011/12. The literature suggests the first year experience can largely determine performance, with obvious implications for attrition (e.g. Tinto, 2013; Yorke & Longden, 2008). Additionally, it is apparent that the first year experience is critical for laying down the foundations of academic study, and for developing skills in addressing student employability (Ali, 2012). Indeed, research undertaken for the Australian Learning and Teaching council suggests the first year experience needs to be viewed as 'transition pedagogy', involving an approach that scaffolds and mediates the first year learning experience, aiming to support student engagement, success and retention (Kift and Nelson, 2005). To conclude, this presentation will draw together the findings, associated literature and research with the aim of presenting a supportive framework to enable staff in Higher Education to support a student's holistic progression for transition in the first year (Collier and Morgan, 2008; Kift, 2009; Kift et al., 2010).

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Mind the postgraduate gap: Investigating and bridging the gap between student expectation and experience in transition to part-time postgraduate study (0062)

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The purpose of this research is to investigate whether the knowledge, understanding and effective management of student experience that underpin the experience of part-time, postgraduate students in education will help to bridge the gap (at both institutional and course levels) between expectation and experience of postgraduate studies; and investigate the impact that this may have on student transition to and through PT-PG study.

Transitions into undergraduate studies are extensively researched, especially in the context of Widening Participation. However, there is a relative dearth of research into transitions into postgraduate study, and into part time postgraduate (PT-PG) study in particular. The extant literature deals either with student experience (Tobbell et al., (2008, 2010); Scott et al., 2011; Heussi, 2012); or student expectations (Morgan, 2012), but does not investigate the existence and extent of any dissonance between them.

The SERVQUAL model used in operations management and marketing (Parasuraman et al. 1985) asserts that customer perceptions, experiences and history will shape the expectations (and therefore experience) of a product or service. This has been exported to the field of PT-PG studies (Tobbell et al. 2008). This model suggests that where customer expectations of a deliverable are exceeded, the quality of the deliverable is perceived as good; whereas in cases of a negative dissonance between expectations and experience, quality is perceived as poor (Slack et al., 2010).

This will be empirical research. By December 2014, the literature review will be substantively complete (but not assessed). As data collection opportunities will occur only once a year, due to the teaching cycle of the pre-dissertation year modules, the pilot study will take place in September 2014, to facilitate data collection to take place in the academic year 2015-6. The evaluation of the pilot will be completed by December 2014.

Methodology, Approach & Sample
As perceptions are individual, this research requires an interpretivist approach and a qualitative methodology (Basit, 2010). A case-study approach will be employed, involving three discrete data sets and employing a sample of approximately 12 from the cohort of students new to Master's level study at the beginning of the academic year 2015-16.

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Session 1: Programme number: 1A

The Impact of Entry Qualifications on Transitions into Higher Education (0064)

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Purpose

Transitions into undergraduate Higher Education (HE) have been much researched, particularly since the advent of Widening Participation has catapulted the profile of non-traditional learners into Higher Education(David et al., 2010; Burke, 2012). Much of the research focuses on the institutional processes and interventions that are implemented to assist learners in coping with the transition. Relatively little research focuses on the impact that entry qualifications have on transition, learning experience and achievement; particularly in a Further Education (FE) context (Schofield & Dismore, 2010). The equivalence allocated to BTEC National qualifications and A-levels by UCAS points infers an implicit assumption of homogeneity in the skills, competencies and abilities possessed by learners entering HE with differing entry qualifications which may be replicated by some HEIs. Anecdotal experience as award tutor suggested that this was not the case.

Methodology

The paper draws on data collected from and about two cohorts of HND Business students within a single HE in FE college-based environment in England. Quantitative data on entry qualifications were collected from UCAS forms, and paired interviews provided qualitative data on student experience of transitions. The quantitative data were analysed using chi-squared to test for a relationship between qualifications on entry and achievement. The interview responses were manually coded, and mapped the concerns articulated by the students to the themes that are highlighted in the literature. The research was completed in 2012.

The paper focuses on the students' perception of how well their entry qualifications had prepared them for their HND studies, and investigates learner concerns are the commencement of the course and the extent to which those concerns had been addressed by their experience on the programme. The paper concludes that undergraduate students cannot be viewed as having homogenous skillsets and educational and assessment experiences; that HEIs must acknowledge and identify institution-specific risk factors on (at least) an annual basis and implement additional tutorial support for at-risk students. The paper advocates institutional acceptance of the heterogeneous nature of contemporary undergraduate students; and practical action to be taken at faculty level on a cohort specific basis firstly to identify cohort concerns on programmes and then the customisation of induction and support provision on a cohort specific basis.

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Session 1: Programme number: 1B

Does teacher support spur on students? An inferential analysis of encouragement and university access. (0012)

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This paper analyses the relationship between compulsory education and university access in a distinctive manner from the current norms of policy research in England. Rather than framing the role of teachers as delivering educational knowledge, it considers them as sources of support and advice. More specifically, it aims to determine whether teacher encouragement to continue to the non-compulsory years of high school influences the likelihood of students attending (1) any university and (2) a prestigious university. Further, it considers whether the effect of this encouragement differs according to prior attainment and parental education.

Two dimensions of this study offer a better fit than past research to the needs of policymakers. First, it utilises a large-scale dataset (the Longitudinal Study of Young People in England) that enables an inferential methodological framework. Second, whereas past studies of teacher encouragement commonly look at effects within the same academic year (e.g., Bowen et al., 1998; Patrick, Ryan, & Kaplan, 2007; Rubie-Davies, 2010), the longitudinal nature of the data used in this paper enables inferences across a broader time period.

This paper works under the assumption that it is implausible that teachers are randomly choosing which students to encourage to continue to the final years of schooling, creating a selection bias in who receives encouragement. It attempts to account for this bias by using propensity-score matching, which establishes a comparison group of students along a single dimension: the probability of receiving encouragement (Guo & Fraser, 2010).

Results suggest that encouragement does have a significant positive impact on both attendance outcomes. Further, it appears that the impact is greatest for those students in the middle third of academic achievement as well as those with lower levels of parent/caregiver education. This is important since it appears that teacher encouragement may have the greatest impact on those most likely to be on the margin for university attendance.
Keywords: Access, widening participation, schoolteacher influence, propensity-score matching.

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Session 1: Programme number: 1B

Peer-Instruction Unveiled: Measuring Self-Assessment Skills and Learning Gains in a Large Flipped Learning Environment (0057)

Fabio Riccardo Arico, Duncan Watson, Jack Kelehar
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This paper evaluates the impact of a teaching methodology aimed at enhancing student attainment and self-assessment skills in a large-class peer-instructed environment. Further to Mazur's (1997) seminal contribution on the role of peer-instruction in learning, recent literature has showcased a wide range of techniques devised to implement peer-instruction practice in 'flipped' large-class environments. Often aided by the use of interactive technologies (Williams et. al. (2013)), these techniques have also raised the opportunity to gather useful data to evaluate the effectiveness of peer-instructed learning. In our research, we exploit a rich dataset collected over the teaching of a first year undergraduate module in Introductory Economics to assess the learning gains generated through student collaboration during formative assessment sessions. In the Introductory Economics module students are initially presented with learning material delivered through 'traditional' lectures. Following this, students participate in workshops where they are exposed to a number of formative assessment questions. Through the aid of student response systems, students interact with the session facilitator according to the following standardised algorithm. Students: (i) provide a first response to each question, (ii) evaluate their performance in each answer given, (iii) compare and discuss their answers with their peers, and (iv) provide a second and final response to each question asked. Building on the practice introduced by Bates and Galloway (2012), we compute the difference between the proportion of correct first and second responses collected from students to construct a measure of the learning gains generated by peer-instruction. Complying with a sound ethical framework, our dataset allows us to track individual student responses across teaching sessions, and to disentangle the effect played by student demographics in a diversified student population. Our preliminary findings highlight that: (i) learning gains are higher within the group of low-performing students; (ii) learning gains are not associated to self-efficacy and self-assessment skills, and (iii) learning gains are positively associated to final exam performance. This evidence supports the use of peer-instruction methods as an effective strategy to enhance student learning, performance, and success.

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Session 1: Programme number: 1B

Kaizen group enquiry based learning, primary data analysis & research led outputs; lessons from an undergraduate final year module based upon strategic supply chain management investigation utilising a hybridised Kaizen group model for plural participatory inclusion. (0048)

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Purpose:
Our research investigates student performance in hybridised Kaizen groups tasked to gather primary data to analyse an organisation's approach to its supply chain strategic focus. Extant literatures reveal research of transferrable Kaizen in the workplace with varying degrees of success, a key issue in failure is related to an organisation's position to implement groups without due consideration of the workforce 'fit' to their culturally heterogeneous model (Dawson, 1994; Humphrey, 1995) Notwithstanding, there is a research gap in the application of Kaizen practices promoting collaboration and innovation amongst students reading for degrees. Both Bennett & Cass (1988) and Hughes (2010), in their diagnosis of group compositions identify a shortcoming in the literature in that group learning is primarily focussed upon group products rather than group management processes.

Research Approach:
We adopt an action research approach as teaching practitioners, facilitators and researchers, in our scrutiny of student group profiles, marks and individual assignments supplementary to the group requirements.

Findings and Originality:
Our research is ongoing, in addressing this research gap, we reveal transferability of archetypical workplace strategy, interpretation and technical learning paradigms through a process of acculturation of continuous improvement prevalent in equal participatory Kaizen, thereby contributing to enquiry based learning. Ceteris paribus, we find that diverse student profiles including full-time students, and part-time students derive broadly equal benefit.

Research Impact:
The research led output resultant of a group's enquiry based analysis of data extends beyond the module. The Kaizen group's structure overcomes barriers between different student profiles, ages, experiences and cultural predispositions. This is important as it allows engagement without patronisation, which is particularly relevant for Hong Kong and Singapore, where we have many part-time students working in industry.

Practical Impact:
Benefits extend to dissertation preparedness, students more closely aligned with the requirements of industry, thus addressing the gap between industry wants and pedagogical processes in higher education. There are many successful industrial adoption occurrences across a range of organisations, reinforcing our assertion that value lies within the depth of the Kaizen group's research, not organisational scale, as groups migrate from consumers to producers of knowledge.
Keywords: Kaizen, Group Learning, Pedagogic Practice, Industry Needs

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Session 1: Programme number: 1C

Exploring the challenges of using 'engagement methodologies' with non-traditional students. (0045)

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Drawing on research in progress, this paper:
• Analyses the rhetoric of engagement methodologies and underpinning challenges.
• Critiques usefulness of terms used to define the experience of the non-traditional student.
• Offers an alternative model of engagement that seeks to ameliorate the differences as part of an authentic process.

There is increasing focus on flexible pedagogies, facilitating students to become 'co-producers' of their learning (Kotzé and du Plessis 2003). This on-going 18-month research project sponsored by the HEA contends that active engagement of students is crucial for creating effective evidence-based practice (Zhao and Kuh, 2004). It draws upon the work of Trowler and Trowler (2010) who identified evidence gaps relating to student engagement influencing structure and process. As a rebuttal to superficial forms of engagement, this project engages part-time students in co-designing their undergraduate leadership curriculum. Arguably, academic staff will have to 'unlearn' some of their thinking and practices to become more effective learning partners with students (and–arguably–employers) as co-creators of knowledge; rather than gatekeepers of academic standards (Jones-Devitt & Steele 2014).

The project adapts the co-design model of Boyd, McKernon and Old (2010) who engaged healthcare patients in service improvement by developing a highly accessible toolkit. A self-selected group of students are working with staff to uncover the most enabling engagement processes and co-design a process-driven Student Engagement Toolkit; based on negotiated outcomes and with an independent evaluator.

Anticipated outcomes:

1. Presenting alternative approaches for effective engagement of part-time students, going beyond models of consumption.
2. Disseminating lessons learned and recommendations that contribute to the on-going flexible pedagogies agenda.
3. Producing a prototype Student Engagement Toolkit

We argue that a model of inclusive engagement that recognises plurality of the contemporary student body has yet to be realised.

This presentation reports on interim findings from emerging themes which include,
• Feels threatening for all in terms of identities.
• Difficulties of performativity and power
• Ambivalence about the concept of authentic engagement
BUT
• A crock of gold may still await??

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Session 1: Programme number: 1C

Understanding and Evaluating the Efficacy of an Enhanced Induction Programme for International Students. (0065)

Marian Mayer, Camila Deviz-Rozental
Bournemouth University, UK

Undergraduate international students face many challenges when adapting to the UK HE learning environment, both academic and affective (Harris and McNamara 1997). This presentation will share the initial findings of a study of an Enhanced Induction Programme (EIP) for international undergraduate Media students. The programme is delivered over a four-day period, introducing students to academic study in the UK. Students are assigned to groups and tasked with a research-based short presentation on the final day of the programme on the following topics: Cultural Effects, Plagiarism, Group Work and Independent Learning.

The original brief required participants to:research one of the topics, identify how these activities are undertaken in the UK, provide advice, and signpost further sources of guidance and support. Having reflected on the programme, we decided to encourage exploration of cultural aspects of learning to enhance inclusivity and embed the needs of international students within teaching (Slovic and Blythman 2013), by asking participants to identify and compare ways in which these activities are undertaken here and in their home countries.

The programme offers students insights into academic conventions through experiential learning (Beard and Wilson 2006). The presentations allow valuable insights into the students' perceptions and expectations of studying in HE, and their emotional responses to adjusting to the conventions of academic life (Beard et al. 2005). Feedback from participants suggests that the EIP is highly valued, as it prepares them for academic life in the UK and identifies skills which they should develop. The initial study will inform a longitudinal research project seeking to better understand gaps between expectations, perceptions and experiences of developing academic skills to meet the requirements of studying at UG level in the UK HE sector. It will also allow us to evaluate students' mastery of these skills (Brannick et al. 2005).

The aim of the study is to explore ways in which to embed inclusivity within the EIP, evaluate the efficacy of the EIP and mastery of skills. Findings will be disseminated within the institution and across the sector.

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Session 1: Programme number: 1C

From Pedagogy to Planning and Beyond (0072)

Introduction
As an anatomy demonstrator, with a background in clinical medicine but no previous experience in higher education, designing a new module was a daunting task. However, my background helped me to look at the task from different angles, and I will reflect on how these combined approaches helped me in practice.

Methodology
While designing a student project module at Birmingham Medical School I wanted to use pedagogic theories I had learnt about and combine them with my own clinical knowledge. Honey and Mumford's learning styles helped me understand variation in student needs, and the necessity to employ a range of teaching techniques to guide students through the stages of Kolb's learning cycle. Initial brainstorming was guided by these pedagogies and my clinical experience, and I identified ways in which different topics could be brought together to help students integrate their learning. I considered the role student input could play, and asked students to record their expectations at an introductory session. This was a valuable insight, allowing the module to be adjusted prior to delivery, with the aim of improving student engagement. This information was returned to students at the conclusion of the module to aid their reflection and further development as adult learners.

Conclusions
The opportunity to develop and deliver a module in higher education helped me gain confidence in my abilities as a teacher. Since returning to clinical medicine, I have continued to consider pedagogic concepts when delivering teaching to a range of audiences, and continue to use similar templates to plan my teaching. I believe anatomy demonstrator posts are a good example of difference being embraced in higher education, since non-academic professionals are actively recruited to work within academic departments. Those of us recruited are given guidance on how to teach, taught about pedagogic concepts, and encouraged to apply these, while incorporating our individual knowledge and skills from clinical practice. We develop a community of practice through working closely with each other, reinforcing our skills. This results in a student experience focused not only on what they are learning, but why, feeding back into Kolb's learning cycle, and their further development as adult learners.

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Session 1: Programme number: 1D

From Big Fish to Little Fish: Does early course experience influence Academic Self Concept (ASC) in groups of high-ability students? (0032)

Judith Barbaro-Brown
Durham University, UK

Purpose of presentation: Academic self-concept (ASC) is important in student performance (Chapman et al, 2000), but little is known about its affect in high-ability students learning in competitive environments. The Big Fish Little Pond Effect (Marsh, 1987) has demonstrated that where high-ability students learn with similar students, their ASC is lower than in mixed-ability situations, affecting educational progress. ASC relates to the perception of one's level of ability within an academic area, and is influenced by how one perceives performance of others in the same learning environment (Guay et al 2004). There is a view that medical students are not affected by comparison with their cohort (Jackman et al 2011), but there is very little research in this specific area on which to confidently base this view.

Nature of the research: This paper reports an on-going two-year empirical study into the experiences influencing ASC in medical students during the first two years of study within a cohort of highly-achieving students, and the impact on academic performance.

Methodology: Using a constructivist, phenomenographical approach, the study employs mixed methods (in a convergent sequential design) to provide quantifiable data relating to ASC levels using an appropriate and validated tool – the Medical Student Self Description Questionnaire, adapted from the Marsh Self-Description Questionnaire II (ASDQII) with the permission of the original author. Further quantifiable date was obtained from student rankings after major summative assessment episodes. When combined with qualitative data relating to experiences and perceptions gained through focus groups and semi-structured interviews, there was the opportunity for multi-perspective analysis.

Participants and selection: Students in year 1 under-graduate medicine were invited to participate. Prior to agreement, they were given information on participation requirements – completion of an ASC questionnaire on a number of occasions over a period of eighteen months, with the opportunity to participate in a focus group. Of a cohort of 92 students, 85 consented to participate. From the sample group, 12 were randomly selected to take part in semi-structured interviews.

Findings to date: Participants reported difficulties in learning within a highly competitive environment, and did not wish to share their examination outcomes with other students for fear of ridicule. Even though the top and bottom values of examination results were close, students were unable to contextualise this in relation to their position within the group, and those students at the lower end of the rankings showed a negative effect on ASC scoring.

Session 1: Programme number: 1D

From the UK to Texas: The Impact of the Residential College Model on Baylor University (0049)

Seth Oldham
Taylor University, USA

The purpose of this paper presentation is three-fold. First, this presentation will provide context and reasoning for the recent surge of the residential college model in America. Second, this presentation will focus on Baylor University in Waco, Texas. Baylor is a large four-year research university with a large residential population. The residential college model has greatly impacted Baylor over the last ten years and this presentation will examine the model's impact. Finally, this presentation will propose that residential colleges could be the key to preserving classical higher education.
Residential colleges date back to almost A.D. 1200 (Association of College and University Housing Officers-International [ACUHO-I], 1998). These colleges were eventually employed as the student living model of both Oxford and Cambridge University. Harvard and Yale adopted these models of student living in the early 20th century (O'Hara, 2006).
In 2004, Baylor University established its first residential college by bringing together the four arms of Baylor's Honors College and inviting those students, and the Dean of the Honors college, to live together under one roof. The Honors Residential College was established to fulfill part of Baylor's groundbreaking strategic plan, Baylor 2012. In 2007, Brooks Residential College, an interdisciplinary and intergenerational college, opened and quickly became the jewel of Baylor's blossoming residential college system. After Brooks' success, Baylor built Teal Residential College in 2013. More residential colleges are on Baylor's horizon as Baylor renovates its residence halls over the next decade.

Residential colleges like those at Baylor may be part of the solution to our higher education woes. A study of one residential college examined the impact living in a residential college has on student persistence. Students living within the residential college had higher GPAs than students in traditional residence halls (Edwards & McKelfresh, 2002). Students in residential colleges also develop a stronger sense of identity with the help of their newfound community (Ryan, 2001) and develop a desire for lifelong learning through formal and informal gatherings with faculty members (Jessup-Anger, 2012).

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Session 1: Programme number: 1D

I have been in your group for all this time and you still can't get my name right! (0067)

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In superdiverse (Vertovec,2007) environments of universities and schools it is common for teachers to have to remember and pronounce names from many different cultures with which they are more or less familiar. These performances range from the relative formality of calling a register to small group and one to one interactions. The use of a name or honorific(Deckert and Vickers,2011) can have a number of pitfalls, ranging from names used by students being different on the register from the one they use on a daily basis, to difficulties of knowing suitable abbreviations as a mark of familiarity and respect.

This paper will explore how a group of trainee teachers at a post 1992 University are, by their name, hailed into positions which they occupy with varying degrees of comfort in the University, in their working lives, and in their social lives. The paper will discuss the opportunities that exist for individuals to achieve different identity positions in the public sphere in comparison to that of their personal life played out in families. It will go on to evidence their choice of names in different settings for a variety of different purposes some of which deliberately lead to recognitions of difference and others which, on the contrary, offer the pleasures of invisibility in the face of repeated micro-aggressions. (Sue,2007) By so doing the paper will explore the tensions and pleasures of the daily experience of living with super-diversity characterized as 'common place diversity' Wessendorf(2010).

It will then go on to discuss their own experience of using names during a work placement when they are adjusting to the responsibilities and recognitions of working as a teacher in a London school in the course of a work placement during their Post Graduate Certificate of Education (PGCE) training. By an analysis of data gathered in pupil focus groups it will examine how pupils respond to the use of names by their teachers and the way in which this contributes to their attitude to and achievement in school. It will examine how significant names are considered by pupils to be a mark of respect in everyday classrooms and the potential for sudden difficulties to arise if names are mispronounced, delivered hesitantly or simply forgotten. This will emphasise how in schools the repeated micro performances of naming are important in establishing a climate of cohesion and recognition of difference which may nonetheless be ignored as insignificant by school staff.

Session 1: Programme number: 1E

 'Alternative visions of employability: the role of critical pedagogy' (0003)

Ricky Gee
Nottingham trent University, UK

Graduate employability is a key priority for HE institutions given the major changes facing the sector (Mercer, 2011). Given this scenario it is assumed that students will become active and rational consumers within a marketised HE sector, looking for a return on investments via future employment that satisfies financial expectations (Browne, 2010; CBI, 2011; Mercer 2011). In such a competitive market there would appear to be a clear imperative: that HE institutions must provide support and learning opportunities to enable their students to gain the knowledge, skills and attitudes to improve their chances of accessing future employment (Yorke and Knight, 2006). Taking such notions into account it could therefore be observed that pedagogy is becoming increasingly implicated in a particular discourse that promotes a vision of rational, self-interested actors operating calculatively within both educational and labour markets where the student as consumer 'is always right.' Many

commentators have been critical of the consumer rationalism that predominates in official discourse, pointing to more complex issues of emotional engagement and identification experienced by students in HE (see: Archer et al, 2003; Ball et al, 2000).

Taking such contextualisation into account, this presentation will focus on the undergraduate 'career' and its potential to be placed under academic scrutiny via reflexive exploration of 'career' development and wider social theory. Such activity invites the undergraduate to critically deconstruct personal conceptions of 'career' which in-turn promotes an opportunity for re-framing 'career'. Utilising student case studies, the presentation will demonstrate how this critical approach can provide a means of contextualising the personal development of 'career' understanding and how this influences anticipation of future 'career' enactment. The presentation will argue that such an approach locates employability in its proper place: as something that becomes meaningful and helpful when situated within a wider understanding of 'career' development.

Session 1: Programme number: 1E

 'Accountants and Lifelong Learning: A Tripartite Perspective of Learning Practices' (0028)

Kojo Adjei Kusi
Keele University, UK

This presentation outlines my ongoing doctoral research into the learning practices of accountants, and how they make sense of the structural changes affecting their learning, with the aim of making a contribution to the academic debates on how the interplay between agency and structures helps to understand learning practices in an era of change.

Professional lifelong learning involves the process through which professionals continue to commit themselves to learning activities even after obtaining their qualifications in order to maintain and develop their knowledge due to the 'turbulent' times within which they work. Learning practices have been described as involving the interplay between the agency of the individual learners and the workplace support structures or systems (Billet 2010). My research attempts to go beyond the current understanding of the literature by incorporating the role of the professional regulatory bodies due to their significant role in certifying, regulating professionals, and also providing regular technical support in their learning activities.

Conceptually, I am looking at these learning practices in terms of the agency of the individual accountant, the workplace support systems, the professional regulatory bodies, and the accountancy profession as a field within which different professionals and institutions interact as well as compete depending on their capital. To do this, I draw on Bourdieu's work on field, capital, habitus, and doxa to form the core of my theoretical framework which will provide a lens through which I can view and analyse my data in order to understand the interplay between individual agency and structures as far as they relate to lifelong learning within the accountancy profession. I will discuss some of the data and interim findings that I am analysing thematically and looking out for any emergent theoretical leads.

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Session 1: Programme number: 1E

Teaching PhD Students to Teach: Identifying Diverse Perceptions of the Nature and Role of Small-Group Teaching and the Application of this Knowledge to Training (0040)

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This paper presents the findings of research which informed the redevelopment of a training course for PhD students at a highly-selective university. This blended learning course, based within the Researcher Development Programme, prepares PhD students to become small-group teachers, and is run in departments across the university. As with any new teacher, it is important to ensure that PhD students have suitable preparation before teaching, both to respond to institutional pressure to ensure high quality teaching across the university (Ginns et al, 2008), and to equip them with the skills they need for an academic career.

This paper describes the findings of the empirical 'scoping' stage of the project, which sought to understand the role of small-group teaching within the diverse discipline contexts across the university. It discusses the range of perceptions of the nature of this kind of teaching from interviews with academic staff running the undergraduate courses and surveys of the PhD students and of the undergraduates being taught.

It then explores the findings of a large-scale analysis of feedback from around 1500 participants of the current course. This highlighted aspects of the current training students found most beneficial, and where they needed additional support. Crucially, it was found that some students struggled to relate the conceptions of teaching discussed in the course with the practices in their discipline. PhD students already hold clear perceptions of pedagogy (Gunn, 2007), and where this did not fit with the perceptions raised in the training, students did not feel as adequately prepared.

The paper then outlines the application of these findings in the redevelopment phase of the project. Predominantly, it discusses how a central course of this kind can equip students with the discipline-specific, practical information that they need, whilst simultaneously providing a thoughtful introduction to teaching and learning in Higher Education, a debate which is often raised in work in this field (Chadha, 2013).

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Session 1: Programme number: 1F

The nature of reflection as demonstrated by Healthcare Science students as they enter clinical practice. (0010)

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My presentation will report the initial findings from a study aiming to explore in rich detail the nature of reflection on critical incidents as demonstrated by student Healthcare Science (Respiratory and Sleep Science) practitioners studying at a post 1992 University. The incident type students choose to make critical together with the level and nature of reflection demonstrated within both written reports and peer discussion will be explored.

The Modernising Scientific Careers curriculum introduced by the Department of Health in 2010 requires Healthcare Science (HCS) students to produce reflective reports within a record of clinical competence. The HCS programme includes academic study and clinical work-based placements exposing students to professional practice providing opportunities to gain practical skills. Students are required to engage with reflection throughout their studies. Reflection considered as, '… taking our experiences as a starting point for learning … thinking about them in a purposeful way – using reflective processes ' (Jasper, 2003, p. 1). Any experience can become a topic for reflection as 'critical incidents are produced by the way we look at a situation: a critical incident is an interpretation of the significance of an event.' (Tripp, 2012, p. 8).

Students attending the institution within this study are required to regularly reflect on their experiences producing monthly written reflective reports for inclusion within their record of clinical competence, and participate in group discussions to introduce the concept of peer supported reflection. These naturalistically occurring reflective events are the subject of this investigation which forms part of a doctoral enquiry. There are small numbers of students within single cohorts of this specialised area of practice; the findings presented are from one cohort comprising three students.

A social constructivist approach was taken as individuals were considered to make sense of their experiences through construction of meanings. Thematic analysis using a constant comparative technique was used to determine the type of incident students considered, level of reflection determined using Kember, et al., (2008) and Johns (2010) framework was used to explore the nature of reflection demonstrated. The preliminary findings may be used to help inform the introduction of reflection to help facilitate the development of reflective skills, and could be transferable to other similar programmes involving work-based clinical professional practice.

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Session 1: Programme number: 1F

The construction of knowledge in post-colonial societies: Listening to the life histories of three generations in Mozambique (0016)

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University of Brighton, UK

This research is focused on the narratives of three generations of Mozambican students after the independence of the country in 1975 to the present day. The generational narratives are contextualized within the meta-narratives of each political and ideological period in Mozambique crossed by a common factor: the Civil War from 1976 until 1992. The research question that links this study is: How is knowledge constructed in the education system in Post-Colonial society, namely over three generations in Mozambique, and how does this impact upon their personal and social identity? To understand the two dimensions of this research (i.e. education and identity) a qualitative methodology was used, particularly an ethnographic and narrative approach, collecting 18 life histories of three generations of Mozambican students that did or are still doing degrees in higher education. The data analysis of the life histories collected in 2013, as well as the ethnographic techniques used (i.e. direct observation, participant observation and fieldwork diary reflections), have the purpose of understanding how the three generations define their multiple identities, and if education experiences changed their personal and social identity. In the end, the idea is to understand the links between education and identity in post-colonial Mozambique.

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Session 1: Programme number: 1F

Self-reflection as a way to enhance learning in diverse student groups (0042)

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The three international master programmes at Graduate School - Development studies, Global Studies, and Social Studies of Gender – unite students from nine different social science majors and more than thirty countries.

Plurality is a principal idea behind the programmes and students are expected to use the whole range of perspectives and experiences as a resource. My role as director of studies for the programmes – apart from supporting the teachers – is to promote a creative learning environment that stretches outside the classroom. It is assumed that room for metacognition and understanding of the self, as well as of others, is needed to create that environment (Entwistle and McCune 2013, Joy and Kolb 2009).

A pilot project on student self-reflection will be launched during the autumn term 2014 and the preliminary result will be presented in this paper. The aim of the project is to make students reflect on their individual learning process, to make them aware of differences within the group and how these can be used, and to make students reflect on acquired skills as a preparation for life after university. The paper will focus on the first two parts.

The reflection seminars will stretch over the first term of the programmes and will be separated from the courses. Participation is voluntary, and the potential number of participants is 80 programme students. An MBTI-test will be offered to all students, with the purpose to provide a basis for discussion on preferences and differences, rather than to categorize students (Goby and Lewis, 2000, Pittenger 1993). The reflection seminars will be a complement to the regular courses, where a critical discussion on identity, culture, gender and structures is already an integrated part.

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Session 2: Programme number: 2A

Embracing difference, encouraging success? Investigating direct entrant students' experiences of transition to higher education. (0038)

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A growing number of further education students in Scotland now enter university study with advanced standing, allowing them to join the second or even third year of a four-year degree. While this approach increases diversity among the student population by widening access to higher education (Mullen, 2010), it also places greater strain on students who are not used to the independent learning expected of second or third-year undergraduates and who have not yet had time to develop appropriate knowledge of academic conventions at university.

This presentation will explore the experiences of further education students transitioning into the University of the West of Scotland (UWS), which has the remit to take 25% of its students from the 20 most deprived areas of the country (UWS, 2013). It will investigate the use of pre-induction and induction programmes to integrate new students into the university by encouraging a sense of "belonging" (Thomas, 2012) and helping them to identify sources of support. As the new Quality Assurance Agency enhancement theme is "student transitions" (QAA, 2014), this early stage PhD research forms part of a wider national conversation about the central importance of the student experience at all stages of the higher education process.

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Session 2: Programme number: 2A

Are they ready? Approaches to learning of International Students progressing directly onto Honours level provision. (0061)

Alan Johnston
York St John University, UK

There has been a plethora of literature written regarding the differing approaches to learning of home and international students, although little has focussed on the UK situation. Even less has focussed on students entering the UK Higher Education System at honours level.

This paper undertakes a comparative study of two cohorts of students at the honours level stage of a programme of study. One cohort are international students who have entered onto a top up programme having followed approved programmes outside of the UK, while the second cohort are traditional (mix of UK and international) students who are on the honours level of a three year programme.

According to Donald and Jackling (2007, p100) "Learning is the key element of all educational activities", arguing that learning is a part of a sequential process which involves the collation of information followed by converting it into knowledge. They highlight three approaches to learning; surface, deep and achieving, suggesting they are influenced by personal variables such as age, gender, prior knowledge, level of interest, and situational variable including the curriculum, teaching methods and assessment regime.

The over-riding purpose of this research is to investigate whether international students entering onto a top-up (honours level) programme of study are as ready as students who have progressed through the first two years of a three year programme. The research adopts a pragmatic approach (Saunders et al, 2009) through trying to support and evidence that students on the top up programme will predominantly adopt surface or strategic approaches to learning, while students on the third year of the three year programme will adopt a strategic or deep approach.

In carrying out the research the students were surveyed through the use of a questionnaire. The collection of the data took place at the beginning of the academic year during a normal teaching session.

A basic overview of the data shows that there are no major distinguishing differences between students coming through a 3 year single programme or through a sub-degree programme. A more detailed analysis of the data demonstrates that a similar percentage of students take a surface approach, while a slightly larger proportion take a deeper or strategic approach to learning.

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Session 2: Programme number: 2A

The key issues Chinese top up students experiencing in a UK university (0074)

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Purpose
The paper sets out a theoretical framework that has been developed to help understand the transitional experience of Chinese top up students at university. The framework has been developed from two psychosocial student development theories, Schlossberg's transition theory (Schlossberg, 2005) and Chickering's identity development theory (Chickering & Reisser, 1993).

Since 2000, Chinese students account for the largest proportion of all international students worldwide. As a result, the transition of Chinese students in Western universities has become a popular research topic in the higher education field. However, most of the published studies consider Chinese students as a single category and do not distinguish between traditional entry and direct entry. This work will look specifically at the transition experience of Chinese top up students.

Nature of Research
The paper outlines the initial stages of a PhD study. It will present the development of the conceptual framework for the study and the literature review.

Methodology
The study is a case study of Chinese students studying at UK universities. It will use the Portrait Methodology (Bottery et al, 2009). Individually written "portraits" will be used to show how each individual participant handles the issues students face in transition. The sample size will be approximately 15 students, they will be interviewed both prior to and after they have commenced studies at a uk university. It is intended to take samples from students at a university in north of England.

Main arguments
The transition process is considered to be a "stress coping" process. In particular, it is a cultural adjustment issue and can be considered to comprise three factors: language anxiety, social anxiety and the academic anxiety.

Work on general student development considers a transition to be a developmental process consisting of moving in, moving through and moving out stages of each individual transition (Schlossberg, 2005). Chickering defines it as consisting of 7 vectors, which are stages of development of identity.

The theoretical framework takes the work on general student development and applies it to the transitional process. It synthesizes the work of Chickering and Schlossberg into a process that looks at both temporal and identity development and applies it to the transitional development of top up Chinese students.

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Session 2: Programme number: 2B

Standards based portfolio approach to pre-registration training for biomedical scientists – does it work? (0006)

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University of Wolverhampton, UK

Purpose
Many undergraduate awards now incorporate professional and vocational studies; embedding workplace learning into the course to support development of practitioner capability. The route to registration as a Biomedical Scientist (BMS) has an academic and workplace component directed at achievement of required standards of proficiency. Training has been influenced by the 'competence movement' in the UK in the 1980's and 1990's (Bates, 1995) and reforms introduced by New Labour in the late 1990's, establishing a standards based approach to training and assessment of health professionals.

My presentation will address how a 'standards based curriculum' for biomedical science training supports or hinders the development of practitioner capability.

Nature of Research
This enquiry is being undertaken for a Doctorate in Education and I will report upon my journey so far; development of methodological approach, choice of methods and initial findings (Completion July 2014).

Key themes that have the potential to impact upon capability development are drawn upon for the enquiry: situated learning (Lave and Wenger, 1991), reflective practice (Boud, Keough and Wlaker, 1996) and workplace learning (Eraut, 2007).

Methodology
A constructivist grounded theory approach (Charmaz, 2014) is used in the study. Data collection and analysis were undertaken simultaneously helped by the development of a reflective research diary. A range of stakeholders are involved in the BMS degree programme: university academics, workplace training officers, laboratory managers, pre-registration students and the professional body. Document analysis, focus group sessions and individual interviews were used for data collection from each of these groups.

Key findings
My presentation will discuss my experiences of using a grounded theory approach and the methods I chose to gather data. Key themes currently identified in the data suggest that training focuses upon the registration portfolio rather than the student. Tick-sheet approaches, workload pressures, lack of understanding of workbased learning and resistance to reflective practice are currently emerging as important areas for further data gathering and analysis. Training focuses upon achievement of standards rather than development of capability.

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Session 2: Programme number: 2B

Interdisciplinary Undergraduate Studies in Hong Kong Higher Education: A Critical Assessment from the Sociology of Knowledge Perspective (0009)

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The Open University of Hong Kong, Hong Kong

The notion of interdisciplinarity has entered higher education policy for years all over the world. In Hong Kong, the landscape of higher education has tremendous change as a result of incorporating the elements of interdisciplinarity into undergraduate degree programmes. In 2012, all universities in Hong Kong have extended the duration of studies from three years to four years to accommodate more general education (GE) courses, i.e. the credit-bearing modules outside students' major disciplines. The introduction of interdisciplinary learning in first-degree curriculum is not a new higher education policy, but in the new academic structure, the credit load of GE courses has dominated a higher proportion than in the previous system, amounting up to half of the total credit units at maximum. The idea of 'interdisciplinarity' is often mentioned in public policy discourse, but the theoretical basis for its introduction in first-degree curriculum remains elusive and is often underexplored in empirical research.
This paper draws on the sociological theory of the late Basil Bernstein, as later further developed by Rob Moore, Michael F. D. Young and Karl Maton, and argues why concepts in Bernsteinian perspective such as classification and framing, pedagogical models of competence and performance, and horizontal/hierarchical knowledge structures serve as critical tools for analysing the discursive construction of 'interdisciplinarity' within a larger discourse of knowledge society, and evaluating the new policy and practice of GE courses in Hong Kong higher education institutions.

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Keywords: interdisciplinarity, general education, sociology of knowledge
Domains: higher education policy (HEP), learning teaching and assessment (LTA)

Session 2: Programme number: 2B

Teaching Corporate Social Responsibility to International Students Enrolled at UK Universities (0071)

Eva Koscher
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Key words: Ethics education, CSR, International Students

Nature of the Research: Empirical research (evaluating primary data)

Stage by the Time of Presentation: Reporting on completed research

Teaching Corporate Social Responsibility (CSR) becomes more and more important and today is included in many curriculums of top business schools (Christensen et al. 2007). However, it is different from other courses taught in business schools: While most business school modules are highly scientific and quantitative, modules in this area discuss values and beliefs and students who had few non-quantitative courses so far might feel uneasy. Fears might be further heightened by the fact that many students "view "values" as highly personal and therefore not subject to debate" (Fort and Zollers 1999). While teaching CSR to students at Coventry University, it became obvious that especially Asian students kept quiet during discussions despite the fact that a good teaching environment was created and also received lower marks. Previous research has found that international students from collectivist cultures often seem to avoid conflict and/or discussing controversial topics highlighting that some foreign educational systems discourage oral communication and independent thought in favour of traditional teaching methods such as rote memorization (Gelb 2012; Samovar at al. 2010). In a module on CSR where no right answers exist and views and opinions are highly important, this can cause problems.

By evaluating data from 2 MBA classes taught at Coventry University consisting of 122 students from all over the world, this research tries to shed some light on the challenges of teaching CSR to international students as well as on the question how the teaching could be improved. The student composition in the classes evaluated pretty much reflects the current situation in the UK Higher Education section: Many courses are dominated by international students, especially at the postgraduate level (Hefce 2014). Therefore, the sample is well suited for the analysis of teaching CSR to international Students enrolled at UK universities and the analysis will help to provide suitable recommendations for improving the teaching of CSR.

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Session 2: Programme number: 2C

Roles of Affiliated Faculty at HEIs (0018)

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Aim
This is a part of a lager study investigating the strategy on researchers from industry affiliated part time as professors at Higher Education Institutions (HEIs). These researchers are here called "affiliated faculty". The question to be answered in this presentation is: what are the roles of affiliated faculty at a HEIs?

Methodology
This is a comparative study between two Swedish HEIs both having a close cooperation with industry. The results included in this presentation is based on documentary studies and 12 semi-structured interviews of affiliated faculty. Analyze has started and will be completed before presentation.

Collaboration as strategy
The demands on universities have changed drastically during the last decades (Clark 1998). The concept of knowledge has been widened to something created in a much broader context than the traditional institutions such as universities, described as Mode 2 (Gibbons et al. 1994). One way of meeting the new demands is to build relationships with external organizations (Clark 1998). Interaction with society was given as a third mission, besides education and research, to Swedish HEIs in 1997 (Brundenius, Göransson and Ågren, 2011). This is making Sweden an interesting case for a study.

Preliminary results
Preliminary results show that one of the distinctive roles of the affiliated professor can be summed up as "the facilitator". The facilitator is typically providing contacts with industry to help collection of data and use of special equipment. Frequently, the facilitator is a person recruited from a leading position in industry. Another role appearing in the material is "the expert". This person is typically an expert in industry, spending time in academia conducting his/her own research and supervising Masters' or PhD students. Further analysis will hopefully reveal additional roles and shared characteristics of the affiliated professors, highlighting the different tasks and responsibilities of these positions.

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Session 2: Programme number: 2C

Educating the future generation of Maritime Logistics Graduates:Challenges and Realities (0068)

Irina Neaga
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The paper provides an evaluation of the Maritime Logistics programmes within Plymouth Graduate School of Management in order to enhance the curriculum and associated teaching and learning activities. The analysis is based on reviewing relevant literature, and contrasting different approaches particularly in Europe and Australia. It also includes a comparative analysis of subject specific knowledge and skills of the logistics professionals in relation to current and future requirements for succeeding in competitive jobs. The main aim of the analysis is to enhance the curriculum in order to meet the graduates' needs to become competitive in the global economy particularly in maritime logistics sector. The paper explores an approach of the curriculum (re)design for maritime logistics programmes and associated disciplines using social software

The internationalisation of the curriculum is a complex issue, and practices in different subject areas are in early stages (Cant, 2004; Berrell et al., 2005; Welikala, 2011) Internationalisation is a key aspect of my group of International shipping and logistics and the related programmes. The ability to examine and capture the rapid changes of the dynamic global business environment, and prepare graduates for their future careers that are still not completely known and understood requires new approaches to programme / module / curriculum development and (re-)design (Milhauser and Rahschulte, 2010) as well as new initiatives based on modern technologies and systems. The International Shipping, and Logistics Group (ISL) teaches and researches on sustainable maritime business issues within the contexts of international shipping, logistics, operations, ports and global supply chain management. The programmes in these areas are international by nature and context. The paper suggests the design of learning and teaching initiatives based on using social software and networking. It will also discuss the design of learning and teaching initiatives involving social software such as wikis, blogs, social networking tools and 3D virtual environments (Minocha and Marian, 2012). Challenges and opportunities perceived by students, and educators when emerging technologies are incorporated in digital learning initiatives that support the internationalization of the curriculum will be discussed.

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Inspiring future generations to care about future generations: Educating for sustainability and sustainable futures in English universities (0076)

Sophie Bessant
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Education for Sustainable Development (ESD) is an important and growing area of research and practise in universities across England (and the UK); as supported by many key sector bodies, including the Higher Education Funding Council for England, the Quality Assurance Agency, the National Union of Students and the Higher Education Academy. Educating university students to critically engage with sustainability issues within their personal, academic and future professional lives, and equipping them with the skills to contribute towards a more sustainable future is imperative in light of the many social and environmental problems we face globally (Sterling, et al. (eds.) 2013). The backdrop to this challenge is a higher education sector which is increasingly being positioned at the service of the country's economic and business engine; students who are increasingly being conceptualized as consumers; and academic systems which face mounting pressure to demonstrate value for money and quantify the merits of their student experience (Middleton, 2000; Giroux, 2002; McArthur, 2011). In this increasingly marketized, competitive and differentiated system, ESD focuses on the more humanitarian, societal and ethical role of higher education, asking important questions, such as: How does your discipline contribute to the needs of societies and the environment now, and the needs of future generations? Is your university embodying and fostering the values of environmental, social and economic responsibility?
This paper explores the ideological and the practical relationship between the political-economic paradigms of Neoliberalism and New Public Management and their marketizing influence on western higher education, and the growing higher education sustainability agenda. The paper will illustrate using examples how neoliberal and managerialist control mechanisms, which govern institutional, departmental and individual academic, as well as student behaviour, provide both challenges and opportunities in respect of advancing sustainability education in universities.
This doctoral-level empirical research has been carried out through 56 semi-structured interviews via multiple case study analysis of eight English universities, five key sector bodies (HEFCE, HEA, QAA, NUS, and the Environmental Association of Universities and Colleges (EAUC)) as well as interviews with notable experts in the field of ESD. At the stage of presenting, empirical data will be fully analysed and the PhD thesis will be approximately half-way through the writing up phase.

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Session 2: Programme number: 2D

Title: Student engagement in a distance learning environment: connecting students online (0039)

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The Open University, UK

The faculty of social sciences at the Open University is concerned with student engagement beyond the module, and is initiating new ways of engaging students that could change the way we teach in terms of distance learning, mass-scale participation, and synchronous online learning. In response to the challenges of engaging undergraduate, part-time students, we have been experimenting with methods of engagement to create a community that students can opt into. This relates to progression and retention since it has been found that isolation can have an effect on students continuing with their studies (Zebke, 2014). We are doing this through a related portfolio of multimedia outputs: podcasts (This Student Life, a drama, and The Podmag, a news podcast), student videos (HEA funded), online workshops (activate session), which culminated in the online conference "Student Connections" which was recently streamed live over five days. The aim of the conference was to connect students and academics within a virtual community, and it has delivered something unique in terms of teaching; participants were able to discuss the issues presented in the talks and raise questions which were then discussed on a live panel. This dialogue between online and face to face environments presents real opportunity to change the way that we engage students in HE, particularly those in a distance learning environment and also in terms of mass scale. The other innovative aspect was that students were invited to present at the conference and were nurtured (but not "taught") during a series of online meetings. These students created a very impressive series of individual and group presentations which have been met with approval from the academic community, demonstrating that an online conference can generate connections and add value for both students and academics. The result of these initiatives is a very engaged group of students who are now generating blogs and other forms of data about the experience and who now form the research sample. The researchers are now analysing the data and other outputs. It is clear that this engagement has given students confidence to progress their studies further and that being connected to a group of other students can help when life makes staying engaged difficult. We are now evaluating these components and this paper will outline these in the context of effective methods of student engagement.

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Session 2: Programme number: 2D

 "Go West" – The impact of core-periphery differences on student encounters in an international study environment at a Danish university (0056)

Mette Ginnerskov Hansen
Aarhus University, Denmark

As made apparent by its internationalisation strategies, Aarhus University (Denmark) welcomes, indeed almost celebrates, cultural diversity among its students and as such regards the internationalisation of university education as the foundation for the creation of a cosmopolitan (almost verging on borderless) mindset among its students. Also among scholars the development of "intercultural skills" is frequently stated as one of the main goals of international education (Knight 1997, Volet 2003; De Vita 2005). Less attention has, however, been paid towards the structural mechanisms that may impact, even hamper, such commendable aspirations and ideals. In light of this, the paper will explore the ways that 'cultural encounters' and meetings with the "other" are experienced and felt by students coming from countries often categorised as peripheral. More specifically, this paper will investigate students' reflections on the West (the core) and accordingly discuss how such asymmetrical relations impact and shape student encounters.

The paper draws on qualitative data and builds its analysis on roughly 35 interviews with students from international study programmes at Aarhus University conducted at different times during their stay abroad. In addition to this participant observation has been done at various locations, meaning that I have observed and interacted with students inside as well as outside the classroom. This paper is especially interested in the students who link a geographical move and a degree from a Danish university with a move up a (perceived) global hierarchy of countries (Pajo 2008) and in line with this regard cross-border movement as a way to acquire various forms of capital (social and cultural). The target group of this paper is students coming from outside a European context (Asia and Africa) as well as students from Eastern European countries.

Considering Aarhus University as a 'meeting place' for students from all over the world (Wilken and Ginnerskov forthcoming), this paper will explore the ways that such core-periphery relations impact how this highly diverse student body meet, interact, construct identities and negotiate distinctions between 'self' and 'other'. In this light, Aarhus University is not merely a random 'meeting place' for students from all over the world, meaning that it is not a neutral study destination on the map but injected with a certain value and meaning by the mobile students. Thus, in this paper I will discuss how students' thoughts of Denmark and a degree from Aarhus University seems to be connected to perceptions of a global hierarchical order and how Aarhus University enters into a broader discourse on the West, notions of 'the good life' and the Nordic welfare model.

Session 2: Programme number: 2E

Measuring the Effectiveness of Career Coaching in Increasing Higher Education Students' Career Self-Efficacy and Job Search Behaviour (0005)

Joanna Molyn
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Key words: higher education, employability, career coaching, self-efficacy, job seeking behaviours

Abstract
The aim of this work in progress project is to examine the link between career coaching, career self-efficacy and job-search behaviour of Higher Education (HE) students. This study hypothesises that career self-efficacy of HE students is positively linked to their job search behaviours and that coaching intervention is an effective tool in raising their self-efficacy and in increasing their job search behaviours.

Introduction
Higher fees and low economic growth has changed the educational environment resulting in governments imposing increasing graduate employability onto HEI's agendas (HEA, 2012). This agenda is being met with some scepticism by academics concerned that the erosion of academic autonomy is turning education into training (Harvey, 2000). Harvey (2000) argues that creating a relationship between the academy and employment can be perceived as an excuse for transforming higher education into training graduates for jobs whilst promoting anti-intellectualism and eroding academic freedom. He proposes that the role of higher education is to empower students and to assist them into lifelong learners

Given Higher Education's role to empower students, coaching might be a useful tool. Coaching - linked to self-efficacy (Evers et al, 2006) - has been confirmed as an effective learning tool (HEA, 2012). Self-efficacy is a person's belief about successfully performing behaviours (Bandura, 1977) and is linked to career behaviours (Hackett & Betz, 1981).

Research Design
The study will use a quasi-experimental mixed-method appraoch. Data will be collected from the undergraduate Business School students at the University of Greenwich. Both control and an experimental group will be tested for their career self-efficacy and their job seeking behaviour levels -prior to (Time 1) and -post (Time 2) a career coaching intervention. A sample of students and coaches will be interviewed with regard to career self-efficacy beliefs and career coaching effectiveness.

The main contributions and implications of this study are as follows:

• providing an empirical study of coaching effectiveness;
• possible impact on the university policy with regard to a selection criteria and training of potential career coaches;
• examining the role of coaching in the HE.

At the time of presentation the study will complete a pilot stage and will be collecting data at Time 1 stage. Literature Review and Methodology chapters will be completed.

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Session 2: Programme number: 2E

Computing students and their journey towards becoming a graduate 'fit for employment'. (0017)

Jackie Campbell
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Computing students and their journey towards becoming a graduate 'fit for employment'.
The Computing industry has criticized the University curriculum as not producing graduates 'fit for the job' (Department for Education, 2013). As a vocational course it seems reasonable that students would wish to enter the Computing Industry, yet graduates with Computer Science degrees currently have the highest level of unemployment (at 14%) (HESA, 2012).
Second year (level 5) computing students at Leeds Beckett University are offered a series of lectures designed to encourage, promote, motivate and support them in finding a year's work experience placement to undertake between their second and third year of study. In order to encourage engagement and ensure students have given their career and the opportunity to take a placement some consideration, they are required to complete an online quiz which involves answering questions regarding the work experience they have to date and their aspirations. This paper analyses and presents the initial findings of the 'quiz' data using a comparative analysis and interpretative analysis on in the format of short 'vignettes' provided by the students. The findings show that 75% of the students have generic work experience and out of those a third have spent time in IT related roles. The vignettes provide evidence of themes such as 'fearfulness' in approaching work experience and 'delusion' in their perception of the industry.
The intention of this initial analysis is to give direction to further research in order to support the students in finding a placement and course related work experience. Areas of particular interest arising from related literature include the role of situated learning in the form of work experience, experiential learning and legitimate peripheral participation (Lave and Wenger, 1991; Grenfell, 2008).

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Session 2: Programme number: 2E

Inspiring future nurses: The role of the Higher Education Institutions in supporting nurses in their career decisions (0036)

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Purpose
In recent years the Nursing and Midwifery Council (NMC – the regulator for nurses in the UK) have required that all new nurses be educated to degree level. This poses a challenge for universities as nursing students are very varied and many do not consider themselves academic, nor do they come from the background of traditional university students. Yet the career opportunities that open up for nurses are impressive. The purpose of the research presented here is to understand how nurses make their career decisions, and how universities can ensure that future and current nurses are supported in benefitting from the career opportunities available to them.

Methodology
A purposive sample of London-based nurses was interviewed using a semi-structured approach. Interview questions were designed around the central research question, drawing on relevant literature (such as that of Krieshock et al. 2009). They were invited to reflect on their career choices: why they had come into nursing; whether those ambitions had been realised and the process they had gone through to make subsequent career decisions.

By December the literature review, data collection and partial data analysis will be near completion. For the presentation, themes emerging from the data analysis will be discussed in relation to the role of the university in supporting nursing students' career decisions.

Preliminary findings
There is a large theoretic base relating to making career decisions, yet little relates directly to nurses. Preliminary findings from this research suggest that people enter nursing for a variety of reasons, but rarely because they have made a coherent, systematic analysis of their options. They are often unaware of the range of opportunities open to them. Once in the profession nurses are usually happy. However, they rarely consider long term plans, and career decisions are made in a haphazard way, which renders them unduly influenced by trivial, chance events or remarks.

Universities have a key role in inspiring the career opportunities of this group of students. However, this needs to be addressed in a coherent, systematic way. Nursing is an unusual profession because - at least in London – its practitioners reflect the cosmopolitan nature of the population. Whilst celebrating that, it is also an additional complexity in planning the data collection and analysing the results.

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Session 2: Programme number: 2F

Exploring Social Media as tool for professional learning in Higher Education (0019)

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This study is embarking on an exploration of how a group of higher education professionals use social media and endeavours to investigate if these activities are influential to their academic professional development. Various studies have investigated how the participatory web can empower academic researchers. Some anecdotal evidence exists that participation in online spaces can support professional development.

Systems have become common place to assure the quality of higher education and support the continuing development of academic staff. The establishment of centres for teaching and learning, which offer qualifications in learning and teaching practices aim to enhance quality of teaching in higher education. Demands from the government and European Commission require the professionalisation and development of academic staff in higher education. A recent survey of academics working in Irish higher education reported that while formal approaches to accreditation of teaching and learning activities are valued, openings for informal peer exchange and more non-formal approaches are also called for.

In light of this I wish to explore the participation of a specific group of Irish higher education professionals with social media tools, in particular Twitter, and investigate if this participation is influencing their professional development as academics. Participants of this research are consenting graduates of an academic development programme from an Irish higher education institution. This research takes a case study approach as it presents the activities of this group of participants. In the research I will seek to answer (1) what the activities of these higher education professionals are on Twitter; (2) if the activities might support the professional learning of these higher education professionals?; (3) What barriers and enablers exist in using social media for professional purposes? Data has been collected through archiving Tweets, and analysed thematically to assemble a list of common activities. Next semi-structured interviews with participants will explore if these activities have influence on their professional practices.

I propose to thematically analyse the data and present findings of this analysis in December. Thereafter my study will continue and if necessary I will carry out further data collection with other higher education professionals outside of the initial participant group. While this research is exploratory, interpretative and limited to a confined context of Irish higher education professionals, findings from this study might lead to recommendations for the encouragement of social media activities with HE professionals for their potential professional development.

Session 2: Programme number: 2F

To Live Stream or Not To Live Stream: The LINC101 Experience (0059)

Angela Martin
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The aim of this paper is to present and analyse the benefits of live streaming lectures for a new common course (LINC101 – Land, People and Economics) for all students at Lincoln University during the first semester of the 2014 academic year. During this first offering of the course there were over 500 students enrolled with the students being separated into three (3) lecture streams due to the size of the lecture theatres.

Prior to the course commencing it was decided to live stream the lectures so that students who were unable to attend due to reasons such as illness could view and listen to the lectures in real time. Recordings that were made with a different technology were also uploaded to the learning management system (LMS) for the course within 3-4 hours of the lecture taking place.

This paper presents a brief literature review of the use of live streaming lectures in a higher education context and presents an analysis of the frequency of use of the live streamed recordings and compares this with the frequency of use of the recordings that were uploaded to the LMS after the lectures.

The results show that the use of live streaming was not as high as was expected. Reasons for the low use are discussed, along with a scenario that could see their use increased in later offerings of the course.

The results also show that there was very high use of the recordings that were uploaded to the LMS after the lectures had taken place, with patterns being discussed as to the timing of their usage. A brief summary of the frequency of use of YouTube from a survey of LINC101 students conducted as part of the Higher Education Social Technologies (HEST) Research Project is also presented as this has relevance to the use of video recordings by the students enrolled in the course.

The conclusions point to the success of making recordings of lectures available to students for revision purposes and to catch up on lecture content when able to attend lectures. However the use of live streamed recordings does not appear to have had the expected benefits, but is something that could be explored if it was possible to use real time technologies to interact with students who are viewing the live streamed recordings.

Session 3: Programme number: 3A

Cutting rough diamonds; first generation students in Higher Education Key words Social capital, higher education, first generation in higher education, widening participation, habitus (0002)

Julia Hope
University of Kent, UK

Cutting rough diamonds provides an insight into higher education (HE) participation, which has become an important focus for policy debate and research. This is the result of on-going attempts to expand the HE system in line with wider policies promoting a 'knowledge economy' and resulting from policy concerns with equity and inclusion. Previous research focuses largely on demographics, academic performance, and persistence rates of first-generation students. Studies in the field of student experience, learning approaches and transitions have examined the relation between learning and contextual factors. The focus of the inquiry is significant as it is on first generation students' experience and the ways they cope with change (transition to HE) at a personal and academic level. To develop a clear and holistic picture of the participants' experiences of higher education, fifty open ended interviews were undertaken. Grounded theory techniques were the initial method of data gathering and analysis. Phenomenographic techniques were later employed for a deeper exploration of variation in the group and to generate new knowledge in an under researched area. The use of grounded theory and phenomenographic approaches highlighted the complexities in the experiences of these first generation students. They showed the individual nature of those experiences, set as they were in a highly politicised and dynamic field. The inquiry traced how these students moved into and took up their place at a single case study university site, 'The Centre' and how they engaged in their first semester of study of an undergraduate degree. The participants discussed their experiences transitioning to university and the issues and challenges associated with their new environment.

In the light of the evidence gathered and a review of existing scholarship, a detailed exploration and theorisation is offered which draws on the theoretical concepts of Archer (2000, 2003, 2007), Bourdieu (1980, 1984, 1986) and Weick (1995, 2001, 2009). These have been combined to provide a conceptual theoretical framework that helps to illuminate the complexity of the transition process undertaken by these students. The research findings demonstrate that the point of registration at higher education institutions does not in itself constitute a successful student transition to university. The findings suggest that underpinning the students' experiences of transition is a complex interplay between becoming, being and achieving as a higher education student and their own cultural and social identity. The interplay between university life and personal circumstance is not easily or simply reconciled or identified.

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Session 3: Programme number: 3A

Does being first in family to attend HE, impact undergraduate students' reports of commitment?
 (0030)

Fiona Cownie
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Purpose and background.

This paper reports on the findings of a completed empirical study into undergraduate students' reports of commitment within HE. The study seeks to examine whether parental experience of HE has an impact on undergraduate students' reports of commitment.

Hennig-Thurau et al.'s (2001) seminal work on student loyalty developed a framework underpinned by an analysis of commitment. More recent work (e.g. Helgesen, 2008) within the domain of a relational perspective to students' experiences of HE, continues to examine commitment.

This study draws from Allen and Meyer's (1990) three dimensional conceptualisation of commitment: that is affective, continuance (calculative) and normative commitment. Whilst Bowden and Wood (2011) examined two dimensions of commitment within HE, this study is the first within HE to take a three dimensional approach. The study combines the dimensions of commitment, with a variety of commitment foci: institution; academy; strong-ties and self-as-learner.

Methodology and findings.

This research is based upon a quantitative online survey applied to undergraduate students studying at post-1992 universities. A total of 1131 respondents provided information about their parents' experience of HE and completed all questions. Students whose parents had experienced HE comprised 42% of analysed respondents, the remaining 58% of analysed respondents came from families within which parents had not experienced HE.

The Mann Whitney U test was employed to examine the data and uncovered no significant difference between the responses of these two groups. It does not appear that students' reported views are shaped by their parents' experiences of higher education. Thus if parental experience of HE is considered to be one aspect of plurality, then we can see that plural student populations are consistent in their reports of one aspect of the student experience, commitment.

Limitations.

It should be noted that data was collected during 2012: the fee changes within HE mean that there would be value in repeating this research amongst a population of students who are exposed to the more recent fee structures. It is possible that siblings' experience of HE might be worthy of consideration in future studies.

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Session 3: Programme number: 3A

Talking back to the system: students speak out against dis/ableist practices and attitudes in higher education. (0073)

Julia Long
University of Nottingham, UK

At a time of austerity measures disproportionately affecting the poor and the disabled, this paper examines the experiences of disabled doctoral students in marketized HE. Drawing on the work of Ahmed (2012), it considers how the agenda towards greater diversity in an era of 'neoliberal-ableism' (Goodley et al. 2014) underpinned by increased demands for competitiveness fails to dismantle discriminatory practices.

This study follows the emergence of an open online community of students self-identified as disabled and engaged in activism through twitter and blogging as a way of 'talking back' to the system. Their counter-storytelling is analysed through the lens of a critical disability perspective which values voice and acts to disrupt the silence that performing diversity perpetuates over those it marginalises. This paper reports on the aspirations, experiences and challenges of this group of students and considers their views in designing more inclusive environments and pedagogies in HE.

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Session 3: Programme number: 3B

Framing institutional postgraduate supervision: a role for central support services? (0054)

Ronel Steyn
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This paper critically evaluates a postgraduate skills development programme offered by a central support office at a South African University. Drawing on recent literature on doctoral pedagogy, it examines the implicit assumptions, discourses and pedagogical practices underlying these services. Next, it considers whether and how an institutional support service can enhance postgraduate pedagogy, within the framework of "supervision as a collective institutional responsibility" (McAlpine 2013).

The research is part of pre-empirical work done for my doctoral study. It includes a literature review and offers a conceptual framework for exploring a model of "institutional" postgraduate supervision.

The presentation is structured around one example of a project management resource developed by the postgraduate skills office at Stellenbosch University, called the on.track planner.

Coming from a training and development background, I developed the tool in response to a needs analysis among postgraduate students. As I embarked on my own PhD studies and attempted to situate my practice in the growing scholarship around postgraduate pedagogy and supervision, I realised that seemingly neutral practices were in fact hiding assumptions about learning (McAlpine and Amundsen 2012) and reinforcing particular discourses and models of (doctoral) education (Backhouse 2011).

Does the planner misrepresent the complexity of the postgraduate journey, portraying it as "a discrete set of technical skills" (Kamler and Thomson 2008, 507)? Is there a role for generic learning support offered outside of disciplinary communities of practice (Wenger 1998)? Or does our office form part of the new managerialist approach to higher education (Connell and Manathunga 2012)?

On the other hand, as a practitioner I remain concerned with how the findings of the scholarship on postgraduate education can be made practical within institutions, beyond assuming that individual supervisors will change their own practices. I therefore hope to present a conceptual framework for building on McAlpine's recent work (2013) and further exploring "institutional supervision" of postgraduate learning.

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Session 3: Programme number: 3B

An exploration of undergraduates' vocabulary size and academic achievement (0020)

Jennifer Marshall
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This presentation will discuss the preliminary findings of a doctoral research project which explores the vocabulary sizes of undergraduates studying at the University of Derby. Part of the research objectives were to establish an estimate of students' mean vocabulary size and also to see if there is a link between this and their academic achievement (measured by expected degree classification). Their vocabulary size was measured by administering a test based on dictionary sampling methods devised by three experts in the field (see Goulden, Nation and Read 1990).
What size of vocabulary do undergraduates have and need in order to access their discipline? According to Schmitt (2005), a native English speaker with a relatively large vocabulary has around 40,000 words in his or her repertoire while 10,000 words is considered large for a non-native speaker entering university. Nation (2006) uncovered that native speakers need a vocabulary size of around 8,000 to 9,000 words (base word plus its derivatives, e.g. wide, widen, widely) to read the newspaper. A university graduate will have a vocabulary size of around 20,000 words (Gouden, Nation and Read, 1990).

Preliminary findings suggest that undergraduates have a much smaller vocabulary size than previous estimates. Undergraduate programmes were randomly selected to take part in the project and the sample (n = 388) consisted of participants from all stages of study. It was found that the mean vocabulary size of an undergraduate at the University was 11,124 (this includes both native and non-native speakers of English) and that there was no correlation between achieving a first class degree and a student's vocabulary size. ANOVA (Analysis of Variance) indicates that there was very little variation between stages 1, 2 or 3 (levels 4, 5 and 6). This suggests that students have little or no vocabulary growth at university. Lastly, there was not a significant difference between the mean vocabulary size of students whose English is their first language (11,349 where n=339) as compared to those for whom it is not (9,378 where n=47).
To conclude, the presentation will discuss the limitations of the methodology used and lessons learned. Suggestions for further projects will also be offered.

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Session 3: Programme number: 3B

Pedagogies 'on the move': responding to linguistic diversity in workplace practicums (0021)

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A global increase in student mobility has been widely documented over the last decade and healthcare degrees are one of the major growth areas. In Australia, from 2002 to 2011, the number of international nursing students increased more than 500% (Health Workforce Australia 2013). Like other healthcare professions, nursing students must undertake clinical placements where they work, learn and are assessed in a clinical setting, under the guidance of a clinical educator. Students for whom English is an additional language (EAL) often find placements challenging, as do their supervisors (Jeong et al. 2010), which is often attributed to English language proficiency and cultural differences. This presentation discusses pedagogical practices of clinical educators as they go about their daily supervision of EAL nursing students in hospital settings students and the role of language and culture in these practices.

Drawing on my doctoral research, I will use excerpts from field notes and audio recordings from one hospital site to discuss one of the practices I observed, 'supervision on the move'. I will consider in what ways, and to what extent, this practice helps students engage in peripheral participation (Lave and Wenger 1991) and move from a novice status towards a more expert status (Le Maistre, Boudreau & Pare 2006; Spouse 1998). I will suggest that, while 'supervision on the move' may offer some EAL students opportunities for learning and language socialization into the hospital discourses, it restricts learning opportunities for others. Whereas previous studies often focus on the role of the 'expert' in scaffolding learning for novice practitioners, this paper also considers the role of the novice in engaging in these pedagogic interactions.

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Session 3: Programme number: 3B

Embedding Quantitative Methods by Stealth: Experiences of an undergraduate learning and teaching enhancement project. (0014)

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The attention paid to quantitative methods in the social sciences has increased significantly in recent years. A wide range of reports and initiatives (Nuffield Foundation, 2013; British Academy, 2012; MacInnes, 2010) identify the urgent need to address the low level of quantitative skills among UK graduates and the unpopularity of quantitative methods teaching in UK universities. The priority the government places on this issue can be seen in the allocation of £19.5 million of public money over a five-year period from 2013 to develop solutions to this problem.

The paper is structured into two parts. The first section provides an overview of the problem and the actions being pursued. The motivations and aims of these new funding streams are outlined; for example the Q-Step programme which is designed to promote a step-change in quantitative social science training. The research underpinning these new initiatives is summarised. This identifies the most significant problem being how students feel alienated by the lack of clear connections between quantitative approaches and the subject knowledge they encounter in the rest of their degree. This has resulted in a policy consensus that advocates that "quantitative methods are taught more effectively when embedded within the wider undergraduate degree course, allowing students to understand the context for, and application of, the methodology" (British Academy, 2012 p.4). The first part of the presentation concludes with the case of why to embed quantitative methods.

The second part addresses the issue of how to embed. This draws directly on the experiences of being a principal investigator on a project designed to develop basic introductory level skills and create a positive 'first impression' of quantitative methods among first year Political Science undergraduates at an English university. The project sought to communicate the value of quantitative analysis through showing the potential of these methods, thus stimulating interest and demonstrating their relevance. Although the project was based on a study of electoral and polling data, some of the issues raised have wider applicability to other social science subjects.

The presentation outlines the main challenges encountered when designing and piloting new teaching materials using active learning pedagogies to embed quantitative methods. The project adopted a 'quantitative methods by stealth' approach, as the analysis of data was surreptitiously submerged into discussions based on subject knowledge. The paper concludes by exploring the most effective way to embed quantitative methods into both a particular class and across a degree programme.

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Session 3: Programme number: 3C

Fields within fields: The use of Bourdieuan reflexive sociology to expose sites of silence in the practice of higher education curriculum development (0050)

Katrina Waite
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My doctoral study investigates the discourses evident and absent in the practice of business curriculum development in the post Global Financial Crisis context. If, like many scholars, we accept that business curriculum has room for improvement, then how do we determine what needs to be changed by investigating what already exists? Curriculum theory (Pinar, 2012) and research is helpful, but there is limited research on the practice of making curriculum in higher education, and there is an issue of the relevance of theory to the current time and context.

My data includes many texts created in the process of review and reaccreditation of a new undergraduate business degree. Earlier preliminary critical discourse analyses demonstrate the predominance of organisational, financial, and quality discourses (author, 2013). Of course everything that does not appear in the texts is a site of silence, but this is hardly a useful concept. To establish an analysis lens which has the potential to highlight the absence of discourses and practices which are in the realm of the "adjacent possible" - evident on the fringes of practice, relevant to the higher education field, but not yet mainstream - I have adopted Bourdieu's reflexive sociological approach (Bourdieu & Wacquant, 1992).

Using this approach, I will demonstrate how my multiple roles as full-time academic, part-time doctoral student and mother of a teenage daughter place me in a number of fields of practice relevant to my research, each of which have their own logic, but also points of intersection. I will discuss critical and serendipitous incidents in these intersecting fields which have helped to develop an analytical mindedness allowing me to justify the exposure of discourses absent within the texts. These include gender and diversity - issues which have concurrently moved into prominence at Harvard Business School, (Kantor, 2013), and the move towards the "bionic" or technologically enhanced student. (Silva, 2011).

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Session 3: Programme number: 3C

Doing ethnography or applying a qualitative technique?: Reflections from research with non-traditional, mature students in the 'waiting field' (0053)

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Contemporary social science research is often concerned to engage with and promote particular forms of postmodern and innovative data production, such as photo-elicitation, autoethnography or free association interviews. This individualisation of techniques has set up rival camps and critiques where the common ground of being embedded in traditional ethnography is often forgotten; and qualitative researchers have been distracted by 'the technique'; a distraction that can blind them to the occupation of ethnography. Concurrently, there have been shifts in the social and economic expectations placed on qualitative inquiry that have acted to close down spaces of ethnographic teaching and practice. In response, this paper focuses on the importance of the 'waiting field'; an opportunity to explore the times where real lives carry on before they make room for the intrusion of the data production of 'the technique' and remind us that much qualitative research is, in fact, an ethnographic undertaking: one that encompasses the researcher within and beyond the field.

The paper is drawn from the doctoral research of the two presenters. In her four-year, Economic and Social Research Council funded study, Dawn Mannay focused on the everyday lives of mothers and daughters residing in a marginalised area in urban south Wales, UK. The research employed visual and narrative techniques of data production (Mannay, 2010) and was interested in the stigma of place, barriers to education, gendered inequalities and the role of social class (Mannay, 2011; 2013). Melanie Morgan worked in similar marginalised Welsh locales and applied psychosocial interviews to explore the subjectivities of working-class mothers in higher education; and the mechanisms and strategies this group of women use in constructing, negotiating and managing identity/subjectivity within university: and the motivation for pursuing academic success despite the emotional and practical conflicts of doing so (Mannay and Morgan, 2013). In this paper we offer reflections from our research diaries that document this waiting time; and the discoveries of others, and of self, doing ethnography in waiting spaces; which we conceptualise as the 'waiting field'.

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Caring for the well-being of university teachers as a potentially productive approach to professional learning (PL) (0011)

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The purpose of PL (Brew 2004) for university teachers is to bring about change in their teaching and assessment practices to inspire future generations through the facilitation of quality student learning. This 'act of inspiration' takes place within a complex higher education environment (Barnett2000) where institutions are expected to deliver research, produce graduates who can engage in social challenges and responsibilities, contribute to national needs, while being at the forefront of a changing, competitive global scenario. Simultaneously, universities have to deal with fewer resources, changing student demographics, increased accountability and academic renewal.

The purpose of this research was to explore the influence of context on the PL of academics for their teaching at one research-led university in South Africa. This was done to inform PL practitioners, such as myself, about the potential effect of contextual influences as perceived by academics themselves. My PhD research is focusing on 'context' as the everyday reality of academics (Berger&Luckmann1966) created at the intersection between the spheres of their professional and personal life-worlds (Schutz&Luckmann1973). It is within this everyday reality that PL takes place.

This multi-methods, explorative case study formed part of a national research project, funded by the South African National Research Foundation and entitled: The interplay of Structure, Culture and Agency (ESA20100729000013945). Empirical research took place in phases. Phase one comprised an institutional document analysis, phase two involved an anonymous electronic questionnaire with open and closed questions, administered to all permanently employed academics at the institution. A 25% response rate generated quantitative and 120 pages of qualitative data. In phase three interviews were conducted with 16 purposively selected academics and 5 senior managers. Qualitative data was categorised and thematically analysed.

As expected, the context for PL for teaching as interpreted by individual academics at this institution, is to a large extent not perceived as enabling or caring and the mixed-messaging about the value of teaching, and implicitly also PL for teaching, is cause for concern.

In response to the findings, this study suggests more attention should be paid to the well-being of academics and the creation of a conducive environment for PL for teaching. An ethics of care approach (Tronto2010) could be adopted in this regard.

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Keywords
Context, professional learning, academics, reality, everyday life-world, ethics of care

Session 3: Programme number: 3D

 "I was enjoying the session until the lecturer threw a wobbler" (0013)

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Learning, teaching and assessment (LTA)
"I was enjoying the session until the lecturer threw a wobbler"

Introduction

This paper explores my concept of disruptive contexts and their role in relation to incivility in higher education and the effect upon student–lecturer relationships in nursing education. "Incivility" has been adopted as an umbrella term which accommodates uncivil classroom behaviour, academic misconduct and bullying.

Research approach

A triangulated approach of collaborative action research (CAR) and interpretive phenomenology provided the methodological underpinnings and associated method. This was practically delivered through a programme of six interactive workshops and semi-structured interviews, involving both students and lecturers. The seminal work of Habermas and his communicative action theory was used as a theoretical framework for the research workshop programme and specifically, the principles of his ideal speech situation (ISS) were applied within emancipatory reflective spaces (ERS) a term unique to the study.

Findings

Key findings focused upon the devaluing effects of incivility and the six Ds were used to capture this. The participants reinforced the importance of collaborative approaches as a key intervention. This involved the sharing of power; however there had been a caveat and this was reflected in the illusionary effects of tokenism.

Disengagement by both groups in the learning and teaching process was a key factor associated with incivility. Students wanted lecturers to be enthusiastic and motivated, this added to their credibility and the notion of Value Adding Teaching/Teachers (VAT), emerged from the discussions.

Understanding incivility involved looking beyond the obvious isolated contextual behaviour. This reinforced the interconnectedness and flow of the identified contexts and the concept of contextual fluidity emerged from the analysis as a method of capturing this relationship.

Recommendations

A working definition of incivility was developed reflecting the contextual focus;

"Incivility is a personal internal reaction to both active and passive behaviour characterised by the absence of civility as defined by a consensus of individuals (at a group, professional, organisational and societal level) implicitly or through a formal code of conduct".

Other recommendations included the development of a teaching module, using the key thematic findings and concepts generated from the study. The notion of "civility contracts" looked to use the existing QA frameworks as a way of embedding civility within the institution. Developing and enhancing the outreach links to schools and FE colleges was a way of minimising the potential negative effects of students experiencing HE as "unnatural habitats".

Summary
Polarisation and the attribution of blame leads to misunderstandings, the concept of contextual fluidity (linked to disruptive contexts) and an associated contextual intervention framework allows us to "look beyond the obvious" in an attempt to understand incivility in a different and unique way.

Becoming academic in the 'fractal' university: negotiating difference through the representations of academic identity by Early Career Researchers (ECRs) in the UK (0033)

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Category: Academic practice
Keywords: Academic Identity, ECRs, Participatory Journaling

This paper presents the findings of a study on the academic identity of Early Career Researchers (ERCs) funded by an SRHE Newer Researchers Award. It explores the tensions between diverse representational practices of ECRs and homogenising structures, processes and texts of Higher Education Institutions. It proposes a new methodological approach for understanding how difference can at the same time be recognised and reconciled (i.e. made 'fractal' – Strathern 1991) with a view to providing more responsive and equitable support for the professional development of ECRs.

Despite an abundance of research into the effects of changes in the organisation of Higher Education on academic identity (e.g. Gordon and Whitchurch 2010; Barnett and Di Napoli 2008) few studies have explored how this plays out within the ECR group, though it is this new generation who are arguably under the most pressure to establish themselves as academics and will have a significant impact on the construction of academia in the future (e.g. Archer 2008; McApline 2010). While important insights into the diverse practices of ECRs have been identified by an emerging body of literature (ibid) these studies have been dominated by a narrative approach which documents personal accounts but fails to capture the interaction between social practices, institutional structures and processes and material artefacts like academic texts.

In response, a methodological approach was developed, based on 'participatory multimodal journaling' to explain how academic identity-building is negotiated through personal accounts social practices, material artefacts and institutions. Over a 6 month period, ECRs from 6 British HEIs were given iPod Touch devices and asked to capture their daily academic practices through words and image. Participants provided their own analysis of their data through interviews and this was complemented by additional analysis of the institution policy and the material artefacts identified over the course of the data collection.

This paper elaborates a conceptual framework based on the notion of 'fractionality' (Strathern 1991) to discuss the methodology and findings of the study. It highlights 'points of tension' identified through negotiations between accounts of identity (e.g. based on gender, disability, academic discipline) and their mediation by social practices, policy and material artefacts. The paper concludes by discussing implications for professional development and support programmes for ECRs.

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Session 3: Programme number: 3E

Micro-politics of neoliberal ideas formulation into private higher education sector in Bangladesh (0027)

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Higher education as private sector provision in Bangladesh was accelerated by a policy shift towards neoliberalism. In 1992 the government promulgated the Private University Act 1992 and this act was amended in 1998. Though another Private University Ordinance was promulgated by the Caretaker government in 2008; however, all acts and ordinance repealed by a new Private University Act in 2010. This paper discusses about the neoliberal ideas formulation into private higher education sector in Bangladesh by looking at the Private University laws, and the politics of those laws formulated since the 1990s. The paper explores where the neoliberal ideas into private university laws come from and then trace why and how that is being developed in Bangladesh.

Neoliberal policies of the International Financial Institutes (IFIs) have played a crucial role in reshaping socio-economic policies in developing countries since the 1980s (Steger and Roy, 2010). However, the spread of the neoliberal policy model across the globe is connected with policy borrowing argues Steiner-Khamsi (2006). The emergence of globalisation provides the impetus to borrow policy from one context to another in the name of 'best practice' (Turbin, 2001). Therefore the theoretical framework of this paper is developed and informed by comparative education and the concepts of policy borrowing (Steiner-Khamsi, 2006).
This paper is developed based on my ongoing PhD research at the Faculty of Education in Monash University. This is a qualitative case study. Higher education at private sector in Bangladesh since the 1990s is selected as a case. Within this case I collected data from key the private university laws and key people involved in the development of the private university laws since the 1990s at the state level in Bangladesh. By using qualitative content analysis to analyse the policy documents and stakeholders' interviews I explore what the neoliberal ideas look like in the private university laws, and why and how such neoliberal ideas have been incorporated into them.
The findings of this paper suggested primarily higher education at private sector was developed by a group of people as a result of politics of blaming game towards the public higher education. Later a nexus between influential political leaders and entrepreneurs has been worked at behind the incorporation of various neoliberal ideas into private university acts and ordinance enacted by different governments.

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Session 3: Programme number: 3E

Organizational Culture Qualities of a Successful Academic Department (0037)

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A gap exists in the educational literature regarding the organizational management and the relational structures shaping quality academic departments. Given its reputed strengths, the Calvin College (Grand Rapids, MI, USA) philosophy department provides a case study for investigating elements contributing to such a culture.

The purpose of this grounded qualitative case study is to explore the history and current practices of this department. In particular, this study is driven by the following questions: What makes for a high performing departmental culture (teaching, service, and research) at a higher education institution (Boyd, et al., 2010; Thomas & Schuh, 2004)? What roles do students, faculty, staff, and the department chair play in shaping the departmental culture (Angelo, 2001; Lee, 2007; Wilson, Ryan, & Pugh, 2010)?

By the time of presentation, the researcher will have completed all research and data analysis. Because the researcher has not begun data analysis, this abstract does not reflect the findings that will be delivered in the presentation.

The researcher collected data through recorded and transcribed semi-structured interviews with study participants, which included the following members of Calvin College: 14 philosophy professors (6 full, 3 associate, 2 assistant, 1 emeritus, and 2 past), 2 administrative assistants, 7 current students, a local historian, and a former provost. After coding the data, the researcher will synthesize the results for potential factors in the department's success and draw possible implications for other academics departments.

The primary anticipated benefit of this study is to fill the gap in the literature regarding organizational culture in academic departments. Also, the study's results and possible implications will ideally provide questions of self-assessment and organizational suggestions applicable to all types of academic departments.

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Session 3: Programme number: 3E

Higher Education Policies and Welfare Regimes in Poland and the United Kingdom: A comparative perspective (0066)

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This article examines the question of whether Poland's and United Kingdom's higher education typology displays any similarities or differences to each other. The rationale for this study is to investigate why both countries are among the leaders of recruiters of tertiary education students in Europe. In order to help to understand national approaches to higher education participation, funding, student financial aid and tuition fees, I employ the concept of the "welfare regime." I integrate Esping-Andersen's (1990) liberal welfare state type and the post-communist European-type proposed by Fenger (2007) into this research. Through a comparative analysis of data from international databases, I examine how Poland and other post-communist welfare states, United Kingdom and other liberal welfare states enhance participation in higher education. Overall, I conclude that despite Poland and UK being classified into different welfare regimes, similarities are visible between them and this may be the reason why they are among the leaders of tertiary education recruitment in Europe. This article adds to the existing knowledge on higher education policies and welfare regimes of Pechar and Andres (2011) on higher education policies and welfare regimes in OECD countries.

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Session 3: Programme number: 3E

Internationalisation Strategies: is there evidence to show these are compatible with Teaching and Learning Policies? A comparative study of three universities. (0008)

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Institutional Internationalisation strategies are central to the development of higher education. If they are to be effective then institutions must be clear what internationalisation means as this is a much contested term. This and the university's educational philosophy will mean each strategy should be unique. Therefore, the organisation needs to set out clearly the development required to meet its goal which necessarily include the issues arising from a diverse student population.
A review of the literature on internationalisation of higher education considered the various definitions of this problematic term and led to the benchmark I would use when evaluating the strategies. The study makes use of the Internationalisation and, Learning and Teaching strategies available via the public websites of three universities and is limited to analysis of these documents and my interpretation of the language used.

This paper explores the Internationalisation strategies of three universities; one established in the nineteenth century, one in the 1960s and a post 1992 institution, and seeks to understand whether there is evidence they are well-matched to institutional Teaching and Learning policies. It takes as its definition of internationalisation that promulgated by Knight (1993) that it is "the process of integrating an international/intercultural dimension into the teaching, research and service functions of the organisation".

The research shows each Internationalisation strategy is unique although there are common themes and each varies in its consistency with Teaching and Learning policy. The post 1992 institution's strategy has a major focus on curriculum internationalisation; the 1960's institution seems most focused on increasing its international student population without addressing the pedagogic issues, whilst the pre 1900 university acknowledges these but maintains its traditional philosophy and appears unwilling to address them more than superficially.

Two out of the three cases identify inconsistencies between institutional Internationalisation and, Teaching and Learning policy that may ultimately result in a lack of credibility for the institution's courses and in one of those two cases the economic 'good' is, as asserted by (Harris, 2011), prioritised over the educational. Thus the analysis appears to support the suggestion of Michael Hoey, Pro Vice Chancellor of Liverpool University, "Internationalisation is not inherently a good: it is only a good if we are absolutely clear about our motives for doing it" (Morgan, 2013).

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Session 3: Programme number: 3E

Managing Change from the Middle Out in HE (0015)

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Neither the planned or emergent approach to change deal with the issues of managing change from the middle-out. Equally, there are limited large scale studies on the role of middle managers in delivering organizational change. For middle managers to be seen as change agents with the ability to impact upon organizational change they need a level of influence, which is bound up with the concept of 'legitimacy' (Pettigrew et al., 1992).

From a HE perspective, the key issue is middle managers 'legitimacy' both up and down the organization, but in particular in terms of upward influence in providing new meanings for top management (Currie et al., 1998). For Currie et al., (1998) the middle-out approach to managing change is an emergent change management approach, where staff who are middle managers initiate change projects and facilitate their implementation rather than responding to strategic direction from senior management. This view of emergent change is one the Balogun (2006) provides some support for suggesting that a top down approach emergent change is problematic. The issue is a balance for academic middle managers between two sub-cultures on the one hand administrative efficiency and new managerial and on the other traditional ideals of the academy and creation of knowledge for its own sake Shuster (2010).

Trowler et al (2003) argue that middle managers such as heads of department, deans and programme leaders work from the 'middle-out' working both bottom-up and top-down. In particular, they argue that such managers are located in strategically important settings within HEIs in terms of any change initiative. This is a growing area of research with most recent publications coming from the US (Floyd and Woodlridge, 2000, Meek et al., 2010) However, from a UK perspective, and particularly from a HE viewpoint, there is little work that has been undertaken in this area. I have recently led a Leadership Foundation for Higher Education Small Development Grant programme that investigated this issue and found a lack of understanding from the top of organizations of the role of middle-managers as change agents. In addition, the research found that many HE middle managers were leading change programmes, but without any relevant training. I have been a middle-manager in HE for 12 years and have the 'lived experience' to draw on and also have undertaken recent research in this area that this study will build upon (Deane and Selby, 2012).

POSTERS

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Intercultural research in education: the creative power of the "methodological metissage" (0077)

Often, researchers who wish to carry out a research project new, different and vital ed to look at the world's scientific literature to be sure that this project is very significant. And this is the greatest difficulty.

Sometimes, however, the project "out of the ordinary" lack sufficient sources of data and appropriate references to enable the researcher in charge of education to proceed with confidence. The caution it is therefore necessary.

However, these two realities expose the researcher in education at the difficulties of diachronic order (transformations in education) and synchronic (the contexts in education), since the quality of research is not played only in terms of subject matter but especially in terms of 'methodological innovation and character plurifocal and innovative techniques and instruments used in research that are characterized for being cultural.

Those who strive to produce contaminations then methodologies, attempting to emerge from one who works in a certain specific cultural context, makes it possible to concretely contamination profitable. Even within the limits procedural, technical and validation, such contamination enables researchers from different countries to share the same "ground search" becoming "common area" of scientific exchange between different cultures and that is capable of powering a gradual improvement in educational level.

It is giving rise to a metissage methodology, which can sometimes be considered limiting and restrictive, but that certainly is a way to identify new devices, techniques and applications and to create new interpretations of the "research process", process", which includes the assumptions and values that serve as the basis of rational research, standards or criteria that the researcher uses to interpret the data and to arrive at conclusions (Bailey, 1982).

From here opens the way for inter-culturalization and hybridisation of the research which could lead to the renewal of forms of educational research (Nuzzaci, 2009; Nuzzaci, 2011).

The contribution explores the spaces of sharing and intersection of such contamination, highlighting the traits and characteristics of research that stems from the "hybrid methodology" and in the latter it is the foundation of a new identity thus giving rise to a feeling which created new shoots that grow bringing new life to the international educational community.

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Participation in the community of scientific practice - Motivational aspects of project work in large enrolment classes (0025)

With an increasing number of students enrolled at the universities every year follows a student mass that is greatly diverse. The poster presentation will introduce a concrete study element from the University of Southern Denmark that is designed to embrace several aspects of students' motivation as well as their diversity and plurality.

The First Year Project is a mandatory project at the end of first year at the Science Faculty, where approximately 400 students conduct a (real) research project. The students prioritise projects from a broad selection of abstracts and are assigned a project in groups of 3-6 students. With inspiration from Deci and Ryans (1985) and Eccles and Wigfields (1995) theories of motivation the objective is to create:

1) feeling of competence; the students use their knowledge to perform actual research and convey this in both a report and at a poster session

2) sense of autonomy; the students chose the subject themselves and decide the course of action,

3) sense of relatedness; by group work and relations to the supervisors and the research groups

4) positive task value; the students works with their own interests doing authentic research and in many cases make a valuable contribution to an actual research project.

In compliance with the idea of legitimate peripheral participation (Lave and Wegner, 1991), the students are invited into the world of scientific research and thereby taking the first step towards memberships of this community of practice. The project constitutes authentically research based teaching to a larger extent than teaching traditionally offers.

Results from an exploratory pilot study of the motivational aspects of the First Year Project will be presented. With the focus described above a questionnaire has been constructed to reveal development potentials before a thorough evaluation of the fulfilment of the motivational objectives is completed in 2015. For statistical analyses, indexes of the feeling of competence, autonomy, relatedness and task value will be created. This will be supplemented with qualitative comments.

Preliminary results suggest that the students are excited to work with a project of their own choice and interest, proud to present their result at the poster session and that the relation with the supervisor is critical to the feeling of being a part of and gaining insight into the world of scientific research.

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 "Because I am a Mother, I am a better practitioner": Narratives of three graduated early years practitioners who started their careers as parent helpers (0047)

This presentation draws on my pilot study which was part of the EdD course I am currently undertaking. My aim is to present my findings from the qualitative data I have collected through the narratives of three recently graduated early years practitioners who started their carrier as parent helpers in the day care setting where they are currently working. My ambition is to present my findings in a way which problematizes the assumption that being a mother makes you a better childcare worker and having a university degree makes you a better early years practitioner.
Osgood (2010) extensively discusses early years practitioners professional and gendered identity which led me to explore the data with the aim to see the ways in which parent helpers/mothers/practitioners/students identity has been shifted. I argue that their identity is not only shifting, but is multiple as I consider identity to be relational to the emotions that are evoked within the context of the work they do (Colley, 2006) and as a result of the higher education programme they have completed. Therefore I argue that their identities are socially, consciously and unconsciously (re)constructed with the university experience. Throughout the presentation I will discuss their understanding of mothering and emotional labour (Hochschild, 1979) which emerged as one of the dominant discourse through the data.
The context in which the study has been conducted is linked to the widening participation (WP) agenda which has been identified as economically and socially beneficial at national and individual levels (Leathwood and Read, 2007). Further links are made to the Effective Provision of Pre-School Education (EPPE) Project (Sylva et al., 2004) which identified that relevant childcare qualification improves the setting quality.
Purposive sampling approach was employed which was approved by the department I am studying. The aim of the pilot study was to aid my main research which explore the experiences of mature students who are also mothers, studying a higher education degree in early years. In addition by using semi structured interviews which lasted average of 35 minutes, I was able to reflect on the appropriateness of the interview questions.My key findings and conclusions will be included.

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Breaking through the marzipan layer: Gender and inclusion in higher education pedagogy and curriculum (0051)

Theme: research into difference to inspire others and shape the higher education of tomorrow.

Keywords: Gender, inclusion, discrimination, ethnography, workplace inequality

Since 2012, our team has been involved in a teaching and learning research project focusing on issues of gender and inclusion within higher education pedagogy and curriculum. This work has been undertaken in an Australian city university in disciplines which are considered relatively gender-balanced - Business, and Arts and Social Sciences. While there is no apparent difference in academic performance between males and females in these disciplines, Australian research shows that the gender pay gap begins at the point of graduate employment – on average women are paid less - and there is an excruciatingly slow move towards gender equality in management (WGEA 2013). In the 2012 Australian Census of Women in Leadership (2012), only 12 of the top 500 publicly listed companies reported having female CEOs. There is also evidence that women tend to reach certain management positions within organisations – but these positions tend to offer no pathway to the most senior levels of management. These positions have been collectively termed 'the marzipan layer' (The Economist, 2011).

Our concern is that while there is a developing consensus that there are structural issues which affect women in the Australian workplace, these should not exist within the equity conscious environment of the university. Yet we were aware of a number of instances of subtle discriminatory practices, practices which, while not overtly discriminatory, resulted in discriminatory outcomes. As previous work had suggested that these behaviours were occurring outside of conscious recognition of staff and students, and were in fact what is generally considered normal practice, an ethnographic research approach was used. Our research included ethnographic observation of classroom activities, social mapping of mixed gender student groups in public learning spaces, and fabulations and focus groups with student participants. This approach aligns with gender equity research which was undertaken around the same time at Harvard Business School (Kantor, 2013).

As a result of this work we have developed a number of principles of curriculum and pedagogical design, some of which are intended for implementation by the teacher, while others, including the principle of transparency, are introduced to enable students to develop a mindfulness towards the discriminatory and sometimes self-sabotaging behaviours they may engage in through their groupwork, and in their independent work outside the classroom.

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HE: A route to develop socio-emotional intelligence in Early Years Educators (0060)

Student experience, Transitions, Education, Teaching

The aim of this paper is to present a doctoral project looking at the support that Early Years Educators (EYE) have, to develop their Socio-emotional intelligence (SEQ) within the context of their Higher education (HE) journey.

SEQ, the ability to understand, explore and apply our emotions and social interactions in the right context, with the right person and for the right reason (Goleman 2007, Castejon et al. 2008), are aspects that have not been widely explored within the context of students beginning their HE journey to complete a Degree in Early Years, specifically in the UK. Yet, these are important in dealing with demanding situations in HE, for example when facing a long break from education.

Furthermore, they must continue working whilst completing their qualification (Brown and Convoy 2011), making SEQ important to the overall environment within the context of their work practice, for instance, to model appropriate behaviour and responses when working with children and to successfully implement government initiatives.

To find out how to best support these students to develop their SEQ within their HE programme, I conducted a qualitative research consisting of a pilot focus group with four EYE's. Furthermore, I have started a thematic analysis consisting of exploratory semi structured interviews with up to 15 EYE's as well as five early years lecturers, to find out their experiences and knowledge of SEQ within the context of their HE programme. Also, to explore if there are resources/ practices already in place to support these HE students' SEQ, and if not, what could I develop to enhance their social and emotional attributes.
Following the data gathering and analysis, I aim to develop an appropriate tool to support EYE's. I will also present speculative ideas based on theory, practice and initials findings.

Lastly, I aim to demonstrate how the outcomes from this research are transferable to other HE programmes, as research has shown that SEQ is important for all HE students, especially students beginning their HE journey, international students and those at risk of withdrawing (Qualter et al. 2009).

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Black women in higher education in South Africa: the role of interplay between agency, culture and structure (0070)

Research Questions
I. What are perceived by black women academics as (influences) enablers/constraints on their teaching and learning?
II. How do individual narratives account for interplay?

Context: This doctoral research is set in the South African post-Apartheid context, where the ramifications of inequality may still be affecting black women academics in higher education where there has been very recent criticism in this vein of even historically liberal universities (Sunday Times July 2014, DHET 2013).

Methodology: A methodology has been developed using drawings and three interviews to explore the lived experiences of sixteen black women academics within the framework of critical realism. It sets out to investigate the role of identity, agency and socio-historical-cultural on what is perceived as enabling or constraining within their contexts. While some have theorized on a number of factors which could influence experiences and perceptions, this study looks at the influence of interplay between agency and dominant cultures and the structures of the university. Theories of critical race and more specifically, intersectionality, help in understanding how being black and female in South African higher education, some challenges are made more complex (Mabokela 2000, 2001, 2003, and Yuval-Davis (2011).

The literature review is ongoing as well as analysis of collected and coded data is ongoing.

Goals of the research: This study will open up scope towards developing a theory to identifying and improving factors influencing experiences of academics; for professional developers and university management to recognize areas in need of enhancement for development opportunities of academics; to indicate areas of consideration for academics regarding sense of agency and influence of interplay at various levels within contexts (Archer 2007).

The notion of the interplay between agency and context as well as the perceived influences on academics' experiences have not previously been as deliberately explored with reference to the present experiences and life histories. The use of a social realist lens in combination with critical race theory, more specifically intersectionality, to address the micro-level interactions at the nexus of agent and her work environment adds to the originality. Knight and Trowler 2001, Clegg (2008) argue that this is an important site for professional development.

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