

Higher Education Rising to the Challenge

Newer researchers' perspectives

SRHE Newer Researchers Conference

5 December 2017

Coldra Court, Celtic Manor, Newport, Wales, UK

**Conference Programme
& Book of Abstracts**



SRHE

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Advancing knowledge Informing policy Enhancing practice

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- runs the largest annual UK-based higher education research conference and parallel conference for postgraduate and newer researchers. This is attended by researchers from over 35 countries and showcases current research across every aspect of higher education.
- runs an established series of Professional Development Workshops for new and emerging researchers
- offers a series of annual research awards which are funded entirely by the Society to support new research into higher education.

The logo for the Society for Research into Higher Education (SRHE) consists of the letters 'SRHE' in a bold, blue, sans-serif font.

Society for Research into Higher Education
Advancing knowledge Informing policy Enhancing practice

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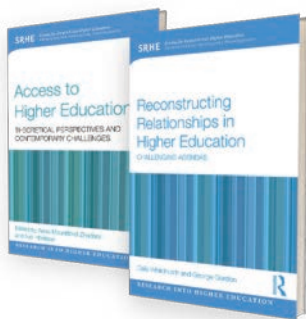
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WELCOME LETTER FROM HELEN PERKINS, DIRECTOR SRHE

On behalf of the Society for Research into Higher Education, and everyone who has worked on developing and delivering this year's Newer Researchers Conference, I am delighted to welcome you all to this event.

The Society's engagement with newer and early career researchers is one of our most important activities, very high on the Society's list of strategic objectives and an area to which we devote a considerable amount of time and resource. It is also one of the most rewarding aspects of the Society's work, somewhere where we can make a difference in supporting researchers and their research. The relationships we build with newer researchers through these activities are sustained throughout individual careers. Many of the newer researchers who first met through this conference are now senior researchers helping us with their expertise and knowledge in supporting the next generations of researchers.

The SRHE NR Conference offers a special place for delegates to share their work, explore ideas and research interests, build supportive networks and make connections in a collegial environment. The aim of the Conference is to provide an intellectually stimulating developmental space for delegates to meet and debate the issues and methodologies of higher education research from the perspective of newer researchers. Your participation is vital in helping to showcase the contribution that postgraduate and newer researchers make to the future of higher education research. We also hope that the debates and contributions will extend beyond the Conference via our series of events for newer researchers, our seminars, webinars and other events, which take place throughout the year.

The SRHE Newer Researchers Network, comprised of three convenors and three network champions work with us in developing these events as well as this conference and I encourage you to get to know them and let them know your needs and interests so we can respond to these in our planning for 2018.

This year we welcome Dr Camille Kandiko Howson as our keynote speaker. Camille is Senior Lecturer in Higher Education and Academic Head of Student Engagement at King's College, London. Camille is involved in national higher education policy research on students and the student experience, working with HEFCE/BIS/HEA on Learning Gains research; with HEFCE and the HEA on student surveys, including NSS and UKES; with the QAA on student engagement and student expectations; and the Leadership Foundation on academic motivation, prestige and gender. Camille is also the Convenor of the SRHE Student Experience Network.

In her keynote address, 'Higher Education Research: A personal Reflection on Policy and Practice' Camille will outline her own journey as a higher education researcher.

Of course a large part of the Conference day will be taken up with paper presentations, with most of you presenting and some of you also chairing sessions. We fully expect you will have some anxieties in presenting, especially if this is your first opportunity to do so at a big conference. What we want you to remember is that you are taking on these roles in an environment where everyone wants you to succeed and do the best you can. This is a developmental opportunity for you, not an examination, and we want you to feel supported and amongst friends.

We welcome poster presentations. These are an important part of conference and all posters submitted this year are entered for our Best Poster Prize. These are judged by a panel of research scholars and prizes are awarded at the Reception which ends the day. In addition to a "Judges Prize" there will also be a "Delegates Prize" giving all delegates the opportunity to give their views and engage with this more visual aspect of the programme.

After a full day of presentations and networking we draw the formal part of the Conference to a close with a series of 'Mentoring Conversations' at which experienced research academics from a range of backgrounds

and interests will host a conversation with small groups of NR delegates. These sessions offer an opportunity for you to explore thoughts and ideas on planning your research career, how to approach building your research profile, developing your publications portfolio, applying for research funding and how to engage with mentors and in mentoring activity.

We know how many challenges and obstacles there are for newer researchers in forging an academic research career and these 'Conversations' are a space to draw on the knowledge and experiences of research academics and hear how other newer researchers are finding their way.

We end the day with a reception for all delegates and the chance at last to wind down and relax with fellow delegates and the SRHE team. There is also a light informal supper for delegates staying at Coldra Court or able to stay later in the evening.

We hope that you will find the conference thought-provoking and enjoyable and that you will continue to engage with SRHE in the years ahead. Above all enjoy!

A handwritten signature in black ink, appearing to read 'Helen Perkins', with a stylized flourish at the end.

Helen Perkins, Director SRHE

CONFERENCE PROGRAMME AT A GLANCE

Tuesday 5 December 2017

09.00-10.15	Registration and Networking	Coldra Court Reception Area
10.15 – 10.25	Conference Welcome <i>Helen Perkins, SRHE Director</i>	Severn Suite 2 & 3
10.25 – 11.00	Introduction to the Newer Researchers Network and Icebreaker activity introduced by Dr Mark Kerrigan, <i>Anglia Ruskin University</i>	
11.00 – 11.45	Keynote Address: Higher Education Research: A Personal Reflection on Policy and Practice Dr Camille Kandiko Howson, <i>Senior Lecturer in Higher Education and Academic Head of Student Engagement, King's College London, UK</i> Chair: Dr Saranne Weller, <i>London Southbank University</i>	
12.00 – 13.00	Paper Session 1: A – G	Breakout Rooms
13.00 – 14.00	Lunch and Networking	Severn Suite Foyer
14.00 – 15.00	Paper Session 2: A – G	Breakout Rooms
15.00 – 15.45	Tea/Coffee Break / Poster Session	Severn Suite
15.45 – 16.45	Paper Session 3: A – G	Breakout Rooms
17.00 – 17.45	“Mentoring Conversations”: <i>Talking about doctoral or post-doctoral careers with SRHE mentors</i>	Breakout Rooms
17.45 – 18.45	Best Poster Award Drinks Reception	Severn Suite
19.00 – 20.30	Conference Supper (optional)	Severn Suite

At SRHE events we use coloured lanyards for our delegate badges to help participants pick out specific individuals they may wish to ask for help or to speak with particularly.

The lanyards for this event are colour coded as follows:

Black

All SRHE executive team and helpers. Do please seek any assistance required from these individuals

Yellow

Speakers at the event

Red

Trustees and Members of the SRHE Governing Council

Green

SRHE Network convenors

Blue

All event delegates

May we remind you please to wear your event badge throughout the day and at all evening events. Your conference badge helps the Resort staff identify delegates, and will be of assistance to you.

Follow events at conference and keep up to date with programme changes via twitter at [#srhe73](https://twitter.com/srhe73) [#srhe2017](https://twitter.com/srhe2017)

KEYNOTE ADDRESS

Tuesday 11.00-11.45

Higher Education Research: A Personal Reflection on Policy and Practice

Dr Camille Kandiko Howson, *Senior Lecturer in Higher Education and Academic Head of Student Engagement, King's College London.*

Based on 15 years of research in higher education, this talk offers reflections on policy, practice and personal. This talk is structured as two main sections. It begins with the need for having a driving purpose and goal for pursuing research, in my case evidence-informed enhancement of higher education.

The first section covers the landscape of research topics I have covered: student experience, academic leadership, curriculum and supervision. Drawing on network theory, these themes are analysed for areas of connection. Each theme is explored in relation to broad questions being addressed and the various roles I have had. For example, under student experience a strand of work is student engagement and student surveys. I have had research roles on survey design, institutional-based responsibilities, policy engagement through formal consultations, expert advice and sector advisory groups and public engagement through media commentary. Another strand of work is quality, addressing student expectations and perceptions of higher education. Drawing on these areas of research has led me to inform policy on student surveys and on student engagement for the Office for Students. Following the thematic review, I analyse areas of work related to specific methodologies, externally-funded research, and different approaches and activities, including areas of international and comparative research.

The subsequent section pulls out insights relevant for newer career researchers in five main areas. Firstly are the different skills sets that are useful when developing a research career, including writing for different audiences; developing methodological toolkits; collaboration with others; and personal attributes. Secondly, I discuss strategic approaches to roles and responsibilities to build longer term success. Next I cover delivering impact from research and the different audiences for impact. The final two sections draw more explicitly on my personal journey through pursuing areas of research without large numbers of other researchers and ways to be successful. The final section covers challenges and tips to cope with these.

Biography

Dr Camille B. Kandiko Howson joined King's College London in 2008. In a cross-institutional capacity she works on student engagement and experience enhancement initiatives at KCL. She provides leadership in terms of engaging students and staff with areas of education policy and student engagement with enhancement.

Camille's current research focuses on international and comparative higher education, with expertise in student surveys. She has areas of interest in higher education reform; the student experience, student engagement and the curriculum; academic leadership, prestige and gender; interdisciplinarity and creativity; and developing the use of concept mapping in higher education and intersectionality in research design.

She is involved in national higher education policy research on students and the student experience, working with the Higher Education Funding Council for England, the Department for Education and the Higher Education Academy (HEFCE/DfE/HEA) on learning gain research; with HEFCE and the HEA on student surveys, including the National Student Survey and the UK Engagement Survey (NSS and UKES); with the Office for Students and the Quality Assurance Agency (OfS and QAA) on student engagement and student expectations; and the Leadership Foundation (LF) on academic motivation, prestige and gender.

She convenes the Society for Research into Higher Education (SRHE) Student Experience Network and sits on the Research and Development Committee.

Camille holds a first degree in English and Classics from Cornell University (USA) and a Master's degree in Higher Education Administration from The University of Pennsylvania (USA). She was awarded her PhD by Indiana University (USA) in 2007; her thesis title was Student Engagement in Canada and the U.S. in an Era of Globalization. Before taking up successive posts at King's Learning Institute (Research Assistant, Research Associate, Research Fellow), she was project associate at IU working on the National Survey of Student Engagement (NSSE).



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CONFERENCE PROGRAMME IN FULL

5 December 2017

1A

Severn Suite 1 | Session 1A | 12.00 -13-00

The masked voice of the adult learner: the impact of widening participation policies on adult learners' self-concept (0068)

Wendy Fowle: The Open University, UK

It is 20 years since the Dearing Review, which promoted widening participation (WP) and greater student diversity across the HE sector (Dearing, 1997). Many universities have used widening participation initiatives effectively to enable equity of access to HE. This apparent progress masks a potential undercurrent of negativity which, if ignored, has the capacity to undo much of the good that WP policies seek to achieve. As the focus of WP policies have shifted towards success as well as access, disparities are evident in the attainment of students from disadvantaged backgrounds compared to other more traditional students (notably white and middle class). Studies suggest that students from disadvantaged backgrounds often share a sense of not belonging in the HE environment which has the potential to affect their engagement and subsequent success (Reay, et al, 2010; Thomas, 2015).

Policies to promote access to HE for these under-represented students can unintentionally slip into a deficit model, whereby those students who are being targeted are seen as to 'blame' for not aspiring to engage with HE, and therefore HE institutions must look to 'fix' them. For adult learners, a group of students, who study mainly part-time and for whom numbers have been declining rapidly over recent years (OFFA), (2017), this is no exception. For adult learners terms such as lacking in confidence, lacking in study skills and low previous educational qualifications (PEQs) all depict a negative view of the adult learner and has the potential to impact negatively on the individuals to whom it refers once engaged with HE.

This presentation will draw upon a pilot study undertaken as part of a part-time professional doctorate in Education (EdD) exploring the impact of the language used in WP policy on mature students' self-concept. The participants in the study had all undertaken an Open University Access module prior to commencing on the first year of a degree programme. Telephone interviews were conducted with 11 self-selecting students all of whom had low previous educational qualifications (PEQs). Findings suggest that other factors outside of formal government (and institutional) policy influenced their self-concept and that there is potential for language used in HE policy and institutional strategies to reinforce this.

References

Dearing, R. (1997). Dearing Report 1997 - full text. Retrieved from <http://www.educationengland.org.uk/documents/dearing1997/dearing1997.html>

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Reay, D., Crozier, G., & Clayton, J. (2010). "Fitting in" or "standing out": working class students in UK higher education. *British Educational Research Journal*, 36(1), 107–124. <https://doi.org/10.1080/01411920902878925>

Thomas, K. (2015). Rethinking belonging through Bourdieu, diaspora and the spatial. *Widening Participation and Lifelong Learning*, 17(1), 37–49. <https://doi.org/10.5456/WPLL.17.1.37>

1A

Severn Suite 1 | Session 1A | 12.00 -13-00

Peer assisted learning and student success: towards a widening participation perspective (0070)**Michael Hall**, Sarah-Louise Collins: University of Winchester, UK

Student success is gaining prominence in the UK policy discourse on widening participation in higher education, particularly the importance of addressing differential outcomes for students from different demographic groups (Department for Business, Innovation and Skills, 2016). In the United Kingdom, peer assisted learning (PAL) is being increasingly identified as a means of supporting the success of students from non-traditional backgrounds. However, while peer support schemes have been identified as potentially contributing to the building of social and cultural capital, there is a need for more evidence to understand the impact of such schemes on student success (HEFCE, 2015). PAL is typically focused on programmes with a high failure rate (Hilsdon, 2014) rather than students who are at higher risk of failure than their peers. Studies of PAL programmes therefore tend not to address the backgrounds of student participants. This makes it difficult to establish a direct connection between PAL and students from non-traditional backgrounds in an empiricist way (e.g. Hammersley, 2013). Qualitative systematic review offers the potential to draw on tacit and experiential knowledge in reflecting on substantive issues, enabling an escape from an inflexible standpoint of 'what works' (Hammersley, 2013).

This paper presents a qualitative systematic review incorporating 26 studies of PAL programmes published in the last ten years. These are all located in the context of higher education in the United Kingdom. Three emergent findings are presented here. Firstly, disciplinary context appears to be important for conceptualising PAL. The literature offers no single, common understanding of what PAL is or is not. Secondly, little consideration is given to the relation between students' characteristics and the impact of participation in PAL. Thirdly, student success is often presented as a broad concept covering academic outcomes, wellbeing, belonging and so forth. However, success is often reported in terms of academic success and professional performance. There is thus an apparent disconnect between conceptions of success and the benefits of PAL. Hence, it is difficult to draw generalizable conclusions regarding the impact of PAL for students from non-traditional backgrounds. However, considering the relation between student characteristics and success in higher education could offer a more nuanced understanding of the relevance of PAL in addressing differential student outcomes. This means introducing the discourses of widening participation into PAL rather than locating PAL within widening participation.

References

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1A

Severn Suite 1 | Session 1A | 12.00 -13-00

Identifying and addressing the challenges of widening participation in medical education (0093)**Amandip Bisel**, Sue Smith, Annalisa Alexander, Kevin Murphy: Imperial College London, UK**Background & Purpose**

Trends in applications/entrants to UK medical schools show a significant disparity in the number of students from low participation neighbourhoods applying to and successfully attaining places to study medicine.

(1) Although this trend is prevalent across many of the top professions, it is a particularly pertinent issue in medical education. As the report states, "Medicine lags behind other professions both in the focus and in the priority it accords to these [fair access] issues.....Overall, medicine has made far too little progress and shown far too little interest in the issue of fair access." (Page 3, 2)

Although it is widely accepted that there are challenges in widening access to medical education, there is

little work published around identifying specific challenges and developing best practice in ameliorating these challenges. Our study aims to pinpoint some of the challenges that non-traditional students face (both at pre-entry stage and on-course) that vary significantly from their more traditional peers and to develop a toolkit/ make recommendations to reduce disparities between the two cohorts.

Methodology

This research will use a mixed methods approach, combining the use of retrospective application data with new data collected via semi-structured interviews with current undergraduate medical students; focus groups with sixth form students and questionnaires with 16-18 year olds.

Results

Results from student interviews will be presented as will initial analysis from retrospective data. Early findings suggest that there are disparities between the information, support and advice received between students from traditional and non-traditional backgrounds not just when applying to university but also when transitioning between key stages. On-course knowledge and expectations also appear to vary between students.

A key early conclusion is that more needs to be done by medical schools to support non-traditional students in gaining accurate information, advice and guidance at an earlier stage in their education and in their transition to university.

It is intended that delegates will be able to use the findings of the student interviews regarding the applicant journey, transition and support available during their studies to reflect on their own institutional practices and provide transferable information about student perceptions and support requirements.

Discussion Questions:

What can universities, and medical schools in particular, do to better support information, advice and guidance at an early stage?

What changes can medical schools make to improve the transition experience and support retention?

References

1. Percentage of UK domiciled young entrants to full-time first degree courses from POLAR3 low participation^ neighbourhoods by subject and entry qualification 2015/16 (2017) Higher Education Statistics Agency. Available at <https://www.hesa.ac.uk/data-and-analysis/students/overviews?keyword=588&year=620> (Table SP6) (accessed on 20/06/2017)
2. Fair Access to Professional Careers: A Progress Report (May 2012) Independent Reviewer on Social Mobility and Child Poverty. Available at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/61090/IR_FairAccess_acc2.pdf (accessed on 20/06/2017)

1B

Severn Suite 2 & 3 | Session 1B | 12.00 -13.00

Sustaining extended working lives – perceptions and understandings of professional development for older workers in the higher education workplace in England (0029)

Domini Bingham: UCL Institute of Education, UK

Extended working lives will affect us all. This study of one UK university, concerns four related issues of flourishing, empowerment, potential alienation and inequality of professional older workers in a higher education setting, relative to their professional development. The study identifies what is required to support sustained and extended working lives.

The lifting of the default retirement age in the UK, rising life expectancy and increasing numbers of older workers spotlight the phenomena of extended working lives, the place of older workers, their engagement and professional learning needs.

This paper, based on an EdD thesis, explores perceptions of older workers regarding their professional development and learning in professional roles in a UK higher education institution, together with what development is considered valuable by both staff and management.

An interpretative case study methodology, using a dual approach of survey and semi-structured interviews with staff and management, probes what is happening in a little-understood situation in a university environment.

This critical study is built on a conceptual framework which regards older workers as agentic and able to contribute as well as receive, while recognizing that older workers look to develop lifelong skills beyond the workplace. Workplace learning is seen from a broad, holistic life course perspective to include career progression. Forms of professional development, offering a 'best fit' to continue an effective working life of benefit to employer and employee, are explored.

The main contribution of the thesis is to generate new perspectives about what is valued by professional staff and management in terms of the learning and professional development of older workers; the implications of what is valued and what it is to be engaged in professional development at a Higher Education Institution (HEI) as an older worker. It recommends strategic responses of interest to broader workplace settings into what supports older workforce retention. The research findings will be of benefit to academic research, policy-makers and practitioners.

Resources

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1B

Severn Suite 2 & 3 | Session 1B | 12.00 -13-00

Becoming, being and belonging – Exploring professional identification among University teachers in Sweden (0043)

Marie Hjalmarsson: University of Borås, Sweden

Becoming, being and belonging – Exploring professional identification among University teachers in Sweden

University teachers, higher education teachers, lecturers or academic staff are some of the different labels put on one profession. Probably this reflects the complexity and variety that characterises this kind of work in academia. There are some explicit differences to be found, for example, varied requirements for obtaining an academic position, variation in working conditions such as salary as well as time and money for doing research, and also differences in level and content of disciplinary competence. This paper draws on findings from an ongoing pilot study where seven university teachers are telling their stories of their step(s) into academia, their daily tasks and assignments, their concerns and competencies and how they find their place in the academic culture. The aim of the study is to contribute to an understanding of the complexity of the profession of university teachers in Sweden, in order to formulate objectives for further research.

In this paper I will interpret the teachers' stories as a part of their professional identification process. Identification is an ongoing process, created in relation to others and as something we constantly do (Connelly & Clandinin 1999). Interviews have been conducted and interpreted as dialogic narratives where the researcher is a part of the narrative constructed in that particular moment (Mischler 1999). The narratives are not an image of how it really is/was. Neither are they direct reflections of one certain identity. The narratives that we construct for ourselves, about ourselves, are creating our mutual reality. (Czarniawska 2004).

Tentative findings show that the professional identification holds unique, personal and individual elements and at the same time it is collective and relational. It is also, to some extent, flexible over time depending on content and context of the daily work. There are variations in the ways of entering academia: either it is a conscious and strategic choice or as one of the teachers called it; slipping on a banana peel. The teachers' earlier working experience (e.g. from the industry, nursing or primary school) is highlighted by the teachers' and seems as a strong identity claim (Mischler 1999). They experience the importance of being part of a collective culture, but not all of them experience that. There are some sad stories about experiences of exclusion and the absence of strategies and resources for inclusion. The teachers who experience this try hard to be flexible and to adapt.

References

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- Mischler, Elliot G. (1999). *Storylines: craftartists narratives of identity*. London Harvard University Press.

1B

Severn Suite 2 & 3 | Session 1B | 12.00 -13-00

Challenges and Leadership Development for Saudi Female Heads of Department (0059)

Haifa Alsuheam: University of Warwick, UK

In the past decade, there have been rapid and significant changes in the higher education sector worldwide, which have had enormous implications for leadership and management practises at the institutional and departmental levels (Bolden, Petrov, & Gosling, 2008; Mercer, 2009). As a result of higher education's changing context, academic leaders will encounter new types of challenges. Although the roles and the challenges that department heads encounter have been widely investigated from a Western perspective (Berdrow, 2010; Sotirakou, 2004), ambiguity still surrounds these issues particularly in a gender-segregated Arab Islamic country. There is still a gap in understanding the tension inherent to the role, because it is subject to change. Despite the significant challenges heads of departments face, the preparation for their managerial positions and the development of their leadership abilities have not received much attention until quite recently. This study aims to analyse academic department heads' perceptions of the key challenges they face in carrying out their role. The research also aims to identify what constitutes effective leadership development in this group.

The study adopted a mixed method approach, which was conducted in two sequential phases. The questionnaire was used to collect data in the first phase, whereas semi-structured interviews were conducted to gather data in the second qualitative phase. This approach went beyond the general understanding produced from the quantitative data and allowed for more depth in obtaining participants' perceptions during the qualitative phase. All heads of departments (55 in total) at a female university in Riyadh, the capital of Saudi Arabia, were invited via email to participate in the questionnaire. The site selected for this research is unique because it is the only women's university in Saudi Arabia and is characterized by women's leadership and an independent administrative structure. Among the 36 responses gained, 16 were selected to participate in the second qualitative phase.

The initial findings revealed that department heads encountered several challenges, which were grouped into four main themes: work overload, caught in the middle between senior leaders and department members, lacking the power and authority, and the difficulty of managing people. The findings also indicated that there is a wide range of effective strategies for leadership development that includes formal leadership training, experiential practise-based learning, and self-managed learning. Although department heads learned aspects of their roles by attending formal leadership training programmes, they showed preference for informal approaches to leadership, learning by practising their jobs, reflecting on their wider experiences, interacting and sharing with others within the institution, and shadowing the incumbent or having a transitional period with former heads. Therefore, the challenge becomes finding ways to combine both both formal and informal approaches to leadership development in a structured, meaningful way Programme number: 2A

1C

Castleton | Session 1C | 12.00 -13-00

Conceptualisation of critical thinking and academic writing by PGT students and lecturers (0044)

Andrew Drybrough: University of Edinburgh, UK

Critical thinking is an essential feature of higher education in the UK. Although it is embedded in national educational qualification frameworks at the post-graduate taught (PGT) masters-level and is valued by employers, it can be quite vague and elusive, and has been conceptualised in various ways (Davis and Barnett, 2015).

Much research has examined how experts in various academic fields have conceptualised critical thinking (e.g. Moore, 2013, Thomas and Lok, 2015), but little research has been done on what PGT students understand it to mean, how this manifests in their academic writing and how it compares with lecturers. As a result, this presentation reports on how critical thinking in academic writing is conceptualised among PGT students and lecturers at a UK university. It focuses on the following research question:

How do students and lecturers compare in their conceptualisation of critical thinking in academic writing at a PGT master's level?

The findings are based on focus groups and interviews with 21 students and 14 lecturers in different disciplines. As well as the relatively standard conceptualisations of critical thinking involving the need to present informed judgements based on logical and clear arguments, students and lecturers also agreed that critically engaging in academic reading was a key pre-requisite to writing critically. However, they differed slightly in the focus of that critical engagement. Whereas the students tended to focus on evaluating different claims by different writers, lecturers focused more on critically engaging with the evidence that backed up such claims.

Two features that make the one year UK PGT master's degree different from longer undergraduate and post-graduate degrees is the large amount of reading required, and the need for students to produce a good quality independent piece of research in relatively short periods of time. For students to be enabled to engage critically in reading, research and writing, co-ordinated support from language support stakeholders, and research methods and content course tutors is required. Only by making sure students have an explicit understanding of what it means to think and write critically, can they be further encouraged to demonstrate critical engagement in their course of study and in society beyond graduation.

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1C

Castleton | Session 1C | 12.00 -13-00

Higher education students' self-regulated learning: the role of critical processing and epistemological beliefs (0072)

Vicky Yiran Zhao, Sonia Ilie: University of Cambridge, UK

This paper explores how students' learning patterns (particularly critical processing of information) are related to their views of knowledge (epistemological beliefs) and to their behaviours around the regulation of their learning. Additionally, it explores if students' subjects matter for the above relationships.

The study analyses data from a larger-scale project (LEGACY) which measures learning and learning gain in higher education. Data come from 4,306 students from eight high-ranking English universities and five major subject groups, ranging from Medicine to English. In an online survey, participants were asked demographic background questions; a series of established scales (critical processing, and self-regulated learning, from Vermunt's Inventory of Learning Styles, 2004); and newly-developed measurement scale items (epistemological beliefs, adapted from Schommer, 1990).

Statistical analyses suggest that students' levels of self-regulation of learning are not affected by how they think of knowledge. This suggests that students might not take strategic control of their learning even when they are aware of the developing nature of knowledge. This has potential implications for the design of courses with large components of self-directed learning. The results also reveal that students' self-regulation behaviours are closely connected to how they learn: students who engage in critical processing are also more likely to display self-regulatory behaviours.

Further, the analysis finds support to the assumption (Brommet et al, 2010) that self-regulation strategies are more common, at least initially, if students' epistemological beliefs align with the nature of their subject. Students in 'softer' subjects (where the nature of knowledge is more contested, e.g. English Literature) showed

more self-regulatory behaviours when they also viewed knowledge as flexible and changeable. Conversely, 'harder' subjects (like Chemistry, arguably reliant on more factual knowledge) were associated with more naïve epistemological beliefs and with less use of critical processing strategies and less self-regulated learning.

Given the available data, these results are not based on a causal analysis. However, they are relevant to higher education practitioners and students, as they shed light on the constellation of learning behaviours that research has shown are related to better learning outcomes (Vermunt & Donche, 2017).

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1C

Castleton | Session 1C | 12.00 -13-00

Developing an active learning curriculum aimed at improving engagement and retention in foundation year students on an extended degree. (0108)

Nicky Milner: Anglia Ruskin University, UK

Developing an active learning curriculum aimed at improving engagement and retention in foundation year students on extended degrees

The Higher Education Academy framework for retention addresses the need to make improvements in some aspects of the student's learning journey through higher education (HE). Student engagement is a key factor in helping to achieve this and is currently a focus of attention in the HE sector. Active learning is a recognised method used in the higher education sector to improve student engagement. Students are expected to engage with directed learning material outside of timetabled classroom sessions and actively participate in student-led activities in the classroom, where the aim is to encourage a deeper sense of learning and engagement. Examples of pedagogically sound active learning methods include team-based learning, where students complete in class readiness assurance tests both individually and within a team setting, followed by focussed application activities which are constructively aligned to the module and course learning outcomes.

To help address poor retention figures and improve student engagement in students registered on the 4-year (extended) medical sciences degrees at Anglia Ruskin University, the foundation year has been redesigned to embed team-based learning as a framework for providing formative feedback and "personal learning logs" to monitor academic progress for students in "real-time" during the teaching period. The redevelopment of the curriculum will be evaluated during the 2017/18 academic year through the use of student interviews and reflective journals. This presentation will describe the pedagogy behind the curriculum development and consider the impact of mapping course and module learning outcomes to ensure that learning and teaching material is constructively aligned and that assessment has relevance. The importance of working with students to ensure expectations of group working and engaging with course material via the learning management system (Canvas) in a continuous manner both inside and outside of the classroom will also be explored.

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1D

Wentwood | Session 1D | 12.00 -13-00

Students' Involvement within the Process of Teaching, Learning, and Assessment (0053)**Monica-Cristiana Hess**, University of Bath, UK, Beverley Hale, University of Chichester, UK**Background**

The area of teaching, learning, and assessment was proposed by the Higher Education Academy as an area for partnership between students and educators (HEA, 2014). One way of involving students within this area is to ask them to provide educators with feedback regarding their teaching. Indeed, feedback can come from students, teaching colleagues, and professional peers or it can take the shape of self-generated feedback or reflection (Hounsell, 2003). In this way, students could contribute to staff's professional development. Related to this, feedback has been shown to contribute to self-monitoring, confidence, and achievement (Hendry, 2013). As an Associate Lecturer, I asked students to provide me with feedback regarding my teaching throughout one academic term for one module. In this manner, I was able to improve my teaching and students were able to benefit from a better teaching experience.

Participants

First year Psychology undergraduate students on a Being Employed/Research Methods and Statistics module participated in this action based research. As students completed tasks working in groups of 4-5, and at three points in time during the academic term, there were 11 groups in week 5, 12 groups in week 7, and 9 groups in week 13.

Data Collection Procedure

Throughout those weeks, I constantly asked students to state their expectations in terms of teaching and positive elements and elements that still needed improvement with regards to my teaching.

Data Analysis

Students' feedback was analysed using Thematic Analysis (Braun & Clarke, 2006) and inputted in QDA Data Miner which is a software used for analysing qualitative data. In this way, the feedback was structured in codes, sub-themes, and themes. The software allowed for code frequencies to be calculated in order to highlight the elements that were the most important regarding my teaching from students' perspectives.

Findings and Discussions

The teaching dimensions students considered to be the most important were: personality, clarity, and engagement.

Conclusion

The present paper aims to discuss these dimensions alongside the process of feedback collection.

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1D

Wentwood | Session 1D | 12.00 -13-00

The student voice in employability within tertiary business and management education (0057)**Vicki Harvey:** University of Salford, UK**What is the research problem?**

Educational reform along with labour market changes have contributed to a rapidly changing landscape of Higher Education (HE), whereby there is a risk of narrowing focus towards outcomes. Consequently, there is a mechanistic tick-box approach to 'skills acquisition' for getting a job rather than consideration of inputs to the utilisation of knowledge, skills and development (Wilson et al, 2013; Wheelahan, 2015:751). Such actions will impact upon social arrangements and economic structures on people's opportunity to flourish at work and in life (Bryson, 2015).

Employability has been a concept of interest for over a decade and the HEA (2017) states employability remains a critical part of the public policy rationale of higher education today. However, debate remains regarding complexity in the definition of employability and how it may be interpreted by various stakeholders.

Much of the research and measurement to date focuses upon graduate outcomes rather than the undergraduate inputs. This brings into question the value for HE stakeholders to engage with employability frameworks due to the tension created from the lack of consensus and wider understanding of the concept.

What will you do?

Given the pressures within the HE system, issues of employability are increasingly a motivator for student choice making (HEA, 2017). This study will explore how employability is perceived by key stakeholders within the field, beginning with students. To achieve this, the study will collect empirical data of student's opinion of employability skills and the current employability focus within business and management education. Placing the student at the centre of this study, phenomenographic methods will be applied to capture various dimensions of opinion.

Research methods will be further applied to determine if there is variation in the opinion of employability from wider stakeholders, such as lecturers and employers.

What are you likely to find?

This study aims to interrogate the influencing factors upon the validity of the concept of employability that directly affect students. This study will offer deep insights into students' thinking about their employability and how these concepts map to frameworks created by Higher Education Institutions, to find improvements in employability frameworks that meet the needs of both students and wider stakeholders.

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1D

Wentwood | Session 1D | 12.00 -13-00

Student engagement in decision making in a Business School. (0060)**Dawn Howard:** University of Sussex, UK

Set against the politically driven focus on league tables and data collection, universities in the UK are increasingly expected to involve their students in a range of governance activities. This is particularly challenging for business schools as these are often the departments experiencing the most rapid increase in student numbers. Much of this growth in student numbers has been driven by the increase in students coming from overseas to the UK to study and specifically from China. China sends far more students to study in the UK than any other country in the world. Similarly, from the UK perspective Chinese students

form by far the highest proportion of international students. In many respects, this is a success story, but it also poses a number of risks to universities and specifically business schools. How universities manage their student involvement is up to them and to a large extent the HE sector is entering unknown territory with the advent of new NSS questions for 2017 in relation to decision making. These new questions will increase the shift towards prioritising student engagement (SE) in the sector as there will be a need for universities to start benchmarking around student voice.

The planned research seeks to examine SE in the context of corporate governance and decision making processes. It will explore the differences between Chinese and home students in their perceptions of SE within a UK business school with specific reference to the area of decision making. Following a review of the literature on student involvement in decision making, a mixed methods study will examine the differing perceptions of these two groups of students around the term SE and their involvement in decision making processes. The research will build on the existing work of Carey by making use of his questionnaire to collect data on student engagement. Focus groups and interviews with both home and Chinese students will then be carried out to further explore the emerging themes and issues raised. Carey's nested hierarchy model of student engagement will then be used to interpret these results. The paper will conclude by highlighting the challenges faced by business schools in the current political and globally competitive climate to engage their students, whether of international or UK origin, in the area of governance and decision making.

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1E

Langstone | Session 1E | 12.00 -13-00

The Study and Contrast of the Achievement of Chinese Students at Foreign Satellite Campuses in China and at Foreign Universities (0033)

Junjian Gao: Teachers College, Columbia University, USA

China has become an attractive market for foreign universities both to market their respective universities, as well as establish satellite Chinese campuses. Satellite campuses have largely developed as a result of Chinese federal higher education reforms, the need to attract Western technology and business "best practices," and to ensure that Chinese students can compete in the international marketplace. A four-site quantitative quasi-experiment will be executed to examine those demonstrable differences in Chinese student performance at Chinese satellite campuses in contrast to foreign university main campuses (largely United States and United Kingdom). This research will study the performance and measureable outcomes of both Chinese student cohorts focusing upon three metrics: 1) academic achievements, including English language proficiency, 2) critical thinking, and 3) cultural adaptation.

The critical research questions are as follows: 1) Whether Chinese students enrolled in a foreign university abroad or at a Chinese domestic satellite campus have similar academic outcomes (English proficiency, critical thinking, and cultural adaptation)?; 2) Is there a diminished benefit to attend a satellite campus in contrast with the foreign university? If so, is which specific areas is the benefit most and least diminished?; and 3) Does matriculation at the domestic satellite campus merit (premised upon performance upon the three above metrics) the financial (student and university (foreign and requisite Chinese provincial/federal supportive)) investment?

This study has substantial importance as to the design and financial configuration of long term university partnerships; namely, how best to increase and enhance inter-university collaboration to yield the best results; namely, whether to establish satellite campuses or fortify foreign university recruitment and exchange programs. There has been a dearth of research to determine those foreign models, which secure the best academic and professional trajectory of Chinese students and the need to contrast and compare

“competing” models as to cost effectiveness and student performance; so as to constructively engage the Chinese government/business community to support those educational policies, which will enhance the prospect of technologically proficient, critical thinkers, who can operate within the context of accepted Western business “best practices.”

1E

Langstone | Session 1E | 12.00 -13-00

‘It’s not hard to find friends; it’s hard to find British friends.’ An inquiry into the social integration of international students at the University of Plymouth. (0079)

Anne Bentley, Dawn Hastings, Michelle Virgo: University of Plymouth, UK

In studying overseas international students negotiate complex processes of transition away from prior social, cultural, linguistic and academic resources.

Research has indicated that that transition to a new culture can be stressful, and may cause international students more problems in adjusting than home students (Leong and Sedlacek, 1986). It is suggested that levels of social support are closely associated with psychological well being (Segrin, 2001), and that a move to another country could disrupt existing systems for social support.

This research inquired into international students experiences of social integration into the University of Plymouth student community.

Four focus groups were held with international students. The four focus groups consisted of between 4-10 participants and fell within the numbers of participants described as acceptable in focus group literature (Kitzinger, 1995).

Transcripts of focus group discussions were analysed using thematic analysis (Braun & Clarke, 2006). This qualitative method enabled the discovery of ‘repeated patters of meaning’ (p15, Braun & Clarke, 2006) across the data.

The data was coded and sorted into themes. This process involved a rigorous process of moving back and forth across the entire data set ensuring consistency of coding and accuracy of themes.

Students described how language barriers impeded social connection with home students, partly because of the difficulty in communication, and also due to a concern that making mistakes with English would lead to negative judgements from home students. They noted how the lack of shared cultural references impeded social connection with home students.

Attempts to connect socially with home students seemed to be experienced as difficult and unsuccessful. The international students consistently perceived these difficulties to be as a result of some lack on their behalf, of language skills or cultural awareness and they perceived themselves to be responsible.

International students talked of mitigating the uncomfortable feelings arising from communicating with home students by more social contact with other international students, whilst yearning for inclusion in to the home student community.

This research suggests that it could be beneficial for universities to develop specific, socially based interventions, which support international students to create networks of social support and belonging with a view to fostering social links between international and ‘home’ students.

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1E

Langstone | Session 1E | 12.00 -13-00

International Postgraduate Students in the UK: Who Are they? Evidence From the Data. (0100)**Aleksandra Griazina:** University College London, UK

While the benefits of a global campus and concept of internationalization are obvious and widely discussed, they do not naturally appear as international students arrive on campus. Learning about who international students are, what kind of programs they favour, where they come from, how they fund their studies, how long does it take them to complete a degree can show much more, than surveying students on their motivations to study in the UK and their satisfaction rates. Yet, most of the studies are either qualitative, employing a survey methodology or case studies, conducted at few universities in the UK. No methodical and structured analysis of the longitudinal data has been conducted on a national level.

The present research takes an exploratory approach to over 2 mln data observations of international (non EU) postgraduate students studying in the UK since 1998 till 2015. The data clearly shows the impact of the 2012 post-study visa closure, introduction of study abroad scholarships by several countries, preference of one specialization over the other by students from one country to name a few. The incentive to choose PG, rather than UG students came from the idea that when embarking on a journey to pursue Master's and Doctoral degrees PG students tend to make more autonomous decisions on study abroad destination rather than undergraduate ones (1).

Understanding international students who chose to study in the UK on a PG level enables us to:

- Identify the largest and smallest countries-donors of international students
- Supply the demand for the most popular programs among PG students and identify the less interesting ones
- Identify the top performing universities, attracting the largest number of international students, who are able to graduate with a desired degree in a shorter time period
- Analyse the respond of international PG students across different countries to the UK policy toward immigration
- Consider motivations and study preferences of students across countries and social-economic groups
- Make predictions on which countries would be more likely to decline less in enrolment after Brexit, based on their previous performance

International students contribute £25bn to the UK economy and support more than 200,000 jobs, while international PG students constitute a highly significant segment of the UK international student population (2). Learning more about who they are, what choices they make and what matters to them will assist universities and stakeholders in making strategic decisions during post-Brexit and beyond.

1. <http://epc.ac.uk/wp-content/uploads/2014/05/Understanding-how-people-choose-to-pursue-taught-postgraduate-study.pdf> p.21

2. <http://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2017/briefing-economic-impact-international-students.pdf>

1F

Tintern | Session 1F | 12.00 -13-00

Budgeting and Financial Planning in British Universities: Accuracy, Caution and Control in an Era of Financialisation (0021)**Paul Cropper:** University of Huddersfield, UK**Purpose of the presentation**

The presentation will explore the state of budgeting and financial planning in Higher Education Institutions (HEIs) in an era of financialisation.

The changing external environment for HEIs

The Higher Education world has been changing over recent years, characterised by increasing class sizes,

greater academic teaching loads, the use of cheaper staff at lower grades, reduced library and student support services and the rebalancing of subject portfolios in favour of low cost, low effort and high volume/ revenue courses which produce work-force ready graduates.

The term 'financialisation' (Parker, 2013) has been promoted in explaining that universities are becoming more financially self-sufficient. Operation and cost efficiencies are viewed as a key objective alongside the traditional activities of teaching and research, with a greater focus on managing resources and generating surpluses for sustainability purposes.

Research methods and findings

Little has been published on budgeting, forecasting and financial planning models used by universities. Data collected through a recent survey of 163 HEIs, using a postal questionnaire, interviews and benchmarking exercise, demonstrates inertia in the use of complex methods for financial evaluation and control despite a change to a more dynamic and competitive external environment.

Traditional methods of budgeting and forecasting have been maintained and simplicity over complexity is preferred in financial planning.

Conclusions

Good financial management and control remains an important enabler to achieve primary strategies. A cautious outlook means that most universities are not currently experiencing the type of financial pressures that would necessitate an organisation to move away from traditional budgeting approaches (PricewaterhouseCoopers, 2012b).

In many ways, effective accounting and accountability within universities acts as a means of protecting an institution's strategic aims. Whilst an institution is financially healthy it is able to pursue objectives, sometimes through cross-subsidisation, that might be less appealing if finances were heavily constrained.

In the short-term UK universities have been cushioned from any shortfall in student numbers and reduced government funding by an increase in tuition fee income (Bebbington, 2017). However, it might be expected that the environmental disturbance would work through more fully at some point. The 'jolt' of marketisation has been delayed. What happens next will depend on the extent to which student numbers move in the future. The jolt may possibly come later than anticipated.

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1F

Tintern | Session 1F | 12.00 -13-00

Antecedents and outcomes of revenue diversification in UK higher education: a resource-based view (0023)

Martine Garland: University of Gloucestershire, UK

Publicly funded higher education institutions around the world continue to find themselves under financial pressure as a result of reductions in public spending. This has led to universities diversifying their revenue streams to secure additional income from private sources such as student fees, commercial activity and donations (Johnstone, 2002; Pruvot & Estermann, 2012; Teixeira & Koryakina, 2016). In the UK, the situation has become compounded by universities' traditional student fee income being negatively affected by external environmental factors such as a falling 18-year old population, international competition, undergraduate fee caps, visa restrictions and now added uncertainty surrounding Brexit (HEFCE, 2017).

The purpose of this empirical study is to assess the current state of revenue diversification in the UK sector as institutions respond to growing concerns over their income from traditional sources. The research goes on to determine whether there is any relationship between the degree of revenue diversification and the financial

sustainability of each institution, thus indicating its strategic importance. Working with secondary data from the UK Higher Education Statistics Agency (HESA), this research in the positivist tradition, assesses the level of revenue diversification in all publicly funded universities by applying the Herfindahl-Hirschman Index, and tests any relationship to financial sustainability using non-parametric measures of statistical correlation. Data are currently being analyzed and findings will be presented at the conference (collection of publicly available data raised no ethical concerns).

The paper also presents the conceptual framework currently driving the next phase of the study. Taking the internal, resource-based view as a theoretical basis, the research tests the relationship between an institutions' intangible assets such as reputation, human and relational capital and the level of revenue diversification achieved; to explain why some universities achieve greater levels of revenue diversification than others. Identifying the antecedents that determine likely ability to secure revenues from non-core activity will make a significant contribution to practice as institutions respond to growing concerns over their income from traditional sources. The final output will be a normative model for evaluating current diversification performance or future opportunities and adding to theory by empirically testing the resource-based view in a new context.

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1F

Tintern | Session 1F | 12.00 -13-00

Operationalizing Liberal Arts Education at an American University in Nigeria (0105)

Jacob Jacob: American University of Nigeria, Nigeria

Liberal Arts Education derives its roots at the dawn of democracy in ancient Athens in 510 BC. The new government by the people required that citizens be adequately informed, reformed and trained to run a government. Artisans still needed to be trained, but the new liberty necessitated a new form of education with the disciplinary power to prepare citizens for a new society. Centuries later, the Romans adopted this form of education, giving it the name 'liberal' education. As the tradition of liberal arts grew, greater emphasis was laid on character building, critical thinking and problem-solving. This tradition influenced universities both in Britain and in America. The famous Yale Report of 1828 made a staunch defense of the liberal arts curriculum, commending a mode of instruction best calculated to

"teach the art of fixing the attention, directing the train of thought, analyzing a subject proposed for investigation; following, with accurate discrimination, the course of argument; balancing nicely the evidence presented to the judgment; awakening, elevating, and controlling the imagination".

Faust (2014) notes that liberal arts courses do more than transmit knowledge. They teach "how to imagine, adapt, assess, interpret, change, create."

Whereas liberal arts education has existed in the US and in Europe for centuries, there is still a lot of confusion about its purpose and rationale in Nigeria. Indeed, many Nigerian higher education administrators do not see the place of liberal arts education in a society that needs more medical doctors and engineers than philosophers or historians.

This paper explores how the American University of Nigeria (AUN) has blended the liberal arts with a development philosophy to create a unique, communitarian philosophy with a core mission to solve local problems. The paper explores the founding vision of the university, its curriculum and how the liberal arts is operationalized. It provides an interesting insight into AUN's work as a liberal arts, development university, ranging from how the university fed 270,000 refugees fleeing Boko Haram violence to peace and reconciliation work in a former Boko Haram held territory.

The paper concludes by setting a philosophical tone on the evolving role of universities in contemporary society. It grapples with the question whether universities should be 'ivory towers' or engaged members of their communities?

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1G

Usk | Session 1G | 12.00 -13-00

Gender, Field of Study, and Labor Force Participation in Egypt (0040)

Fatma Said Mahrous, American University in Cairo, Egypt, Assiut University, Egypt

In Egypt, higher education's rapid growth after the 1952 revolution resulted in greater gender equality. Females increased from 7% of students in 1950 to 50% in 2009 (Abdalla and Langsten 2016). Similarly, in other Middle East and North Africa countries – Algeria, Jordan and Tunisia – the ratio of female university graduates has been increasing. However, in all four countries female labor force participation is low (Assaad et al. 2016).

Better educated people are more likely to be employed in better jobs than those with less education (Assaad et al. 2009). However, in Egypt, unemployment is said to be higher among those with secondary and higher education than those with less education. Davies and Guppy (1997) argue that segregation in the laborforce plays an important role in shaping the choice of field of study among higher education students. Egyptian females tend to study in fields that are poorly paid, and have high unemployment, while males are in well remunerated fields (Abdalla and Langsten 2016).

Preliminary analysis of the 2012 Egyptian Labor Market Panel Survey shows that almost all males are in the labor force, irrespective of their level of education. Therefore, I focus on 4301 females aged 25-45 years, and consider four levels of education – technical secondary, upper intermediate, higher institute and university.

Results show that overall 73% of Egyptian females are out of the labor force. However, this percentage is higher among females with less than secondary education (85%) than those with secondary or higher (60%). Also, the likelihood of being out of the labor force decreases from 71% among females with technical secondary to 44% among university graduates. For females in the labor force, in contrast to the oft-stated high unemployment among educated females, unemployment decreases as education increases. One-third of females with technical secondary are unemployed; decreasing to 20% among those with a university degree.

Further analysis will examine the effect of study field within educational tracks on labor force participation, employment prospects and job characteristics.

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1G

Usk | Session 1G | 12.00 -13-00

Uncertain transitions – an exploration of the lived experience of recent graduates (0019)**Fiona Christie**, University of Salford, UK, Lancaster University, UK

There has been a growing pressure on higher education to be seen to deliver both a return on investment for individuals and to also act as the engine room of the economy via the production of a suitably qualified and skilled workforce. A new era has emerged for all those who are stakeholders in universities, in which the career prospects of graduates are not just a minority interest but attract the attention of many commentators including the media, employers, government and universities themselves (Tomlinson, 2016). Both academic and grey literature about graduate career destinations has tended to draw upon quantitative data about trends. More local and qualitative commentary about the experience of UK graduates in the era of mass higher education has been scarcer, although recent studies in the sociology of education have begun to respond to this gap (Burke, 2015; Finn, 2016)

This paper addresses this gap and reports on findings from doctoral research, seeking to explore how graduates themselves reflect upon early career challenges and uncertainty as they move into the labour market. A priority for this study was individuals for whom the transition was not smooth, including experiences such as unemployment and underemployment which are often the target of negative media commentary. The research context is a sub-group of the 2014 graduate population of one northern, plate glass university. Graduates of Arts, Creative Arts and Humanities and Business and Law are the target for investigation. Data collected included a survey of 148 individuals and interviews with 20; research was timed to occur to capture early career experiences between 16-22 months after graduation.

For analytical purposes, the research draws upon a theoretical tradition known as Figured Worlds which has been developed by Holland, Lachicotte, Cain and Skinner (1998). They synthesise elements of Bourdieu, Vygotsky and Bakhtin in their theoretical formulation of identity in practice. This theory has not been used in career studies of this kind before, although it has been used across the social sciences for nearly two decades. The theory aims to capture the paradox of human life in which people can be subject to social scripts but also have the ability for improvisation.

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1G

Usk | Session 1G | 12.00 -13-00

Degree apprenticeships: who and what are they for? (0097)**Elizabeth Miller**, University of Oxford, UK

The British government's introduction of Degree Apprenticeships (DAs) in 2015 marked a turning point in the delivery of both higher and vocational education. These industry-designed programmes are delivered jointly by businesses and higher education institutions. They provide participants with a university-level qualification as well as employment experience without requiring students to share the cost of their education, which is borne by government and employers. Originally slated as a way to meet employer demands for skills in particular industries, government rhetoric also positioned DAs as a means to make access to university education available to a wider cohort. However, in the two years they have been operationalised, DAs have expanded significantly and are now available in a broader range of vocational fields, including law and business studies.

Justification for improving the attractiveness (Chankseliani, Relly, & Laczik, 2016) and functionality of vocational education—and thus increasing government spending on VET—is both economic (increasing international competitiveness) and social (offering new routes to participation in HE). Previous government apprenticeship programmes in England lacked success and longevity. For example, the ‘Modern Apprenticeship’ programme, introduced in 1994, suffered from a lack of employer demand (Fuller & Unwin, 2003). From their “heyday” (McGurk & Allen 2014) in the 1960s, apprenticeships had nearly disappeared by the 1980s and so employers viewed them with skepticism and a degree of disdain when apprenticeship policies were modernised and relaunched in the mid-1990s. DAs are thus an interesting policy intervention because they bridge the apprenticeship/university divide and offer a chance to raise the prestige of vocational education, albeit by enmeshing vocational study with higher education. The current government reinforced its commitment to apprenticeships with the introduction of the apprenticeship levy in 2017. This levy has the potential to reshape the higher education landscape by making apprenticeships a financial imperative for large universities as employers.

This presentation thus considers the place of apprenticeships in higher education by examining the introduction of DAs in England and the effects of the apprenticeship levy on universities. I will examine how DAs have been operationalised, how they are changing, how different stakeholders perceive the programme, and we can evaluate its success (or otherwise). Ultimately, I will be asking who and what are degree apprenticeships for?

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2A

Severn Suite 1 | Session 2A | 14.00-15.00

Improving the Widening Participation policy for Black and Minority Ethnic students in postgraduate education in England (0014)

Dominik Jackson-Cole: University of East London, UK

Despite being a discrete policy of successive governments for the last 20 years, Widening Participation (WP), has had mixed reception and results. In particular its focus on social class and access to undergraduate study (Boliver, 2011; Callender & Jackson, 2008; Reay & Crozier, 2010; Stahl, 2012) has side-lined the issues of ‘race’ and postgraduate (PG) education. Using Bourdieu (1976, 1997) and Critical Race Theory (Gillborn, 2008, 2012) as its conceptual framework for analysis the paper will present a critique of WP with a particular emphasis on issues of Black and Minority Ethnic (BME) students in PG education. Informed by data from eight English university, including interviews with BME students in PG education (n=16) and university professionals responsible for admissions (n=18) as well as a survey of a wider group of PG students (n=412) the paper will present what the challenges are for successful WP in PG and what factors foster success among BME students.

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2A

Severn Suite 1 | Session 2A | 14.00-15.00

Non-traditional student transitions in a post-1992 university: challenging the deficit approach (0017)

Bethany Sumner: Birmingham City University, UK

The massification of higher education (HE) has greatly increased numbers of 'non-traditional' students, however their experiences within HE are often considered to be problematic (Byrom and Lightfoot, 2013) and unequal educational and graduate outcomes persist (Britton, et al., 2016). As a result of this 'non-traditional' student experiences within HE are often framed by discourses that position them as 'lacking' (Clegg, 2011), and their educational experiences are frequently 'othered' in comparison to middle-class students. Rather than conceptualising 'non-traditional' student experiences as limiting this research seeks to investigate how students' social backgrounds and embodied capitals can also be enabling. I aim to challenge the deficit model of 'non-traditional' students by drawing on a theoretical lens that merges Bourdieu's conceptual model with Yosso's Community Cultural Wealth framework. I argue that debate around 'non-traditional' students needs to shift beyond deficit discourses that position them as 'fish out of water' to also recognise the capitals that they bring with them to university and draw upon as a source of strength.

Utilising this strengths-based lens this doctoral inquiry aims to explore 'non-traditional' student experiences to gain an understanding of the factors that shape their transitions within the context of a post-1992 university. It offers a holistic examination of student transitions by examining the factors that shape students' transitions into university, through university, and from university to employment. It will explore students' personal accounts of transition to examine how educational life chances and the acceptance and/or resistance of these are constructed through participants' lived experiences of university, whilst also considering the ways in which students are able to draw upon their embodied capitals to enact success.

This presentation is based on preliminary findings from my initial pilot study and is an opportunity for this PhD inquiry to be shared in its early stages and discussed with colleagues. I reflect upon the way that I am simultaneously drawing upon Bourdieu and Yosso's 'thinking tools' as my conceptual framework for analysis and I outline my decision to utilise a social biographical approach to data collection that 'weaves social context and individual lives together' (Erben, 1998:13).

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2A

Severn Suite 1 | Session 2A | 14.00-15.00

NEACO: A progressive framework to rapidly improve progression to higher education in East Anglia (0081)**Christopher May, Jenny O'Hare**, Tom Levinson, Sonia Ilie, University of Cambridge, UK, Michael Englard, Sam Holmes, Higher Education Access Network, UK

The National Collaborative Outreach Programme (NCOP) was launched by Higher Education Funding Council for England in 2017 to re-focus efforts on improving the progression into higher education for the most disadvantaged young people, in a manner that builds on local synergies and helps generate new robust evidence on effective mechanisms of progression.

Part of NCOP, the Network for Collaborative East Anglian Outreach (NEACO) has for the first time drawn together all higher education providers in East Anglia, both universities and further education colleges, to try to tackle the issue of less-than-optimal progression by disadvantaged young people in the area.

This paper introduces the progressive framework of activity that NEACO has developed in collaboration with the Higher Education Access Network (HEAN), and the associated evaluation design.

We discuss the progressive framework; the theoretical underpinnings of its emphasis on (1) understanding and preparedness, and (2) passion and ambition. The framework relies on a set of principles emphasising the need for exploratory and activity-based resources that do not result in information overload, and also the need for a systematic approach to resource delivery while allowing for differentiation between partner institutions.

Despite substantial amounts of widening participation and fair access activity, the evidence on effective interventions is less than perfect (Hoskins & Ilie, 2016). Therefore, an additional aim of NCOP, and NEACO, is to generate robust evidence concerning the effectiveness of their chosen interventions.

The paper introduces the newly-developed evaluation design that makes use of both experimental and non-experimental designs drawing on new data and existing administrative records. The approach is to embed the evaluation in the implementation of the progressive framework from the start.

The design of the evaluation mirrors recent developments in the school sector (EEF, 2017), and includes one randomised controlled trial. Ethical considerations regarding the delivery of some interventions to some disadvantaged young people but not to others remain however. Therefore, the majority of the evaluation will be undertaken in a quasi-experimental design, eschewing randomisation of pupils, classes, or schools to different groups.

We conclude with a discussion of the uptake of the progressive framework in the NEACO region, focusing particularly on the most disadvantaged schools and pupils. Furthermore, it discusses how the evaluation design enables the programme to contribute to wider debates in the sector as to the need to improve the evaluation and existing body of evidence around widening participation and fair access interventions.

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2B

Severn Suite 2 & 3 | Session 2B | 14.00-15.00

The silencing of the academic voice: What is the impact personally and professionally on academics when they choose to stay silent on important issues? (0030)**Bernadette Ryan**: University of Greenwich, UK

This paper will present emerging themes from a small, in-depth study into the experiences of long serving academics in the business faculty of a post 1992 London University. The academic is at the centre of the research as it explores the impact of marketisation and managerialism on the voice of the academic. It will specifically address the impact of withholding voice on the emotional and professional lives of academics.

Early results from the study will be presented together with the implications and recommendations for HE policy makers.

Research on voice and silence has been carried out in a variety of settings in the public and private sectors (Morrison and Milliken, 2000, Detert et al, 2014) but there is a dearth of research into the voice of the academic in a post 1992 university. Similarly, there is ample research on New Public Management (NPM) and managerialism but little on the impact of these policies on the voice of the academic (Mintzberg, 1980, Wilson, 2001). NPM is the term used to capture the plethora of attitudes and techniques imported from the private sector into the public sector. This development in public policy reduces autonomy for the academic and gives considerable managerial control over what has been a powerful group of professionals (Farrell and Morris 2010). Ryan and Oestreich (1998) use the phrase 'undiscussables' to describe topics that are frequently silenced in the workplace such as concerns about management practice, co-worker performance, bad news, conflicts, and personal problems. This research explores the extent to which academics manage image and self-censor in order to survive the new workplace. Early results indicate academics experience powerlessness, marginalisation and loss of professional identity. This impacts on the well-being of academics who report health issues such as sleeplessness and loss of confidence. The impact professionally is that academics withdraw from the dominant discourse and seek professional affirmation from outside the institution.

This research would be defined as sensitive research because 'there are potential consequences or implications, either directly for the participants in the research or the class of individuals represented by the research' (Lee, 1993:4). Ten participants were approached using snowball sampling. This method offered the advantage of establishing trust as it increases the likelihood of openness and honesty in interviewees (Sadler et al. 2010).

2B

Severn Suite 2 & 3 | Session 2B | 14.00-15.00

Developing writing identities amongst early career researchers and widening participation (0032)

Jacqueline Stevenson, Sheffield Hallam University, UK, **Rae Tooth**, Office for Fair Access, UK

The global HE sector is being profoundly reshaped by neoliberalism, marketisation and institutional stratification, driven by the pressures of market competition, world rankings, and the dominance of prestige culture. Within this increasingly competitive higher education sector, much has been written about the pressures on academics to publish in order to demonstrate both research and teaching excellence (MacLeod, Steckley and Murray, 2012; Clegg, 2008; McGrail, Rickard and Jones, 2006). It is unsurprising therefore that HE institutions have invested heavily in the sorts of strategic interventions which can help academics to develop their writing - such as mentoring, writing workshops and writing retreats (MacLeod, Steckley and Murray, 2012; Moore, 2003).

At the same time academic writing is deemed to play a fundamental role in developing both academic communities (Murray, 2012) and academic identities (Lee and Boud, 2003). Indeed: 'writing is a matter in which concerns about who we are, and how we matter to others, are entangled with what we write about (Author 1, 2017). Many of those on 'professional' or 'support services' contracts, including a number of early career researchers, are also involved in writing, in relation to, for example, the evaluation of outreach and widening participation activities, or of retention and success initiatives.

Despite this, developing the writing capabilities of those who are not on academic contracts has been largely overlooked. In response to 'our desires to give voice to the 'view from below', that is, to enable research to engage with voices not normally heard in the mainstream academy and those whose voices are undervalued or misrecognized and misreported' (Author 1) over the last year we have delivered a writing programme for widening participation practitioners, supported by academic mentors from across the UK. The same programme is being delivered in Australia. The programme has comprised a structured programme of writing activities, and practitioners who have been supported by their mentors to produce and present a research poster, delivered their paper at an academic conference, and submitted a journal paper to a recognized refereed journal. In this presentation we - one funder, one tutor, one mentor and one mentee - share our experiences of delivering the programme, describe how our individual identities as writers have been shaped by participation in the programme, outline the broader benefits of participation on the programme on ourselves and our institutions and make recommendations for the implementation of similar programmes.

2B

Severn Suite 2 & 3 | Session 2B | 14.00-15.00

Professional identity of academics in teaching-intensive branch campuses in China (0034)**Jiajie Liu**, BNU-HKBU United International College, China, **Yibo Shao**, Institute of Education, UCL, UK

This study attempts to provide insights into the debate about professional identities of academics and the relationship between teaching and research in higher education sectors.

In accordance with the research literature about professional identity, it seems that a clear definition of professional identity is not easily reached (Ylijoki & Ursin, 2013). Professional identity is viewed as an on-going process of interpretation and re-interpretation of experiences (Beijaard et al., 2004). It is going to answer the question of whom I want to become rather than who I currently am. Henkel (2000) argues that key notions of academic identity encompass the distinctive individual who has a unique history, who is located in a chosen moral and conceptual framework, and who is identified with a defined community or institution by the publications that he or she has achieved. These three elements of individual identity are what make an academic an effective professional. The traditional concept of an academic as a tribe member socialised into the value, norms, practices, and belief system of their particular epistemic community and disciplinary culture (Becher, 1989) has been challenged by new, often conflicting pressures and expectations pushed forward in the transformations. As institutions transform in response to government-driven policy and funding directives, there is a subsequent impact upon the roles and responsibilities of those employed as educational professionals. Academic practices are changing as multiple roles emerge from the reshaping of academic work. Based on the above discussion, professional identity is basically related to practitioners or workers and activities, such as the content of their work, especially in the context of teaching and research nexus (T-R-N); the way they work; their knowledge and capabilities; the source from which they build up their knowledge; the attitudes towards their work; the code of conduct they obey; the purpose of their research and teaching; the quality of their work; and the overall performance connected to the above components.

Clarke et al. (2013) have indicated that professional identity is not a stable entity; it is complex, personal, and shaped by contextual factors. Rhoades (2007) points to the fact that there is a lack of sufficient case studies to facilitate an understanding about the conditions and experiences of those working in the higher education system. Accordingly, more understandings of academic identity need to be explored. Based on an in-depth case study of international branch campuses (IBCs) in China, this proposed dissertation attempts to answer the following questions:

1. What are the professional identities of the academics in the IBCs: researcher, teacher or others?
2. What are the individual and institutional factors shaping their professional identities?

2C

Castleton | Session 2C | 14.00-15.00

Integrated work based placements – shifting the paradigm to support capability development (0026)**Sara Smith**: University of Wolverhampton, UK

This study explores how key stakeholders on a programme leading to registration as a Biomedical Scientist (BMS) position themselves in their role and the subsequent impact of this upon the development of the capable BMS. It utilises a constructivist grounded theory (CGT) approach to explore the perceptions and experiences of individuals and groups to develop an interpretative portrayal and deeper understanding of the implementation of pre-registration training in one region of England.

The methodological approach was divided into two stages. The first employed thematic analysis of professional documents to direct the development of a questionnaire. Responses from the questionnaire provided an 'ice-breaker' to guide stage two of data gathering. This stage employed focus groups and interviews to enable a greater understanding of how individuals make sense of their experiences. Initial and focused coding allowed synthesis and conceptualisation of the data gathered and provided direction for the study.

The findings expose the challenges of integrating professional registration training into awards. Barriers of time and regulatory body requirements were initially identified. However, CGT enabled recognition of unacknowledged barriers; individuals' identification as a 'stakeholder' and the influence of the scientific paradigm upon positioning. From understanding how individuals address these barriers the themes of 'doing the portfolio' and 'gaining BMS currency' emerged. The registration portfolio has become an objective reductionist measure of learning, reflecting the positivist typology of practice in this profession. Socio-cultural influences upon practitioners are not acknowledged, hindering the development of professional capability and currency.

Findings highlight that supporting students to develop not only technical skills but also professional capability requires a paradigm shift from a positivist episteme to one enabling a shared understanding of the stakeholder role, the role of reflective practice and the influence of the socio-cultural environment upon learning across the programme.

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2C

Castleton | Session 2C | 14.00-15.00

Telling stories about impact and work related learning: how and where do impact, professional work and thirdspace meet? (0036)

Deborah Scott: University of Chester, UK

Telling stories about impact and work related learning: how and where do impact, professional work and thirdspace meet?

Deborah Scott, Centre for Work Related Studies, University of Chester

Introduction

Varying perceptions arise regarding the meaning and significance of 'impact' in higher education when one adopts different positions. The presentation outlines current doctoral work, considering 'impact' through ethnographic research conducted with work-based learners studying a negotiated programme of work-based learning. Students' experiences of professional work, impact, and third space in relation to their studies are explored.

Critical understanding of 'impact' arises through thinking about learners' experiences: their motivations, challenges, surprises, and tensions; strategies they use to cope. The concept can be of particular significance for work based learners when acting as insider researchers, where desire for impact on professional practice combines/ conflicts with personal and professional tensions associated with study.

Costley, Elliott and Gibbs (2010) consider such tensions, indicating the potential complexity of work based learning: the need to think through from the outset how to effect positive impact, to consider who needs to be consulted about study projects from outside of the academy; how politics and power within an organization offer both opportunities and hurdles.

Helyer (2010) outlines some of the competing concerns and interests work based learners must manage on their study journey, indicating the diverse circumstances in which this happens, with concomitantly diverse priorities, ways of working, values and assumptions.

The presentation considers how 'thirdspace' might explode the myth of 'impact', using Soja's (1996) 'space of extraordinary openness' (p. 5) to explore learners' 'dis-ease' as their studies take them beyond the familiar perspective, preparing them for return with new interpretations of reality.

Using narrative/fiction (Clough, 2002) stories will be told, vignettes constructed through events experienced and narrated, perhaps imagined, tutorial conversations, assignments and work practices.

Participants' sharing of their own experiences; understandings; perceptions of impact, third space, and professional work will be welcomed, as will their thoughts on narrative/fiction research and telling stories.

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2C

Castleton | Session 2C | 14.00-15.00

The Acquisition of Skills and Expertise for Vocational Higher Education (0085)

Joanne Gosling: University of Greenwich, UK

This paper presents initial findings from PhD research to establish whether sufficient opportunities are given to student to gain the skills and attributes promised to them in public information published prior to commencement of study. It focuses specifically on work-based elements within higher vocational study.

Work-based learning has long been used within the fields of Nursing and Teacher Education yet despite its use in within Business and other related fields, this area remains under-researched. Given that graduates' employment outcomes are at the forefront of the Higher Education agenda, together with the government's recent plan to increase the number of degree level apprenticeships this research illuminates the challenges faced not only with the creation of a programme, but also its execution on a daily. It asks the question 'Are students given sufficient opportunities to gain their skills?'

Initial findings will be presented. The data has been analysed against a newly devised conceptual model based on elements from prominent theorists The model was devised on the basis that each theorist had attempted to apply their theory to one area of work-based learning yet none had been able to tackle the whole problem. The newly devised conceptual model offered combines elements of Raelin (1997; 2010), Lave and Wenger (1991), Billet (1996), Collins (2014) and Goel (2014).

The research was undertaken in three London Universities, using the new model as a yardstick for the basis of discussion. It followed two groups of undergraduate BA Event Management students and an BA cohort studying Applied Professional Studies. Approximately 15 students and staff from each institution were interviewed, with some data gathered by means of document analysis. Of the three institutions, two were post-1992 universities, the other a privately-owned Management school.

Preliminary findings indicate many possible areas of conflict; in some cases, with programme design and management, differing expectations between the students ambitions and attitudes of the staff. Other findings highlight dilemmas often due to HE policies and the political agenda of the need to balancing research with work-based expertise and teaching.

The research findings have implications for both policy makers and teams also tasked with curriculum design and implementation with all areas where work-based elements are necessary.

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2D

Wentwood | Session 2D | 14.00-15.00

Student residential accommodation and student engagement: a comparison of two English universities (0003)**Zachery Spire:** University College London, UK

This paper explores a piece of research integrating study of student residential accommodation (SRA) and student engagement (SE) across two universities in England. Integrating study of SRA and SE addressed a set of gaps in the higher education (HE) literature. The gaps included a need for further case study research, an absence of study on postgraduate and international students, and, a need for evidence-based research through which to inform current government and institutional policy and practice. To address these gaps two literature reviews, one on the history of SRA in England and a second on HEI provided SRA and SE were completed. Additionally, this study deployed a qualitative research design, generating data and findings through observations, semi-structured interviews and electronic questionnaires of student, staff and administrators residing and working in a set of higher education institution (HEI) provided SRA. This study aims to contribute to existing study, and, theoretical and operational understanding of SRA in England.

2D

Wentwood | Session 2D | 14.00-15.00

The challenge of reducing alcohol-related harm in student populations: balancing duty of care with staff and student expectations of adult responsibility (0008)**Rachel Brown:** Cardiff University, UK

For many new students, university has long been associated with increased alcohol use, resulting in risk of adverse health and behavioural outcomes. The expectation of university as a period of enhanced social activity, as well as academic opportunity, is embedded in UK culture and media presentations of student behaviour: an expectation reinforced by the alcohol-intensive Fresher's period representing the start of university life. Despite this long-standing association, interventions aimed at moderation of drinking in Higher Education are often limited and delivered sporadically. Although staff share a common conception of Duty of Care towards student populations, and an awareness of the need to minimise impacts of student behaviour on local residents, this does not always translate into cohesive policy or organisational strategy.

This qualitative case study examines the development of policy and practice responses to alcohol at one Higher Education Institution (HEI). Results of interviews with key stakeholders, as well as observations of processes, are presented to illustrate how limitations in practice can be associated with expectations of student emerging adulthood. Findings suggest that staff and student expectations of alcohol norms and behaviours shape organisational responses, directly impacting on what is considered an appropriate level of intervention. A reluctance to apply interventionist approaches is driven by characterisations of the rights of students-as-adults, including the expectation of learning from personal experiences. Stakeholder preference for experiential learning as part of the young adult life-stage, as well as awareness of student expectations of the positioning of alcohol within university life, act to constrain organisational responses and to limit effectiveness of planned activities.

This paper adds to current understanding of barriers to intervention delivery and current preference for non-interventionist approaches, with these barriers working to maintain the university learning space for new students as one reflecting and reinforcing heavy drinking norms. It argues that, in light of attitudes towards interventionist approaches to moderating drinking behaviour, a – more accepted – harm reduction strategy should be pursued, with local routine information gathering utilised to inform practice and resource allocation. A 'whole campus' approach to alcohol harm reduction is proposed.

2D

Wentwood | Session 2D | 14.00-15.00

Impact of a Student Leadership Experience on the Development of Creativity in Undergraduate Students (0039)**Austin Smith:** Taylor University, USA**Purpose and Nature of the Research**

Creativity is a term that often evokes ideas about an individual's artistic aptitude, however literature would suggest creativity is more about an ability to make connections across various fields of information to

produce a new product or idea (Hulme, Thomas, & DeLaRosby, 2014; Runco, 2007). Additionally, creativity is not an innate ingenuity, but the product of various learnable traits, many of which overlap with desired developmental outcomes of a student leadership experience (Cress, Astin, Zimmerman-Oster, and Burkhardt, 2001; Patterson, 2012; Runco, 2007). This project seeks to examine the impact of a leadership experience on the development of creativity in undergraduate students to help student affairs professionals, faculty, and administrators better understand how they can work to develop creativity in their students.

Methodology

This study was done on students holding a leadership positions in halls of residence or in a student organization on the campus of a small institution in the Midwestern United States. An open-ended survey was sent out to students and of the 32 respondents, eight were selected to participate in a semi-structured interview. The survey inquired if and the extent to which students had developed traits common to creative individuals and the developmental goals of a leadership experience. The interviews were used to gain further insight into students' responses in addition to asking about student's perceptions on creativity, whether or not they view themselves as creative individuals, and if their experience in a leadership position had impacted these views.

Key Findings and Implications

The data from this research is being analyzed during the summer of 2017. However, a preliminary analysis indicates that the majority of students who were interviewed believed their leadership experiences had some impact in how they viewed creativity and whether or not they viewed themselves as creative individuals. This presentation will further elaborate on what aspects of a student's leadership position may contribute to their development of traits associated with creativity.

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2E

Langstone | Session 2E | 14.00-15.00

Discursive constructions of communicativeness in Swedish higher education reforms (0055)

Susanne Jämsvi: University of Borås, Sweden, University of Gothenburg, Sweden

In Sweden, many universities are adopting a local language policy, mainly as part of internationalisation in higher education. The dominant position of English is impacting on language policy on many levels, for example national and local, and this impact calls for awareness (Phillipson, 2003). In order to understand what is currently going on, this presentation will address how discourses have been operating over time, creating different perspectives of language proficiency and communicativeness in Swedish higher education.

The PhD study upon which this presentation is based draws on a model of political discourse analysis (Fairclough & Fairclough, 2012) within critical discourse analysis (CDA) that guides the analysis towards discursive constructions of activity. The data, comprised of twelve Swedish governmental reform texts from 1974 to 2009, were collected inductively and analysed using the concept of legitimation (van Leeuwen, 2008) in order to find discursive patterns. The texts derive from three different reform areas, i.e. internationalisation, national language legislation and widening participation.

The analysis of the findings, so far, shows that a multitude of discourses is operating in constructions of communicativeness in Swedish higher education over time. The discourses operate both in constructions on a personal or a group level, creating specific understandings of what constitutes communicative students

and communicative academics, and on an institutional level, constructing a communicative university. The most dominant discourses operating over time have to do with success, solidarity and modernity. These three discourses, together and separately, operate in constructions of a communicative student. They create, for example, certain understandings of what count as general communicative skills, and what constitutes multilingual proficiency. In constructions of a communicative academic, a discourse of modernity is a dominant one related to progress and mobility. In constructions of a communicative university a discourse of success is operating, mainly in relation to power of attraction. Two languages, viz. Swedish and English, have exceptional positions in the constructions of communicativeness, where tension as well as complementarity between the two of them occurs in the constructions.

The impact of discourses in constructions of communicativeness in higher education will, over time, affect language policy. Thus operating discourses ought to be subjected to scrutiny when discussing and approving language policy at university level. The kind of linguistic awareness that such scrutiny generates can help balance current transformative trends in higher education, and even challenge them, resulting in more comprehensive institutional language policy.

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2E

Langstone | Session 2E | 14.00-15.00

Beyond and below expectation: a case study of a British branch university in China (0084)

Jingran Yu: The University of Manchester, UK

Transnational higher education (TNHE) is defined as 'all types of higher education study programs, or set of courses of study, or educational services (including those of distance education) in which the learners are located in a country different from the one where the awarding institution is based' (Council of Europe, 2002). Among all other forms, a 'full-fledged local branch campus' is believed to deliver education 'more effectively than any other modes' (Alam et al., 2013, p. 871, p. 873). Therefore, many students in recipient countries go to TNHE branch campuses with the expectation of enjoying foreign education and improving their competitiveness in global job markets without the considerably high tuition fee and living costs associated with studying overseas. However, my doctoral research based on a British university campus in China indicates that indigenous students' expectations to excel in both of the Chinese and British social fields can possibly end up with struggles to cope with both.

This paper explores these tensions through drawing on data from an ethnographic study of the branch campus over a period of seven months. The study explored the spatiality of that social space in terms of three interlinked physical, social and cultural dimensions (Lefebvre, 1991), incorporating interviews with staff and students, observation of life on campus (daily lives and three special occasions including a PG graduation ceremony, Christmas and Spring Festival), and online ethnography. The case study campus was designed to closely resemble the home campus in the UK, is staffed by English-speaking academics and is equipped with British curriculum design. This university requires domestic Chinese students to live and study on campus during term time following strict timetables. Spending most of their time in this social space that is both Chinese and British (and arguably neither Chinese nor British), they exhibit mixed ways of being, such as using English in studying but Mandarin in life outside of the classroom, making friends from diverse cultural backgrounds, etc., which also profoundly influence their ways of belonging. As a result, a majority of interviewees revealed that they were not completely comfortable with either the Chinese or the (imagined) British 'rules of game'.

For the conference, I plan to discuss the 'in-betweenness' of students' identities in relation to their experiences in the hybrid transnational space of the overseas branch campus beyond and below their expectations.

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2E

Langstone | Session 2E | 14.00-15.00

Internationalisation of higher education: Aligning rationales, expectations and priorities of stakeholders and actors. (0090)**Suhaili A. Jalil:** University of Sheffield, UK, Universiti Sains Islam Malaysia, Malaysia

Aspiring to be and now emerging as an international higher education hub, Malaysia has been proactively developing the higher education sector with a set of targets for international student recruitment and research output. The Ministry of Higher Education, a primary stakeholder, has been instrumental in translating these targets and expectations through its internationalisation policies, funding initiatives and quality assurance mechanisms (Ilieva and Peak, 2016). In turn, the Ministry has set high expectations on Malaysian public and private universities in the planning and implementation of the internationalisation agenda at national and institutional levels.

The paper presents some findings based on an ongoing doctoral research project which aims at exploring academics' engagement in the internationalisation of higher education, set within the context of Malaysian public universities. The focus of the presentation is on the differences and similarities in terms of rationales for internationalisation, priorities and expectations of the Malaysian government, public universities and academics in the internationalisation of higher education. As evidenced by data from documentary analysis of internationalisation policies at governmental and university levels as well as data from interviews and focus groups with academics, the discussion is aimed towards aligning these aspects from the stakeholders' and the academics' perspectives.

It is critical that the rationales, priorities and expectations of the stakeholders and actors in higher education internationalisation be addressed collaboratively if internationalisation is to feature as the means towards achieving "excellence" in higher education as aspired by the Malaysian government.

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2F

Tintern | Session 2F | 14.00-15.00

University Curriculum Reforms in Vietnam after 1986: Knowledge, Specialisation and Order (0024)**Thi Kim Quy Nguyen:** Melbourne Graduate School of Education, Australia

This study sets out to explore questions of knowledge, specialization and moral order in relation to changing iterations of education policy for higher education in Vietnam between 1986 and 2015, a period of significant changes of higher education policy, as Vietnam aimed to incorporate a stronger market economic agenda and outcomes in its higher education curriculum. From here the study attempts to reflect on a larger question of the relationship between knowledge, specialisation and social order. The study contributes a fresh perspective on the issue of university curricular knowledge compared to existing literature on Vietnamese HE. Through a focus on both epistemic and moral discourse and an interpretation through Durkheimian sociology, the study raised some tensions unrecognised in assumptions on university curriculum policy.

The study draws on the sociology of education and the context of university curriculum in Vietnam as key analytical starting points (Muller, 2009; Muller & Young, 2014; Durkheim, 1984 [1893]). First, the study looks at how specialisation is treated in the curriculum through the way knowledge is organised and conceived. Another focus is what way the moral discourse is present or changed in the period of reform in terms of aims, the image of the individual and the regulative approach to knowledge. Finally, the study draws on Emile Durkheim's argument on the moral nature of specialisation as one possible way of reflecting on the epistemic and moral tension in the reform period. The evidence base for the study includes official policy documents supplemented by semi-structured expert interviews.

The policy analyses also show that (1) the university curriculum reforms in Vietnam between 1986 and 2015 reflect an uneasy attempt on the part of the policymakers to try to put together the US-Europe style while maintaining consistent red approach, each with unsatisfactory results; (2) due to powerful socio-historical and institutional influences, particularly the strong intervention of the state and the uncritical adoption of borrowed policies that favour genericist approach to knowledge, the specialised knowledge was marginalised

in the three phases of reforms; (3) the three attempts at changing curricular knowledge after 1986 end up in recycling the same issue: the thrust to reinforce moral authoritarianism and the thrust to drive specialisation to economic ends. By drawing on Durkheim's argument on specialisation, the study argues that the way the Vietnamese policymakers have treated both discourses as separate and dealt each of them unsatisfactorily reflect a form of 'enforced specialisation'.

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2F

Tintern | Session 2F | 14.00-15.00

A College Favorite: Student Perspectives of College Traditions and Culture (0050)

Danielle Spoutz: Taylor University, USA

Each institution has unique traditions, all of which contribute to the college experience. What is it about tradition makes it so fundamental to our nature, especially to universities? Little research has been done in the higher education field regarding traditions, especially in relation to campus culture. This session will discuss a current study that seeks to identify how traditions and culture interact. The researcher is studying two traditions on separate campuses in the USA. After analyzing students' perceptions of the traditions' impact on their campus culture, the researcher will compare the results to determine if there is an overarching theme between tradition and culture.

Culture provides a landscape or framework for students to make meaning of their experience (Kuh & Whitt, 1988). Each university has a different culture because of the unique values and beliefs each community shares. The deeper the culture is at an institution, the more 'rich' it is. Kuh (1990) exposed the importance of culture as it relates to student's identity development, learning, and experience. Specifically in his study on campus environments, Kuh discovered, "Older institutions tend to have stronger cultures..." (1990, p. 15). These older universities have a longer history, an established values structure, and established traditions.

Traditions have been a college favorite for many years and are arguably an essential piece of the college experience. As an element of culture-richness (Kuh 1990; Kuh & Whitt, 1988), traditions create a practice that embodies the values of the community. Traditions connect individuals to a larger community, those who have gone before and those who follow. The most recognizable characteristic of a tradition is continuity, the practice of handing down history from one generation to the next (Bronner 1998; Pelikan 1984).

There is a lack of urgency to study traditions due to the societal value of forward thinking. However, the collegiate experience is built on traditions. The college experience itself is a tradition in many societies. These practices are vital to communities, and many folklorists have explained tradition's importance to larger society (Bronner, 1998; Pelikan, 1984). Traditions have had a large impact on students' lives and development that they become beloved, lifelong memories.

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2F

Tintern | Session 2F | 14.00-15.00

Mission (im)possible? The restructuring of the Irish Institutes of Technology sector: finding a compromise among the stakeholders. (0046)**Tanya Zubrzycki**: Trinity College Dublin, Ireland

In an effort to make higher education institutions in Ireland more efficient, the proposals for mergers of the 14 regional Institutes of Technology (IoTs) into clusters, potentially followed by designation as Technological Universities (TUs), have been on the policy agenda for several years (Technological Universities Bill, 2015).

In the existing binary model, universities in Ireland are "catering for classical education", while the IoTs provide "vocational-focused education with a strong emphasis on the region and small- and medium-sized enterprises" (Hazelkorn, 2012). The newly established TUs would take on additional mission functions such as "an expansion of teaching at levels 9-10, a corresponding improvement of capacity in both upper level occupational training and applied research, the thickening of networking with industry and community organizations in training and research, and an expanded international orientation and portfolio of international activity" (Marginson, 2011, p.5).

This proposal is based on a larger study as part of a PhD scholarship sponsored by the Teachers' Union of Ireland, exploring changes in the academic work in the IoTs in light of the above context - utilising a literature review, a survey of the academics, and interviews with the stakeholders.

My paper focuses on part of this larger research, and investigates the social relations among the stakeholder triangle of the academics, institutional management and policy makers. Through the literature and documents review, it explores interconnections between the stakeholder networks, with emphasis on academics and their work (teaching and research). It further considers the expectations of each of the three stakeholder groups and potential implications from the IoTs sector restructuring. The relevance of the international experience to the Irish context is also investigated.

The analysis in this research is done on two different levels: (1) as supranational policies can underpin and shape the national ones, convergence/divergence framework is used to explore pressures towards greater institutional and policy convergence versus state autonomy, and (2) conflict theory is used to analyse the potentially antagonistic views and expectations among the stakeholders at the national/institutional level, as it assumes tension in society and its parts created by the competing interests of individuals or groups.

Upon completion of this part of the research, recommendations on balancing the expectations of the stakeholder triangle under scrutiny will be provided.

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2G

Usk | Session 2G | 14.00-15.00

Teaching statistics to Humanities students: A comparative analysis of University students' attitudes towards statistics when taught using blended learning vs non-blended learning. (0013)**Sizwe Zondo**, Sarah Lax, Elna De Wet, Kirsty Fleming: Rhodes University, South Africa

Research seems to suggest that Humanities students typically have a perfunctory disposition towards statistics and quantitative research methods courses (e.g. Ashaari, Judi, Mohamed, & Wook, 2011; Koh, & Zawi, 2014). To address the above concern, as a statistics lecturer to humanities students, I have introduced various methods of teaching statistics including, but not limited to (a) the use of podcasts to highlight threshold concepts in statistics, and (b) the use of concept maps to understand the logic of statistical interpretation. In this study I present results on student's attitudes towards statistics when taught using blended learning techniques as opposed to none blended learning techniques. The research was specifically

interested in analysing whether the introduction of new technology (student response systems (SRS)) to the teaching and learning of quantitative research methods courses would decrease statistics anxiety and make statistical content easier to grasp for students.

As opposed to the 2015 Honours in Psychology class, the 2016 Honours in Psychology class was introduced to a student personal response system called Socrative (2013) to support their learning of the course. The Survey of Attitudes Towards Statistics (SATS-36) (Schau, 2003) was used to measure student's attitudes towards statistics. An Independent t-test analysis indicated a significant difference between the students taught using none blended learning ($M = 3.9$; $SD = 1.01$), compared to those who received blended learning input ($M = 4.44$; $SD = 1.1$), $t(66) = 2.12$; $p = 0.03$ ($p < 0.05$).

The contributions of this research study serves to inform the future instruction of statistics and quantitative research methods courses to Humanities students in an ever changing South African educational context. It is hoped that findings from this research study will address some of the challenges faced by humanities students in a South African University context and further aid the teaching and learning of quantitative research methods courses in this context.

2G

Usk | Session 2G | 14.00-15.00

Moodle as the disjuncture of student's information literacy: reinterpreting hidden dimensions of the use of materials (0048)

Hiroyuki Ida: University College London, Institute of Education, UK

Introduction

Moodle may contribute to student's engagement in learning in higher education. However, this has not been examined in relation to Information literacy (IL). This is the competence of how to 'gather, use, manage, synthesise and create information' (SCONUL, 2011). Student's information behavior can be framed within this notion. While course materials are all provided on Moodle, their competence in the critical examination of information can remain under-developed. In this study, I explore how students' information behavior is restricted around Moodle use, drawing on accounts of academic staff and academic librarians in a UK social-science institution. I conclude that the development of IL can be diminished by the use of Moodle for the provision of textual resources.

Methodology

Semi-structured narrative interviews were conducted with both academic staff and academic librarians to gain in-depth understanding of how students' information behavior is affected by Moodle use. I employed a case study methodology in a single social science institution in the UK.

The participants were recruited by snowball sampling. Three female liaison librarians were recruited. Then, five academic staff were interviewed (four female and one male, all from the field of social science) all of whom had contact with the academic librarians.

The interviews were audio-recorded and lasted for about 30-45 minutes. The interviews were transcribed and analyzed thematically, with themes emerging from the close reading of transcripts.

This study received institutional ethical clearance and followed approved procedures for informed consent, including guarantees of anonymity and confidentiality.

Findings

Based on interview, two themes emerged:

1. 'Reading list' as a risk

In many modules, relevant materials are distributed via Moodle. Moodle makes information access easier, which limits the student's knowledge practices bounded by technology (Gourlay, Lanclos, & Oliver, 2015). Reading lists bound students' further engagement in relevant text.

2. Disjunction from the curriculum

Students' IL competence is shared as a contested matter, but this is addressed divergently because of the perceptual difference, which detaches from the curriculum as a result.

In conclusion, the study revealed a tension between the use of Moodle and the development of IL. Students are lacking of the intended IL competence in this digital environment. Implications for research and practice will be discussed.

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2G

Usk | Session 2G | 14.00-15.00

Exploring pedagogical paradigms for teaching music online (0049)

Carol Johnson: University of Melbourne, Australia

Music education has historically utilized technology for assisting learners in knowledge and skill improvement, as well as accessibility and sustainability of programs (de Vaney & Butler, 1996; Hesser, 1936). As postsecondary music programs move toward the inclusion of online learning, one would expect that our pedagogy include increased technology adoption as well. However, online learning involves more than the adoption of online learning technologies; it suggests a shift in pedagogical paradigm (Garrison, 2011) for encouraging online learning’s anytime and anywhere active learning opportunities.

This presentation is based on a case study that explored the effective components for teaching music in an online environment at the postsecondary level. In this three-phase study, online music students and faculty members from an accredited NASM music program were invited to participate in surveys and interviews, and interviews and focus group discussions, respectively. Phase-one and -two data collected from the participants were analyzed and then aligned to research literature for the practical development of a framework to be used by instructors for creating online music courses. Faculty participants discussed the framework in phase three. The collected responses were analyzed and used to make adjustment to the proposed framework.

Particular to the research of pedagogy for teaching in online learning environments (Adileh, 2012; Alberich-Artal & Sangra, 2012; Himonides, 2012; Keast, 2009), guiding elements located in the research literature of online learning and music education (e.g., methods, approaches and strategies) were found to provide both applicable background and explanatory outcomes for this focused area of research. Presented from a theoretical framework of social constructivism (Bandura, 1981; Vygotsky, 1978), the inclusion of online learning methods, approaches and strategies (Jonassen, 1991, 2013; Jonassen, Davidson, Collins, Campbell & Haag, 1995) are intricately interwoven into online communication interactions (e.g., discussion forums, synchronous chats, etc.), online learning activities (e.g., individual or collaborative projects, etc.), and instructional design components for online music courses (e.g., organizational strategies, course layout, asynchronous or synchronous tools, etc.). Together, these purposive learning exchanges and choices form a foundational basis of one’s online teaching pedagogy.

The implications of evidenced-based research in the area of online music pedagogy are advantageous to the learner, practitioner and scholar. As discourse continues to highlight the balance of integral musical skills outcomes with the incorporation of contemporary learning, global accessibility and program sustainability can be furthered. To this end, it is hoped that this presentation will encourage continued discussion of the pedagogical elements necessary for teaching music online at the post-secondary level.

3A

Severn Suite 1 | Session 3A | 15.45–16.45

'Redemption and retention: considering the experiences of the 'saved students' those who have chosen to remain in university despite seriously considering leaving.'
(0004)**Sarah Yearsley:** Liverpool John Moores University, UK

Retention in Higher Education is a central concern within the academic world (Aljohani, 2016); continuing to be a policy priority throughout the UK for moral, legal and economic reasons. There is a considerable financial cost to the sector, with the cost to the individual student is sometimes overlooked. Attrition can have a significant and detrimental impact on the individual student; not only negatively effecting prospects in terms of employment, but also on the enhancement of social and cultural capital, a greater level of health and a commensurate standard of living. Current research, suggests the decision to leave university can be difficult, long and often anguished; with lasting impact on the life of the 'dropout' (Thomas et al, 2017). There is little or no data on why students may choose to stay, despite a serious intention to leave (Bradley, 2017); As a result many interventions aimed at encouraging retention are based on addressing the reasons for leaving rather than the reasons for staying.' This paper aims to address this by examining the experience of students who make an active decision NOT to leave university. Hence, it will contribute to the understanding of student retention as opposed to attrition.

The area of research that will be contemplated within this paper, is the philosophy that 'leaving is not the mirror image of staying' (Tinto, 2008); exploring how this notion is disjointed from the existing culture of interventions aimed at encouraging retention. There is a significant gap in the data involving those who have considered leaving but then have decided to stay. It is these 'the saved '; this research will collect data on. The literature presents dropping out as a process and this paper will interrogate this process from the perspective of the 'saved student' who, despite a serious intention to leave, ultimately decides to stay.

The study adopts a mixed methods approach, utilising qualitative and quantitative data collection methods including pre-existing statistical data, observations and semi structured interviews. This will include an interrogation of quantitative institutional data associated with student who chose to leave university. However, the experiences of those who have decided to stay will be the main focus. This will also involve the analysis of pre-existing data, as well as observations and semi structured interviews. A key element of the research is the biographical journeys of the 'Saved' or 'remaining' student. Namely, those who were at risk of leaving university, but have overturned that decision and stayed.

3A

Severn Suite 1 | Session 3A | 5.45–16.45

Balancing Roles: Understanding the Needs of Undergraduate Students with Children
(0061)**Paige McCourt:** Taylor University, USA

According to the Chronicle of Higher Education, approximately 4.8 million undergraduate students in the United States currently raise their dependent children while attending school (Field, 2017). These students represent one facet of all nontraditional students, a population that continues to increase on college and university campuses across the country, as well as a population that fails to receive the necessary support for optimum success.

In an effort to better understand the perceptions of institutional support available to 18-24 year old student-parents at one public Midwestern university, this ongoing study will ask participants to complete a survey based on their experiences as a student and a parent. The survey will consider areas of institutional support such as childcare, scheduling classes, attendance and late-assignment policies, and financial aid. Recent literature suggests that although these students have access to a variety of institutional supports, many of these supports are not designed to meet the unique needs of the student-parent. Additionally, exploratory studies have shown the benefits of competent advisors, affordable childcare, and academic policies that protect the sometimes unpredictable schedules of students with children.

The researcher believes the results of this study will provide the framework to assess whether or not institutional supports available to students with dependent children provide appropriate services. Through the use of descriptive statistical analysis, the results of the survey will be assessed, and implications for practice

and future research will be determined. All students should have access to services that aid them in their success including underrepresented populations such as undergraduate student-parents.

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3A

Severn Suite 1 | Session 3A | 15.45–16.45

Graphical Research Methods: Exploring transitional student identity (0074)

Debbie Meharg, Alison Varey, Sandra Cairncross: Edinburgh Napier University, UK

Research carried out by the Scottish Government (2014) revealed that Further Education Institutes (FEIs) have played a key role in widening participation with the 47 per cent of HNC/D students who progress to university accounting for a significant 90 per cent of university students from disadvantaged backgrounds. To address this issue, in 2013 the Scottish Funding Council (SFC) required universities to support additional places to progress students from FEIs to university by way of 'guaranteed articulation' (Scottish Funding Council, 2013). These students are known as associate students and receive dual enrolment, in effect wearing 'two hats' – that of the college student studying for their higher national diploma (HND) and that of a university students who is working towards 3rd year entry on university campus.

These articulation models pose significant challenges for higher education institutions and in particular, for articulating students as they struggle to 'fit in' and adapt to a new learning environment and traditional academic expectations. During transition to university students undergo a significant change in identity as they 'shed' their college identity and replace this with the new university student identity. How a student sees themselves is complex and is tied to their ability to keep a particular narrative going (Giddens, 1991). Social identity is a strong contributor in student identity formation and Hogg et al (2004) posit that individuals favor in-group identities over outgroup and discriminate accordingly. The group identity within a university context could be thought of as 'student' but this is categorized further by faculties, schools and even specific subject classifications. The definition of one's identity goes beyond the general and is specific and contextualized as 'computing student' or 'engineering student' by most. Students who strongly identify with their subject of study and have a clear achievement identity status can see the long-term establishment of their identity right through to their graduate career.

The experiences of FEI students before, during and after their transition influence how their university student identity develops. Graphical research methods are employed in this study as they allow the students themselves to become the agents for change. Research participants in the photovoice group identified photographs around three key themes – physical environment, identity/cultural and learning differences. These provide insights into the way in which students develop their identity, influenced by academic and social integration.

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3C

Castleton | Session 3C | 15.45–16.45

A phenomenographic study of critical thinking: conceptualisation and operationalisation in assessment practices. (0042)

Gavin D'Northwood: Durham University, UK

Higher Education students are ultimately differentiated by summative assessment, the results having ramifications for seeking employment or access to higher level education programmes. Yet assessment has long been a challenging issue (Yorke, 2010). Professional judgements along the lines of "I know a 2:1 when I see it" (Ecclestone, 2001 refers) are hard to justify (Grainger, Purnell and Zipf, 2008) in the context of assessment practices located within an agenda of institutional accountability (Bloxham, 2009) underpinned by QA frameworks requiring evidence of justifiable assessment decisions (Grainger, Purnell and Zipf, 2008; Bloxham, Boyd and Orr, 2011).

Evidence of critical thinking is generally required for higher-level attainment, yet conceptually this is subject to wide interpretation (Lok et al., 2016), with little or no academic consensus on its specification (Moore, 2013). We know that the notion of criticality is important – it is often referred to in documentation (learning outcomes, grading descriptors, assessments, etc.) – but what exactly is it, how is it understood and how is it operationalised through assessment practices? There is thus a need for determining how academics conceptualise critical thinking, how it is actually understood (Moore, 2013) and how it is operationalised through assessment practices.

This presentation is drawn from the author's doctoral research in pursuance of a part-time Ed.D, in which a phenomenographic approach is being taken to develop a description of the qualitatively different ways in which higher education tutors conceive of critical thinking and how this affects assessment practices.

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3C

Castleton | Session 3C | 15.45–16.45

A Quantitative Approach to Understanding the Relationship Between Study Abroad and the Integrity Development (0083)

Lauren Drogo: Taylor University, USA

Ask any student who has participated in a global experience about their time abroad and you'll likely receive responses such as, "that semester changed my life", or "I will never forget that experience". These responses elude to a developmental impact that the students' experience had on their understanding of themselves and the world. Theorists, Arthur Chickering and Linda Reisser have dedicated research to understanding the ways in which students develop a sense of identity through seven vectors, or stages, and carry out their identity throughout life (Chickering & Reisser, 1993). For the purpose of this study, the seventh and final vector, developing integrity, will be explored alongside a global experience such as study abroad.

Parker Palmer, when describing integrity, said:

“Integrity requires that I discern what is integral to my selfhood, what fits and what does not—and that I choose life-giving ways of relating to the forces that converge within me: do I welcome them or fear them, embrace them or reject them, move with them or against them? By choosing integrity, I become more whole, but wholeness does not mean perfection. It means becoming more real by acknowledging the whole of who I am. (1998)

Integrity, being a commitment to one’s moral principles (Schlenker, 2008; Schlenker et al., 2009), is embedded within each student. The question is, how aware of our integrity are we? Like Palmer’s description of integrity, there is a need to not only understand the whole person, but to better understand how they view their own values and sense of integrity, but then also carry out their beliefs and values in the world. ”

The components that affect a student’s participation and engagement with a study abroad experience can play a key role in how the student reflects upon and adapts what they have experienced back into their lives at home, as well as how their experiences positively contribute to the students’ overall education and individual development.

This study is guided by the following research question: is there a relationship between a study abroad experience and integrity development?

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3C

Castleton | Session 3C | 15.45–16.45

The Effects of a Liberal Arts Education on Student Consumerism as It Relates to Student Learning (0087)

Jessica Martin: Taylor University, USA

Post-secondary institutions in the United States are competing more than ever for the attention of students. According to Eckel and King (2004), “American colleges and universities vie for students, faculty, and funding under the assumption that diversity and high quality are best achieved through competition...” (p. iii). Unfortunately, in light of the national student debt crisis, institutions have chosen to justify their costs by building bigger and better facilities and offering “more campus services, like dining and recreation options, to make living on campus more attractive to prospective students” (Sightlines, 2016, p. 5). With “50 percent of campus growth [being] in buildings not used for academic programs” (Sightlines, 2016, p. 2), the competitive building spree has been appropriately termed “the amenities arms race.”

Institutions market to students during the recruitment process as if they are customers whose entertainment and comfort is of paramount importance, but what happens when the buyer-seller relationship continues after a student arrives on campus? An institution views students as customers to be satisfied while consumeristic students view education as strictly transactional (Snare, 1997, p. 122). In other words, a student pays money in exchange for a product—namely grades, a degree, practical skills, etc.—and an institution is obligated to make sure students are satisfied with what they receive. When maintained, such a relationship between students and universities undermine traditional educational values by replacing educational models with business models. In doing so, institutions encourage practices antithetical to student learning.

A discussion of the relationship between consumerism and student learning will be based in both existing literature and preliminary findings from an ongoing research project being conducted in the United States. The mixed method study first provides a quantitative correlation between student consumer orientations and student learner orientations. A qualitative exploration of ways in which a liberal arts education encourages/discourages consumeristic thinking among students will further validate and expand upon quantitative results. Resulting implications and suggestions for practice will be briefly proposed.

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3D

Wentwood | Session 3 D | 15.45-16.45

Problematizing Subjective Wellbeing with Female Undergraduate Students in Nigeria (0028)

Zibah Nwako: University of Bristol, UK

This paper presents the early findings from an on-going participatory study of how female undergraduate students in Nigeria define and construct their personal wellbeing (PWB). Adopting the Wellbeing in Developing Countries' (WeD) subjective, relational and material dimensions of subjective wellbeing (White, 2010) as a theoretical framework, the research process is directed by a combined methodology of critical ethnography and participatory inquiry.

The presentation draws on the results from a pilot study conducted with five participants as co-producers of knowledge, sampled from each year of study at a university in the South-East of Nigeria. Four methods of data collection were used in the pilot study namely, observations and fieldnotes, campus walks and participatory mapping group sessions and interviews with wellbeing stakeholders within the higher education institutional context.

These initial findings are discussed within the scope of two research questions from the study, which explore the students' perceptions and the wider factors that impact on their PWB. The paper identifies peculiar similarities and disparities between the students' experiences, the expectations of institutional stakeholders, as well as the wider cultural and societal influences (Odejide, 2007; USEN, 2016). It addresses these issues through lens of gender and social justice within the context of higher education in Nigeria.

The paper will start with a brief contextual and theoretical background to the study, after which I will present a few powerpoint slides illustrating the findings discovered and their impact on the participants' wellbeing. To conclude, I will reflect on some ways in which the expectations of wellbeing stakeholders in Nigerian higher education can be supported as investigated further by the study.

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3D

Wentwood | Session 3 D | 15.45-16.45

Why do Activities Matter?: Maximizing Student Learning Through Student Activities Offices (0065)

Sara Bretz: Taylor University, USA

With the continually rising cost of a college education, students expect more from their institutions in terms of entertainment and accommodations (Tomlinson, 2016). Although these demands may be frustrating for educators and administrators, expanding university provided services creates more opportunities for student learning. Getting students involved in organizations significantly expands their leadership traits and skills (Smith & Chenoweth, 2015). Because students are increasingly concerned about the amount and quality of out-of-class experiences available to them, educators are able to leverage student programming as avenues for education and experiential learning rather than simply recreation. In turning institutionally sponsored

concerts, intramural sports, or festivals into educational opportunities for students planning and attending, a university contributes to the holistic development of their students.

Additionally, university organized activities increase senses of community and belonging for students. Such activities are even more impactful if they include a teaching and learning component (Borden & Gentemann, 1993; Elkins, Forrester, & Noel-Elkins, 2011).

This presentation includes a brief summary of best practices literature on augmenting student learning, an overview of three years of quantitative survey data concerning learning outcomes of students involved in a student activities teaching and learning office at a university in the United States, and recommendations for implementing similar office structures at other universities.

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3D

Wentwood | Session 3 D | [15.45-16.45](#)

The Why Behind Student Activism (0092)

Eli Casteel: Taylor University, USA

Student activism is relevant for two chief reasons: for institutional success and to nurture healthy democratic engagement in students. Understanding why student activism occurs is imperative for higher education institutions. An analysis of scholarly-literature on student activism shows two schools of thought for why student activism happens: failure to care and intentional cultivation. Implications for student activism are profound and can lead to name changes, resignations, legislation, and policy reforms.

The two schools of thought share some common assumptions: student activism is important to a pluralistic democracy, student activism is a corporate action to create some form of social change, and finally activism stemming from some form of marginalization (Broadhurst et al, 2014; Pascarella et al, 2012; Rhoads, 1997).

The failure to care perspective purports students who feel marginalized or not cared for are motivated to engage in activism (Rhoads, 1997). These students possess a value of multiculturalism and skepticism towards an institution's commitment to multiculturalism (Rhoads, 1997). Schools engaging in tokenism or a politics of silence are theorized to convict students who feel uncared for to engage in activism (Rhoads, 1997). Participating in community service/volunteering is a strong predictor for commitment to activism (Vogelgesan, 2012; Broadhurst et al, 2014). Social justice courses are more likely to lead to activism than a liberal arts environment (Broadhurst et al, 2014). Social justice is an orientation, which can be cultivated and brought into practice through activism (Broadhurst et al, 2014; Pascarella, et al, 2012).

Student development educators can teach students how to engage in democracy through fostering student activism. Cultivating student activism is a way for institutions to avoid being caught off-guard by activists. Institutions encouraging activism increase the likelihood of students feeling like their voices are being heard. The greatest implications for institutions are for service learning departments and general education requirements. Service learning departments at schools play a significant role in transforming students into healthy participants in democracy. Creating a general curriculum that includes social justice courses is another way for institutions to foster a culture of activism. Scholar-practitioners can enhance and create healthy atmospheres for activism to flourish, resulting in institutions that are allies rather than gatekeepers to privilege.

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3E

Langstone | Session 3 E | 15.45-16.45

“The best drunk decision of my life”: constructing the doctoral trajectory through discourse as social action (0047)

Melina Aarnikoivu: University of Jyväskylä, Finland

Doctoral studies are loaded with heavily contradictory expectations: On the one hand, acquiring a PhD is seen as the pinnacle of academic education, which has traditionally led to elite jobs, finally even to a professorship. On the other hand, choosing to embark on an academic career very often means short, consecutive temporary contracts of employment – both before and after completing the PhD – and the increasing risk of unemployment. This paper examines the doctoral trajectory of two groups of doctoral students: natural scientists working at CERN (the European Organization for Nuclear Research), Switzerland and doctoral students of applied language studies working at CALS (the Centre for Applied Language Studies) at the University of Jyväskylä, Finland.

In more detail, it examines the path of these doctoral students by focusing on the action that manifests as different types of physical and social activities circulating the action of doing a doctorate and building the individual expertise required from a doctorate holder. Because the topic is studied through the actions, practices, experiences, and the entire life history of the people involved, the chosen methodology is multidisciplinary: ethnographic methods will be combined with critical discourse analysis and sociolinguistics. This kind of methodological approach can be summed up as nexus analysis (e.g. Scollon & Scollon 2004). The data was gathered by doing insider ethnography (e.g. Alvesson 2003; O'Reilly 2009) for a year and a half, first at CERN and then at CALS, and it is currently being analysed by using discourse and content analytical tools.

The preliminary results show that the doctoral students build up their doctoral trajectory and expertise gradually by performing various different kinds of actions, which, however, vary greatly between the two groups: The natural scientists' actions are mostly focused around physical activities, such as programming, designing or maintaining equipment pieces, and giving tours for various groups in the experiment sites. The action of writing, however, nor its importance was not apparent until the very last months of their studies. By contrast, the doctoral students of applied language studies focused on writing and social activities throughout their studies: networking, organising conferences, and participating in seminars and writing meetings. This poses an interesting question: how do the different actions and processes involving doctoral studies affect the future career trajectories of the doctoral students of these two different fields?

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3E

Langstone | Session 3E | 15.45-16.45

Provoking-nurturing praxis in higher education (0098)**Kathleen Mahon:** University of Borås, Sweden

The contemporary university is a site of uncertainty and struggle, partly due to the many pressures which pull at its core functions. Such pressures present many challenges for academics endeavouring to embody praxis in their everyday practice. This presentation is based on an Australian research project which explored how pedagogical practice enacted as praxis can be nurtured in higher education amidst some of these pressures. In particular, the focus of the study was on reflexive, informed and morally committed pedagogical practice that seeks to create spaces in which harmful or unsustainable practices and power relationships can be understood and reoriented, and new possibilities for action can emerge and be enacted. Using a practice theory lens (Nicolini, 2013), the research examined how a group of academics' efforts to embody practice as praxis were enabled and constrained by university conditions within a particular setting, and how the academics negotiated tensions between the conditions they encountered in their daily practice and their praxis-oriented goals. Scholarly conversations between seven participating academics, interviews, observations of teaching and learning interactions, and reflective writing were the primary sources of empirical material. This material was analysed using a critical hermeneutic (Kogler, 1996) approach that combined elements of critical participatory action research, institutional ethnography, and self-study.

The research generated several insights into how praxis was manifested and prefigured in the university setting, and how particular arrangements (e.g., workload, employment of casual staff, collegial relationships, pedagogical discourses, staff-student ratios, classroom configurations, management practices, funding) affected possibilities for enacting praxis. The presentation includes a discussion of some of the key findings in relation to four key ways in which the participants enacted praxis, and some of the main tensions they experienced, and how they negotiated those tensions.

The discussion concludes with a consideration of implications for nurturing and provoking in higher education more generally, especially in these times of complexity and competing demands on academics.

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3E

Langstone | Session 3 E | 15.45-16.45

Middle Leaders in a Malaysian Higher Education Institution: The Relational Leadership. (0107)**Uma Malar:** University of Leeds, UK

Departmental leaders hold highly complex roles and responsibilities by taking over leadership with and without experiences for a short tenure period. They are responsible to fulfil the vision and mission of their institutions. They are 'sandwiched' between senior management and those who they lead in varying situations. Particularly, challenging leadership incidents occur almost daily during middle leaders' leadership in the university departments. These incidents are significant 'messages' for middle leaders to understand and perform middle leadership effectively. Literature shows that there are many 'copers', 'strugglers' and 'jugglers' among those holding middle leadership positions in higher education environment. The overwhelming sense of responsibilities and roles of middle leaders are challenged with globalisation in many universities. Although research exists on leadership in higher education, little has been written about those in university departmental leadership positions such as head of department. Through this study, the changing and challenging roles and responsibilities will be analysed using critical incidents as a methodology to investigate relational leadership among the Malaysian higher education middle leaders.

Relational leadership is a significant framework used to inter-relate middle leadership in a multi-dimensional viewpoints. It provides a frame for critically examining the nature and complexities inherent in the lived reality of middle leadership. It is conceptualised as encompassing four inter-related dimensions which derived from data and respectively centre on structure and power; trust and credibility; learning; and discursive relations.

This study hopes to explore the perspectives and performances of university departmental leaders' leadership in a research-led Malaysian university after the implementation of the new higher education policy from 2015. The findings from middle leaders of various academic disciplines are hope to shed light on how these leaders cope challenging situations and transform their experiences into an effective leadership learning journey. Their leadership needs will be highlighted through their self-reflections. Self-reflections of middle leaders can help to distinguish their strengths and weaknesses as leaders. The dichotomy between actions and thoughts can help university departmental leaders to understand themselves and how they interrelate with others from a relational perspective.

3F

Tintern | Session 3F | 15.45-16.45

The power of learning: power differentials, marketisation and the student experience in higher education (0006)

Eloise Symonds: Lancaster University, UK

This presentation reports on a PhD project that critically examines the tension between power relations, market alignments and the overall student experience in UK universities.

The higher education sector in the UK is, and has been for a while, aligning itself with the market. With government policy steered towards bridging the gap between the higher education sector and the market sector, the relationships that constitute the social reality of the student at university are being redefined (Sabri, 2011; Williams, 2013). Specifically, the relations of power between students and university actors are being remodelled. These relationships of power are critical not only for the everyday practice within the university, but also, and more importantly, for the student experience to be a successful one.

In this presentation, I will explore the multiple strands of power that run throughout the social reality of the university, the ways in which they position students in certain subjectivities and their influence on the experience of the student. I will then move on to consider the ways in which these powers are constituted and maintained through discourse. Foucault understood discourse to be critical in shaping, influencing and, in some cases, controlling a person's thoughts and actions (Foucault, 2002), which is critical in considering the relationship between power and marketised discourse for the experience of the student in universities.

This paper presents preliminary results of an ongoing project that uses a mixed method approach in a comparative study of two UK universities. The project incorporates semi-structured interviews, observational data, public access data and critical discourse studies (CDS). Considering that discourse as social practice can produce significant impacts on ideology and help to produce or reproduce unequal power relations (Fairclough, Mulderrig and Wodak, 2011), critical discourse studies is an appropriate way in which to examine the relationship between power and marketisation for the social reality of the student in higher education.

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3F

Tintern | Session 3F | 15.45-16.45

Incentivising Humanities and Social Sciences international publications: the changing landscape in Chinese research universities (0104)**Xin Xu:** University of Oxford, UK

International publications, since their numbers and subsequent citations have been used as essential factors to determine university rankings and institutional funding (Hazelkorn, 2015), have been considered as an essential indicator of the level of internationalisation. Under the national discourse of establishing “world-class universities” and internationalising Humanities and Social Sciences (HSS) research, an increasing number of Chinese research universities are encouraging HSS academics to publish in international journals, particularly, in those journals indexed by the Social Sciences Citation Index (SSCI) and the Arts and Humanities Citation Index (A&HCI). More and more universities tend to provide higher bonuses for international publications than domestic ones, and associate international publications with higher prestige in job recruitment and career promotion.

Although some current literature offers discussions about the potential influence such phenomena through logical reasoning, no research has been found to investigate the scale and structure of the incentives.

This presentation aims to offer an overall picture of the incentives for HSS international publications in Chinese research universities. It draws on documentary analyses of national and institutional incentive documents, bibliometric studies of the publication trend of 6 case universities in China, and in-depth interviews with around 10 administrators and academics per each case university.

This presentation will discuss preliminary findings about the landscape of incentivising HSS international publications in China, explaining the rationale for incentivizing HSS international publications, interpreting the incentives’ relevance to national policies and global university rankings, depicting the scale and structure of incentives, and tracking the trajectories of incentives at different types of institutions. Such findings will form the foundation of understanding incentives for international publications in Chinese research universities, and the influence of such incentives on HSS academics will be further examined.

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3F

Tintern | Session 3F | 15.45-16.45

"Academic structure, science and 'impact': A sociological analysis of the research underpinning REF 2014 Impact Case Studies" (0038)**Eliel Cohen:** University of Sheffield, UK

This paper presents interim findings on an investigation into the relationship between ‘academic structure’ and ‘knowledge functions’ (Gumpert & Snyderman, 2002).

Universities are institutions whose roles are performed, and aims achieved, through the pursuit of knowledge (Clark, 1983) - whether that be through scholarship, advanced instruction, professional development, or cutting-edge research. Over time, the pursuit of knowledge advances, specialisms narrow, and societal demands for knowledge increase and diversify, including the demand that academic research yield demonstrable benefits to society. The impact agenda, institutionalised in the Impact element of the UK’s Research Excellence Framework (REF), denotes a set of policy/governance measures which aim to promote values of use over values of science, partly by promoting the replacement of traditional disciplinary modes of research by interdisciplinary or transdisciplinary modes, for which ‘impact’ is a major goal and criterion for evaluation (Martin, 2011; McNie, Parris & Sarewitz, 2016). Meanwhile, universities strive to maintain their autonomy, as well as their societal relevance and legitimacy.

In response to their diverse aims and demands, universities’ organisational dimensions tend to expand. For example, new sub-disciplinary or inter-disciplinary fields or problem-focused research groups are organised in new centres or departments, and new positions and offices arise to link universities to external actors.

Emphasising the context generated by the impact agenda, I analyse (i) the Impact Case Studies submitted to the REF 2014 in disciplinary areas related to science, technology, engineering and mathematics, (ii) the

academic articles and other outputs (patents, products, services etc.) which underpinned this impact, and (iii) the institutional context in which the research was conducted. The analysis aims to capture the multi-dimensionality of academic knowledge production, through which the interactions of the multiple missions (teaching, research, impact), multiple actors (faculty, students, 'brokers', users), multiple sectors (public, private, charitable) and multiple activities (research, learning, dissemination, transfer, evaluation) are constantly configured and reconfigured in order to drive and sustain different stages along the research-impact trajectory.

The study will: identify 'good' practice; consider the extent to which the impact agenda has become embedded in the activities of universities' knowledge functions; and reveal potential challenges the impact agenda poses for other academic missions.

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3G

Usk | Session 3G | 15.45-16.45

Towards a rhythmic analysis of the competitive, accelerated academy: key concepts and methods. (0067)

Fadia Dakka: Birmingham City University, UK

"Rhythmanalysis does not start from the 'cultural' or the 'political', rather it looks at the concrete social relations and exchanges exercised by the timing-spacing practises of social agents" (Thrift, 2007). Relying on Lefebvre's conceptualisation of rhythm as a philosophical orientation and as an experimental methodology for cultural-historical research, this paper seeks to explore, capture and understand the conjunctural shift of the contemporary, neoliberal university.

The Lefebvrian methodological categories of repetition and difference, discovery and creation, cyclical and linear (production), polyrhythmia, eurhythmia and arrhythmia will be critically explored and heuristically applied to grasp the everyday life (the rhythmic assemblages) of the university. It will be argued that teaching, learning and occupying/living the HE space are quintessentially rhythmic activities. Yet so are the pressing governmental demands to align the university's mission, values and purposes with the imperatives of capital accumulation. The clash of opposing rhythms produces the pathological state of arrhythmia. By highlighting arrhythmic malfunctioning in the perception and material reproduction of teaching, learning and living within and for -or in spite of- HE, this paper will accomplish two missions: it will test the strength of the rhythmanalytical project as a method to harness the rich complexity of these articulations in their simultaneity: the experience of teaching and learning -and attendant processes of knowledge co-creation- cannot be disentangled from the temporal and spatial dimensions from which they emerge, nor understood without considering the perceptual idiosyncrasies and connotations of the material relations that they produce.

Finally, it will argue in favour of a political use of rhythmanalysis: one that will address Boltanski and Thévenot's call for a sociology of critical capacity (1999) by promoting internal critique as a necessary condition to change the social and institutional conventions that enable pathological reproductions within the university.

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3G

Usk | Session 3G | 15.45-16.45

Ethical challenges when conducting fieldwork abroad: reflections from a multinational and multilingual study about higher education in Latin America. (0089)

Aliandra Lazzari Barlete: University of Cambridge, UK

Conducting a research project involves more than grappling with complex theoretical constructs and methodological choices. The researcher's relationship with the object of study, his or her cultural biases and positioning, as well as the tools and skills available to manage data collection, must also be considered. These are all part of the ethical challenges surrounding the study, which also impact on its development and direction. This presentation will provide a critical analysis of challenges and lessons learned during two stages of data collection in a doctoral study on higher education in Latin America. By looking at the case of the Mercosur – the Common Market of the South [America] – as a cultural, political and economic region, the study aims to analyse the place, players, shape, and nature of the outcomes of higher education as a sector within the regional agreement. The research has been conducted in five countries (Argentina, Brazil, Chile, Paraguay and Uruguay), in three languages (English, Spanish and Portuguese) and in two stages: first, a pilot study in June-July 2016 followed by the main fieldwork during March-June 2017. Aspects such as positioning, membership as an insider/outsider, cultural bias, and the challenge of using different languages will be discussed.

3G

Usk | Session 3G | 15.45-16.45

Exploring the balance within blended and online learning design: How to pick the right tool for the job (0103)

Suzanne Stone: Dublin City University, Ireland

Introduction

Many academics adopted the synchronous online classroom (virtual classroom) as a key component of their blended learning programmes when the tool initially became available at Dublin City University in 2004. Given the level of advancement in technology enhanced learning tools and the research and development around digital pedagogy in the interim, a review of the use of the synchronous online classroom within the context of individual programmes is of obvious benefit. My role as Learning Designer involves supporting staff to integrate technology enhanced learning tools into their teaching and learning practice, but also to assess these tools based around their learning outcomes and pedagogical approach. This paper is a case study focusing on assessing the application of the synchronous online classroom tool in a blended learning programme within the School of Inclusive and Special Education at Dublin City University. The study will refer to the literature in learning design (Conole, 2015; JISC, 2016) and the affordances of synchronous online classroom tools (Palloff & Pratt, 2013, Falloon, 2011). It is hoped that the study will contribute to the literature around learning design and the affordances of the synchronous online classroom.

Research Question

How to assess the affordances of the synchronous online classroom in the context of learning outcomes and pedagogical approaches.

Methodology

The study will used mixed methods approach to include the following:

Content analysis of lecture recordings

Learning analytics from the Virtual Learning Environment

Reflections of staff collected from a workshop process exploring the affordances of the the synchronous online classroom guided by principles of learning design with particular reference to the 7Cs of Learning Design (Conole, 2015).

Data

The content analysis of the lecture recordings is complete and the workshop and reflection process with staff is scheduled to happen in early July. The examination of learning analytics of the online element of the course will happen in August and so it is intended to present findings at the conference in December.

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POSTERS

Severv Suite 2&3 | Tuesday 5 December: 15.00-15.45

nr1

'My mummy studies' – An investigation into the effects of higher education study on family life. (0051)

Louise Webber: Plymouth University, UK

Previous research has highlighted the effects of Higher Education studies on family life (Brown and Watson, 2017; Wellington and Sikes, 2006). A mother's studies can benefit a child financially in terms of a woman's career opportunities, educationally as their aspirations and opportunities are raised and emotionally through benefiting from having a more confident mother (Webber, 2017). In spite of this, mothers experience guilt (Brooks, 2015) over their reduced time with their family and worry about how their studies affect their children. However, these research findings are typically based on the woman's perspective rather than the child's.

This poster will be based on qualitative research methods focusing on children's experiences of having a mother who studies. A narrative line of inquiry was used to uncover the stories of a small group of children and their mothers. The women students were selected from a range of undergraduate and post graduate programmes. Data was constructed using drawings and focused interviews with children aged 5-11 years.

These findings will be useful within the Higher Education sector because it focuses on an area that has been under researched recently, using qualitative methods to magnify the child's voice, thus illuminating a topic that is relevant to both mature women students and Higher Education staff.

References

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nr2

New Direction for the Assessment of Learning Outcomes in Japanese Universities: focusing on the combination of the direct and indirect measures (0052)

Toru Hayashi: Yamaguchi University, Japan

Background

Main Topics around Educational Development in Japanese universities:

Our Research Project has completed the comparative survey of Educational Development between Japan and US from 2014 to 2016. We could get around 50% responses from all Japanese universities. Comparing with US survey data, we found the some features around Educational Development in Japanese Universities. Most of Japanese Universities are eager to introduce active learning and reform curriculum and course based on educational policy. On the other hand, some of American Universities take good care of individual teaching consultation and web-based instructional resources.

New Direction for the Assessment of Learning Outcomes in Japanese Universities

We have not presented a useful evidence for educational effects of active learning yet. Therefore, we are very interested in developing the combination of direct and indirect measures for authentic assessment. We have some approaches for the assessment of learning outcomes. Firstly, there is a dimension of direct and indirect assessment such as test, assignment, rubrics and course evaluation. Secondly, there is a dimension of course, program and institution.

Outline and Purpose of Educational Development Project in Yamaguchi University

Assessment Model combined direct and indirect measures:

Yamaguchi University has proceeded on the Japanese governmental 6-year project, Acceleration Program of Education Rebuilding from 2015 to 2020. Our main objective is to provide a maximum support to the improvement of Active learning & Visualization of learning outcomes.

We try to measure the competency gain related to the experience of active learning, the achievement of Diploma Policy related to student self-directed learning.

Through such some case studies, we will suggest the assessment model combined direct and indirect measures and be close to the authentic assessment for student learning.

References

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Beach, A. Sorcinelli, M.D., Austin, A., Rivard, J. (2016). Faculty development in the age of evidence. Sterling, VA: Stylus Publishing, LLC.

nr3

Does internationalisation of Higher Education result in fostering global citizenship - an analysis of the relationship between both phenomena in four case studies. (0063)

Monika Kraska: University College London, Institute of Education, UK

My presentation/poster will introduce the audience to discussions about global citizenship and internationalisation in higher education and explore the relationship between the two phenomena. They are of increasing importance for today's universities, which is demonstrated through a proliferation of research, publications and discussions in the last fifteen years.

The discourses around internationalisation and global citizenship in higher education often overlap and the latter tends to be viewed as part of the former. This relationship has been inter-related by various researchers (Leask, 2013, p. 3). For example, Gacel-Avila (2005) claims for internationalisation to be the new paradigm for global citizenry and Yemini (2015) proposes a new definition of internationalisation, which links it with global citizenship, arguing that both terms are not mutually exclusive but inter-related. Taking the popular definition by Knight (2008, 2012) further, Yemini argues that internationalisation is "a process of encouraging integration of multicultural, multilingual, and global dimensions within the education system, with the aim of instilling in learners a sense of global citizenship" (Yemini 2015, p. 21). Internationalisation and global citizenship are therefore inter-related and conceptually overlap in the need to adopt international, intercultural (multicultural, multilingual) and global perspectives in one's understanding of the world, which can lead to a change in one's attitudes (purpose, functions) and behaviours (delivery). However, questions arise about the nature of the relationship between internationalisation and global citizenship in practice. A direct and close look through empirical research is the focus of my presentation

I adopt qualitative approach to research. I will present findings from my empirical research and share my reflective analysis in the form of case studies of four universities in four countries: Brazil, Poland, UK and USA. I used documents analysis, semi-structured interviews with university officials involved in international activities and conducted a physical campus audit.

My key findings so far include distinguishing connections and disconnections between conceptualisations and interpretations of internationalisation and global citizenship in my case university discourses. They stem from "three major discursive configurations identified in the literature of higher education: neoliberal, liberal and critical". The neoliberal is linked to employability agenda and vocationalisation processes; the liberal relates to cosmopolitan traditions and the critical to postcolonial and feminist interpretations. These three lenses are useful in looking at where internationalisation and global citizenship connect and disconnect.

The disconnections occur when university official messages around the internationalisation agenda and staff interpretations are confused because both phenomena are viewed through different lenses. It is also important to say that the three rationales and ideological interpretations coexist within a university and influence, to varying degrees, its mission, vision, strategy and actions.

nr4

Creating a Sense of Community: Networking more than 'Meet and Greet' (0082)

Ruth Heames, Krija Thurairajasingam: Coventry University, UK

A sense of community for postgraduate students enriches their educational experience and offers them insights beyond their own perspective.

An on-line survey was utilised for capturing students' perspectives of their early engagement in their student journey. The survey comprised statements to elicit quantitative and qualitative data with space for commentary, particular experience(s) and suggestions for future developments. A strong theme to emerge was that of connectedness. Meeting peers from within and across courses was considered imperative to engagement and settling into University life.

From the outcome of the project the concept of networking, considered transactional and transformational, potentially mapped well with the desire for connectedness which participants expressed. Viewed differently through the lens of each generation (Phillips 2017) the value of networking now is that it creates opportunities for participation, collaboration and connections for new experiences and insights.

Steele, Shackel and Bell (2013:3) argue that networking creates 'an alternative space and relationships for learning, socialisation and identity formation'. Postgraduate students have a broad range of experiences and therefore potentially an extensive resource to share with each other. Ford and Mouzas (2013) suggest networking to be at the core of management in the business landscape. With our strong emphasis on preparing for employment in a global professional context, our opportunities for networking have a two-fold purpose; connectedness and a foundation for personal portfolio building.

A series of networking events have been organised to foster a sense of community. Bringing students together in an informal networking context, to listen to, share with and learn from each other, has facilitated a postgraduate community. Postgraduate student ambassadors are key facilitators of the events; hosting, introducing and connecting participants, facilitating discussions and sharing their experiences of University student life. This nurtures their person-to-person skills; communication skills in a real-world context, interactive skills in a social space and builds their confidence. Ambassadors have been at the heart of creating a sense of community.

The campus is culturally diverse and provides 'a window on the world' (Leask 2009:219); the networking has become a rich opportunity for students to connect, belong and become a community of learners from a global context.

References

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Phillips, D. (2017) 'Power of Networking in Today's Business World'. *JPM* 21-23.

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nr5

The Trend in American Higher Education's Accommodations of Transgender Students (0096)**Steven Zantingh:** Taylor University, USA

"Transgender is a term for people whose gender identity, expression, or behavior is different from those typically associated with their assigned sex at birth" (Grant, Mottet, & Tanis, 2011). According to research conducted by the National Center for Transgender Equality, Transgender individuals on average, begin to identify or transition at the age of 18.

This age marker coincides with the possible enrolment in a college or university. It is during these first few years of transitioning that a transgender individual needs support, in terms of personal safety, belonging, and physical and mental health (Newhouse, 2013). In a recent study, Grossman and D'Augelli report that Transgender youth have the highest suicide rates in the LGBT community. Nearly one-half of the transgender participants in this study have attempted suicide (2007).

It is important for Higher Education institutions to respond this study. Many institutions are already providing resources for transgender students. The trend in these accommodations take the form of non-discrimination policies, health care options, trans-inclusive facilities, and removing the binary rhetoric. By understanding the trend of institutions accommodating transgender students, one can learn the current best practices for supporting transgender students. This presentation seeks to inform student affairs professional, not only of the need for such accommodations but also the best practices and limitations in supporting this population of students.

Resources

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nr6

Symposium outcomes and next steps: The development of Algerian higher education – opportunities for International scientific cooperation by the case of Algeria-Germany and the role of the diaspora (0099)**Leonie Schoelen:** Université Paris Descartes, France, Johannes Gutenberg-Universität, Germany

The presentation will synthesise the outcomes of the symposium "The development of Algerian higher education: opportunities for International scientific cooperation by the case of Algeria-Germany and the role of the diaspora" which will be organised by the author in Bonn, Germany, in November 2017. It will feature four distinguished experts as key note speakers, a Professor from Georgetown University, USA, one representative of the Algerian academic diaspora in France, one representative of an Algerian Social Science Research Institute and one representative from the German Academic Exchange Service (DAAD).

In today's globalised world, one of the most pressing international issues is knowledge transfer, which has often resulted in brain drain, and is thus directly connected with the development of education and academia. It is little known that, historically - rather than present-day's still dominating North-South transfer – there was a South-North movement during the European Dark Age in early medieval times, led by scholars in and originating from, among others, what are today countries in the Maghreb region. Indeed, there is evidence that those academicians ultimately triggered the Western Renaissance. Consequently, there is a need to learn from the past, and, by doing so, arrive at a more balanced cooperation on an equal footing. Higher education partnerships and scientific collaboration are in a position to facilitate this positive tendency by means of interculturality - not least an essential element in sustaining peace. In the context of recent immigration from the Middle East and the African continent to Europe and Germany in particular, the issue of migrants' (continuing) education has been set high on the agenda of Germany's national higher education policies and on the individual university level. However, there is widespread uncertainty on how to integrate existing good practices as there is a lack of knowledge about the past, present state and trends of higher education

systems as in the case of Algeria. The symposium is being organized to counteract this gap identified by highlighting best practices and exploring which conditions need to be established for further development.

The contribution may also be presented in the form of a poster.

Resources

Bayart, Jean François, Bertrand, Romain 2006, 'De quel 'legs' colonial parle-t-on?', *Esprit*, December, pp. 134-160. Available from: http://www.diplomatie.gouv.fr/fr/IMG/pdf/0901_Bayart-Bertrand-fr.rtf.pdf [4 January 2016].

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Saad, Mohammed, Zawdie, Girma, Malairaja, Chandra, 2008, 'The triple helix strategy for universities in developing countries: the experiences in Malaysia and Algeria', *Science & Public Policy (SPP)*, vol. 35 (6), pp. 431-443.

nr7

Who expects to benefit the most from going to university? Exploring financial beliefs of young men and women (0058)

Kristina Gruzdeva: University of Birmingham, UK

In order to achieve the goal of improved labour market prospects for graduates, we should have an understanding of young people's financial beliefs in relation to their participation in higher education (HE). While women are still disadvantaged in the labour market, as they earn less and are more likely to be involved in 'non-traditional' forms of working, if they go to university they experience a significant reduction in the gender-earning gap (Chevalier, 2006) Therefore, with more women than men studying for a degree in England, it is increasingly important to know what expectations children have about the labour market implications of deciding to go to university.

This research focused on 16-17 year old students in their first year of study for Advanced-level qualifications. We examined patterns in students' beliefs about the size of the graduate premium and their confidence in these beliefs. Although girls ought to expect a higher graduate premium (O'Leary and Sloane, 2011), we find that girls expect a lower graduate premium than boys. We also find that boys tend to be more confident in their expectations and place more value on the financial implications of their educational choices. Our results contribute to the growing literature on the confidence gap between men and women (Reuben et al., 2015) and can be used to inform HE policy aimed at developing a culture of informed decision-making.

Resources

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REUBEN, E., WISWALL, M. & ZAFAR, B. 2015. Preferences and Biases in Educational Choices and Labour Market Expectations: Shrinking the Black Box of Gender. *The Economic Journal* [Online]. Available: <http://onlinelibrary.wiley.com/doi/10.1111/eoj.12350/full>.

nr8

The financial factors associated with high and low wellbeing in undergraduate students: An institutional case study (0009)

Jessica Benson-Eggleton: Queen Mary University of London, UK

This paper examines the relationship between a student's mental wellbeing and their financial circumstances. In England, successive governments have adopted a strategy of shifting the cost of university study from the state to the individual in the form income-contingent loans, as a means of increasing participation in higher education - particularly among young people from disadvantaged backgrounds. In recent years, some have attributed the significant rise in the number of students accessing university mental health services to

increased pressure resulting from the higher tuition fees introduced in 2012. Drawing data from a large-scale questionnaire of undergraduate students at a London-based Russell Group institution (n=1171), this paper explores the interaction between financial factors such as part-time work, debt, bursary receipt and parental contribution, and a student's score on a validated scale of mental wellbeing.

Taking this further, it explores the relationship between a student's wellbeing score and the degree to which they feel that their financial situation has impacted their university experience. Two main research questions will be addressed: which financial circumstances are associated with high and low mental wellbeing in students, and what role does a student's perception of their financial circumstances play in their wellbeing? This paper finds that, compared to students in the top 20% of wellbeing scores (Q5), students in the bottom 20% of wellbeing scores (Q1) were more likely to be in receipt of a bursary, less likely to receive parental financial support and less likely to have £0 personal debt. No association was found between wellbeing and hours worked, however Q1 students were significantly more likely to perceive part-time work to have had a negative impact on their university experience. Q1 students were also considerably more likely to worry about meeting basic living costs and to feel that money worries have impacted their ability to study, and less likely to feel that they have enough money to participate in all aspects of university that they want to.



The Relationship of Tuition Discounting and Student Loan Debt at Faith-based Institutions (0056)

Alana Dean: Taylor University, USA

Tuition discounting and student loan debt are two topics in United States higher education of growing concern among practitioners and the public. The influence and direct impact of these financial elements affect the overall cost of college and how students pay for their education. Bringing both concepts together, the purpose of this study is to explore the relationship shared by tuition discounting and student loan debt at faith-based institutions in the United States. In particular, tuition discounting is the practice of a college or university to provide non-repayable, institutionally funded grants to students in order to offset the published tuition price allowing some students to pay less than full tuition (Allan, 1999; Baum & Ma, 2010; Browning, 2013; Hillman, 2012; Rine, 2016).

Student loan debt is then a financial aid resource provided to students through both public and private sources. Unlike tuition discounting, students using loans to aid in paying for college are expected to repay the original borrowed amount (Hershbein & Hollenbeck, 2015).

Currently, existing research focuses on tuition discounting at an institutional level and student debt from a student-centric perspective. However, research has yet to explore whether a correlation between these two variables exists. Due to the widespread institutional reliance on tuition discounting and an increase of student debt, further research of this topic will not only yield awareness, but also provide suggestions for further practice.

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nr10 **Equal Opportunity? Understanding the Stratification of Opportunities to enter the Solicitors' Profession in England and Wales (0022)**

Caroline Casey: University of York, UK

The research explores the stratification of opportunities to enter the Solicitors' profession in England and Wales, looking at the various routes into law and how these are understood, experienced and negotiated by those from different backgrounds. This is a qualitative study involving 32 participants and semi-structured interviews. The sample is drawn from law students and apprentice solicitors, stratified by location and institutional status. The research considers the role of reproduction of privilege and inequality of opportunity, using a Bourdieusian perspective to explore the motivations of participants in following a chosen pathway into law.

References

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nr11 **Wide Roads and Tightropes: Navigating balance and expectation for effective partnerships in community based learning and research. (0076)**

Shelli Ann Garland: Trinity College Dublin, Ireland

In this paper, I aim to explore how Civic Engagement (CE) and Community Based Learning and Research (CBLR) can nurture balanced, effective, collaborative relationships between engaged students, Higher Education Institutions (HEIs), and community organizations that achieves expectations and inspires enduring learning. Through a critical analysis of the literature, my focus is to examine the evidence whether these relationships can enhance and promote lifelong and transformative education and foster a sense of investment in the community by the student as well as the community's sense of inclusion within the HEI.

A US study of students at over 200 institutions from their first year in college to six years after graduation, demonstrated that community based learning contributes to long-term student community involvement (Astin et al. 2006). According to Stelljes (2014), striking a balance between facilitating student volunteer opportunities, CE, and fostering the virtues of civility, reasoned deliberation, and a commitment to the common good is a concern for HEIs. Stelljes proposes that a college be "so bold as to remain wholly dedicated to its civic mission - to really prepare students to be dedicated civic leaders, equipped with skill sets to engage in thoughtful dialogue across differences, with compromise the shared goal and solutions the standard". This paper will examine these claims considering the 'standard'.

Recent studies determined that CBLR, and CE collaborations between students, HEIs, and surrounding communities engages students more deeply than traditional classroom learning, and encourages civic scholarship in a more practical setting. Community-based learning (CBL) "promotes student attainment of knowledge, values, skills and attitudes associated with CE through a structured academic experience within the community. It aims to bring reciprocal benefits to both the students and the community, and the sharing of knowledge across community-university boundaries" (McIlrath, Lyons and Munck 2012).

Transformative, lifelong learning are processes of personal transformation through self-awareness, critical reflection, and the ability to reason, and the desire to always be learning and growing. This ongoing pursuit of knowledge is vital for lifelong learners to stay engaged and active in their community. Could the triad of CE, CBL, and CBR, as a formal pedagogy, potentially rejuvenate the civic-minded university and encourage all involved to continually invest in transformative, lifelong learning?

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nr12 **International masters-level student perspective of developing employability (0041)**

Omolabake Fakunle: University of Edinburgh, UK

In general, definitions of employability refer to the knowledge and skills which contribute to the ability of an individual to obtain or retain employment after graduation, bearing in mind that this could be subject to the prevailing economic climate. Students, educators, administrators, policymakers and employers are therefore stakeholders in employability, in the society where the provision of employability development opportunities has become a visible aspect of delivering higher education in the 21st century. Yet, there are limited studies of student perspectives on employability, with a few available studies focusing on undergraduate student perception (Tymon, 2013). As undergraduates in the UK are mostly home students, arguably, these studies are not representative of the views of international students or masters-level/PGT students.

Fulltime non-EU masters-level students represent the largest proportion (59.1%) of the UK PGT population compared to their fellow PGT students from the UK (28.8%) and from the EU (12.1%) (HESA, 2017). Considering that large scale surveys report that employability is a key motivation for study abroad (Hobsons, 2015), the limited research on international student employability in the UK context (Huang, Turner & Chen, 2014) makes an important contribution to the field, but they focus on a single cohort out of the broad range of international students. The study reported in this paper makes a timely contribution to the literature as it explores how non-EU masters-level student perceive they develop their employability.

In total, 36 one-on-one semi-structured interviews were conducted with non-EU masters-level students from 11 countries at two time spots (at the end of the first and the second semesters) during their one-year study in the UK. Each interview was audio recorded and fully transcribed. Using thematic analysis, the study followed the process of developing codes, themes and categories in making interpretations from the data. The findings from the study corroborate with large-scale studies linking employability to applicants' motivation for studying abroad. The study, however, goes further to examine in-depth masters-level student perception of developing their employability during their study abroad, and this provides insight into the extent to which they perceive key contributing factors related to their programme of study and extra-curricular activities as having an impact on their experience, and their future employability.

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Tymon, A. (2013) The student perspective on employability. *Studies in Higher Education*, 38(6), 841-856.

nr13 **Fostering Independent Learning in Higher Education. A Case of Studio-based subject (0007)**

Duaa Al Maani: Cardiff University, UK

Tutors are responsible of introducing independent learning to their students, taking into account the specific characteristics of the discipline being taught. However, it is not always clear how independent learning works in practice, or what are the challenges that face students toward being independent learners.

Another major issue in independent learning research concerned the inconsistency in terminology, even at institutional level. There appears to be a paucity of research on what is currently meant by independent learning within the UK university sector.

This research is intended to explore students' perceptions towards transitions into independent learning by contrasting the performance of students who differed in their ability to be independent. Rather than attempting to impose a definition, barriers, and tools of independent learning from the research literature, the purpose of this research is to learn how these students came to understand and describe their experiences with learning transition through their first year in architecture.

The research methodology is consisted of two phases. The first phase is the preliminary study. Both a questionnaire, The Brief Measure of Autonomy Learning (Macaskill and Taylor, 2010), and focus group interviews are decided to survey architecture students at the end of their first-year program so they could reflect on their overall first-year experience. This preliminary investigation is necessary to identify students with different abilities toward independent learning, and accordingly choosing representative participants for the next phase.

In the second phase, which we will call the diary study, we will request the participants to keep a chronologically organized diary of independent learning activities. A diary here is, a reflective report, written weekly at the end of school week by students, which include a collection of qualitative data about their independent learning activities with whom they interact. In this way are asking the students to take part in the research as observers as well as participants. Accordingly, students writing diaries will provide us an insider's point of view, an emic perspective of the research problem. A diary is also an opportunity to see student's ordered thoughts, how he/she can relate the new material of learning to his existing knowledge or experience and how he/she is making sense of a situation or of information.

This poster, which is a part of an ongoing PhD Research which seeks to remedy the issues related to the transition towards independent learning in general, and in architectural education in particular. It also identifies barriers and challenges of Independent learning in one particular subject, and proposes tools that may cover all aspects of learning independently

Our argument is that understanding the ways in which students' experience independent learning are important to develop teaching in order to develop students' personal thinking and learning.

nr14 Academic structure, science and 'impact': A sociological analysis of the research underpinning REF 2014 Impact Case Studies (0037)

Elie Cohen: University of Sheffield, UK

Universities are institutions whose roles are performed, and aims achieved, through the pursuit of knowledge (Clark, 1983) - whether that be through the preservation of traditional knowledge through scholarship, advanced instruction of graduates, certification and professional development, or (of most relevance here) cutting-edge research.

Over time, the pursuit of knowledge advances, specialisms narrow, and societal demands for knowledge increase and diversify, including the demand that academic research yield demonstrable benefits to society. The impact agenda, institutionalised in the Impact element of the UK's Research Excellence Framework (REF), denotes a set of policy/governance measures which aim to promote values of use over values of science, partly by promoting the replacement of traditional disciplinary modes of research by interdisciplinary or transdisciplinary modes, for which 'impact' is a major goal and criterion for evaluation (Martin, 2011; McNie, Parris & Sarewitz, 2016).

Meanwhile, universities strive to maintain their autonomy, as well as their societal relevance and legitimacy. In response to their diverse aims and demands, their organisational dimensions tend to expand. For example, new sub-disciplinary or inter-disciplinary fields or problem-focused research groups are organised in new centres or departments, and new positions and offices for knowledge exchange and technology transfer arise in order to link universities to external stakeholders, partners and users.

This research contributes to understanding of the relationship between 'academic structure' and 'knowledge functions' (Gumport & Snyderman, 2002), that is, between the aims and roles of academic research, and the organisational settings in which it takes place. More specifically, I explore academic structure in the context of the impact agenda by analysing the research which underpinned Impact Case Studies submitted to the Research Excellence Framework (REF) 2014 in disciplinary areas related to science, technology, engineering and mathematics. The poster's focus on 'academic structure' allows us to visualise the complexity and multi-dimensionality of academic knowledge production, through which the interactions of the multiple missions (teaching, research, impact), multiple actors (faculty, students, 'brokers', users), multiple sectors

(public, private, charitable) and multiple activities (research, learning, dissemination, transfer, evaluation) are constantly configured and reconfigured in order to drive and sustain different stages along the research-impact trajectory.

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MENTORING CONVERSATIONS

Breakout Rooms | Tuesday 17.00-17.45

We draw the formal part of the Newer Researcher Conference to a close with a series of 'Mentoring Conversations' at which experienced research academics from a range of backgrounds and interests will host a conversation with small groups of NR delegates.

These mentoring sessions offer a valuable and often rare opportunity for delegates to meet with senior scholars in an informal setting, in which they can explore thoughts and ideas on planning a research career, how to approach building your research profile, developing your publications portfolio, applying for research funding and how to engage with mentors and in mentoring activity.

Other topics for discussion will flow naturally in the conversations from delegates' questions and inputs on their own experiences.

We understand how many challenges and obstacles there are for newer researchers in forging an academic research career. Knowing that others have faced similar concerns in their career paths and have found ways to deal with them is both reassuring and supportive.

These 'Conversations' are a space to draw not just on the knowledge and experiences of research academics but also to hear from other newer researchers on how they are finding their way forward and the solutions and strategies they have discovered.

There will be six parallel Mentoring Conversations facilitated by our guest mentors and each will follow the same general format. In order to have groups of a similar size across the six sessions delegates will be allocated to a group in advance and details of the groups formed will be included in your delegate information provided on registration at the Conference.

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SRHE NEWER RESEARCHERS NETWORK CONVENORS

Biographies

Dr Mark John Patrick Kerrigan, Conference Chair, is the Director of Learning & Teaching for Anglia Ruskin University in the Faculty of Medical Science. He is a National Teaching Fellow (NTF), Principal Fellow of the HEA (PFHEA) and University Teaching Fellow (UTF). He is responsible for fostering excellence in teaching learning and assessment, the design and implementation of strategies to enrich the staff/student experience and has a strong interest in mobile & technology enhanced learning. His other research interests include students as partners and digital literacy. Prior to accepting a position at Anglia Ruskin, he worked for the University of Greenwich in the Educational Development Unit and was a programme leader and Teaching Fellow for the University of Westminster. He is a founding member of the Jisc national Students as Change Agents Network. He developed MapMyProgramme, an open-source tool to support the holistic design of assessment, and was awarded a prize by ALT-C/Google for this work. As an experienced PhD supervisor, programme and module leader in Medical Science, Mark's publications and areas of expertise span science and education. Mark is a Co-Convenor for the Society of Research into Higher Education, Newer Researchers' Network and co-managing editor for the: *The Journal of Educational Innovation, Partnership and Change*.

Dr Saranne Weller, Dr Saranne Weller is Director of the new Centre for Research Informed Teaching at London South Bank University. She has previously held a number of roles including Associate Dean Learning, Teaching and Enhancement at the University of the Arts London and Assistant Director (Accredited Programmes) and Senior Lecturer in Higher Education at King's College London. Her research interests include the role of students in pedagogic research, development and teaching quality. She is the author of *Academic Practice: Developing as a Professional in Higher Education*.

SRHE Newer Researchers Best Poster Competition

The submitted Posters will be evaluated by all conference participants and a panel of judges of senior academics

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Ms Helen Perkins, *Director SRHE*

Dr Mark Kerrigan, *University of Greenwich*

Dr Saranne Weller, *London South Bank University, UK*

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Dr Camille Kandiko Howson, *King's College London, UK*

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SRHE Newer Researchers Conference

4 December 2018

Coldra Court, Newport, South Wales, United Kingdom

10 December 2019

Coldra Court, Newport, South Wales, United Kingdom

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