

# The Changing Shape of Higher Education

## Can excellence and inclusion cohabit?

*Newer researcher perspectives*

### **SRHE Newer Researcher Conference**

4 December 2018

Coldra Court, Newport, Wales, UK

### **Conference Programme & Book of Abstracts**

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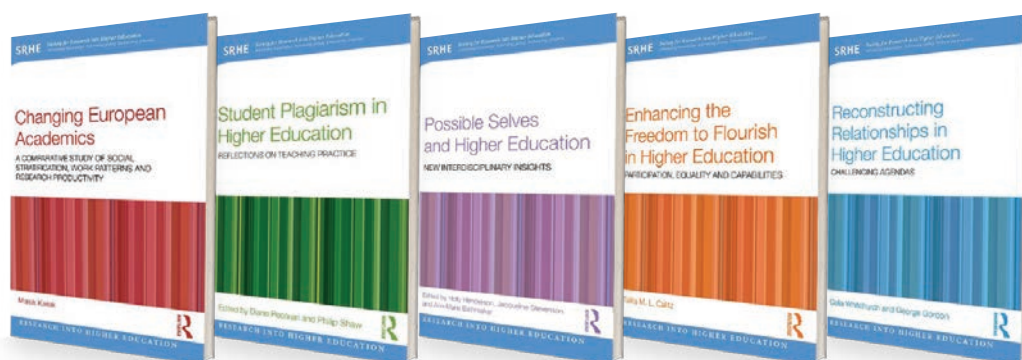
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## WELCOME LETTER FROM HELEN PERKINS, DIRECTOR SRHE

On behalf of the Society for Research into Higher Education, and everyone who has worked on developing and delivering the 2018 Newer Researchers (NR) 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 we 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 share with them your perspectives and interests so we can respond to these in our planning for 2019.

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 to wind down and relax with fellow delegates and the SRHE team. There is also a light informal supper for all delegates, whether you are staying over at Coldra Court or have the time to stay on a while on before starting your journey home.

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*

December 2018

## CONFERENCE INTRODUCTION FROM MARK KERRIGAN

SRHE Newer Researchers Network Convenor and Conference Chair

On behalf of SRHE and the Newer Researchers' Conference Organising Committee, we are delighted to welcome you to the Conference 2018.

It is my pleasure to welcome delegates from around the world who are joining us here at Newport, Wales. The Conference aims to provide a supportive, intellectually stimulating and 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 to help showcase the contribution that postgraduate and newer researchers make to the future of higher education research. I sincerely hope that the debates and contributions will extend beyond the conference via our series of seminars, webinars and other events which take place throughout next year.

This year we are pleased to be hosting Professor Rachel Brooks as our keynote speaker. Professor Brooks is Professor of Sociology and an Associate Dean at the University of Surrey. Professor Brooks' talk will be on: 'Higher education mobilities: a cross-national European comparison' and in her address, will critically explore student mobility drawing from 92 policy documents from six European nations. Professor Brooks will take the opportunity to discuss the implications of her findings for our understanding of higher education in Europe more generally.

We are pleased to announce that we will be showcasing poster presentations from many of you again this year, all of which will be judged for our Best Poster Prizes to be awarded at the end of the day.

I am pleased that so many of you will be presenting this year, ensuring that we have another busy and exciting schedule. I want to thank everyone who is contributing – whether that be a keynote, a poster or a paper. And a special thanks for those of you who volunteered as reviewers. The quality of the reviews were excellent, helping us to develop the conference structure. My thanks also to the LinkedIn Champions who hosted a number of excellent webinars this year and we hope to build on these in 2019.

Once again, we hope that you will find the conference thought-provoking and enjoyable and that you will continue to get involved with SRHE through future network events and annual conferences.



**Mark Kerrigan**, *SRHE Network Convenor*

## CONFERENCE PROGRAMME AT A GLANCE

Tuesday 4 December 2018

09.00-10.15	Registration and Networking	Coldra Court Reception Area
10.15-10.25	<b>Conference Welcome</b> Helen Perkins, SRHE Director <b>Conference Chair:</b> Dr Mark Kerrigan, <i>SRHE Network Convenor,</i> <i>Director of Learning, Teaching &amp; Enhancement, Plymouth College of Art</i> <i>HEA National Teaching Fellow (NTF)</i>	Severn Suite
10.25-11.00	<b>Introduction and Icebreaker</b> Dr Mark Kerrigan, <i>SRHE Network Convenor</i>	
11.00-11.45	<b>Keynote Address</b> <b>Higher education mobilities: a cross-national European comparison</b> Professor Rachel Brooks, <i>Professor of Sociology and Associate Dean, University of Surrey</i> <b>Chair:</b> Dr Mark Kerrigan	
12.00-13.00	<b>Paper Session 1: A – G</b>	Breakout Rooms
13.00-14.00	Lunch in the Rib Restaurant	Hotel Lobby
14.00-15.00	<b>Paper Session 2: A – G</b>	Breakout Rooms
15.00-15.45	Tea and Coffee Break <b>Poster Session</b>	Severn Foyer Severn Suite
16.00-17.00	<b>Paper Session 3: A – G</b>	Breakout Rooms
17.00-17.45	<b>Mentoring Conversation:</b> <b>Developing your research career and profile</b>  <b>A. Getting Published</b> Professor Rob Cuthbert, <i>University of the West of England</i>  <b>B. Starting Out: Having Impact, Getting Recognition, Research Funding, and Building Research Teams</b> Dr Sam Dent, <i>Nottingham Trent University</i>  <b>C. Fulfilling the Potential of your Doctoral Experience</b> Professor Pam Denicolo, <i>University of Surrey and University of Reading</i>  <b>D. Networking and forging global connections</b> Professor Didi Griffioen, <i>Amsterdam University of Applied Sciences</i>  <b>E. Building your online profile</b> Dr Mark Kerrigan, <i>Plymouth College of Art</i>  <b>F. Access, Equity and Diversity</b> Professor Jacqueline Stevenson, <i>Sheffield Hallam University</i>	Breakout Rooms
18.00-18.45	<b>Best Poster Award Drinks Reception</b>	Severn Suite
18.45 onwards	Informal Dinner (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 [#srhe2018](https://twitter.com/srhe73)

## KEYNOTE ADDRESS

Tuesday 11.00-11.45

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### **Higher education mobilities: a cross-national European comparison**

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**Professor Rachel Brooks**, *University of Surrey, UK*

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Within the extant literature on patterns of mobility of higher education students to and from Europe there is some recognition that these differ across geographical space – in relation to variations in national uptake of the European Union’s (EU) Erasmus scheme, for example. However, strong similarities are also often identified – about the way in which mobility is desired by students, higher education institutions and national governments, and how this is stimulated, in part, by various European initiatives such as the commitment to forging a European Higher Education Area. Moreover, while scholars have critiqued normative expectations of mobility – pointing out, for example, that not all students have the necessary social, cultural and economic resources to support a period of study abroad – there has been less critical focus on the way in which constructions of the ‘mobile student’ vary spatially. This paper draws on a dataset of 92 policy documents from six European nations to argue that, while some convergence is notable, particularly in relation to the ways in which student mobility is placed centre-stage within internationalisation strategies, key differences are also evident – with respect to: the scale of desired mobility; the characteristics of the imagined ‘mobile subject’; the extent to which social justice concerns are brought into play; and the prioritisation given to outward mobility. These raise important questions about the extent to which policy has converged across Europe and the alleged shift of European higher education systems towards an Anglo-American model.

It is hoped that the focus of the talk on comparative research on higher education will be of interest to the newer researchers’ community, while its engagement with European issues will be particularly relevant in the run-up to the UK leaving the EU.

### Biography



**Rachel Brooks** is Professor of Sociology and Associate Dean at the University of Surrey, an executive editor of the *British Journal of Sociology of Education* and a member of SRHE’s Governing Council. She has conducted research on a wide range of topics within the sociology of higher education, including international student mobility, transitions into and out of HE, and students’ political engagement. She is currently leading a large European Research Council-funded project (‘Eurostudents’), which is exploring the various ways higher education students are conceptualised within and across six European nations. She is also involved in a Department for Education-funded project on the outward mobility of UK students and a study of London ‘branch campuses’ of UK higher education institutions. Her most recent books are *Materialities and Mobilities in Education* (with Johanna Waters) and *Education and Society: Places, Policies, Processes*.



## CONFERENCE PROGRAMME IN FULL

4 December 2018

### 1A

Severn Suite | **Tuesday 12.00-13.00**

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***Decolonising my pedagogy: drawing on critical, anticolonial and feminist perspectives to challenge my learning of teaching. (0080)***

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**Zoë Leadley-Meade**, *London Southbank University, London, United Kingdom*

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When Audre Lorde states that 'The master's tools will never dismantle the master's house' (2018) she is calling on us to throw aside the tools of the old white fathers and create new tools, if we are to be successful in dismantling racist patriarchy in all its forms. In this paper I respond to this call from Lorde, by seeking out new tools with which to deconstruct education practices rooted in colonial traditions.

I reflect on my own attempts to search beyond the traditional canon of educational theory, largely dominated by White, European or North American Male writers, and engage with alternative theories as tools to critique my own pedagogy. I draw on critical, anticolonial and feminist perspectives of pedagogy to challenge my previous knowledge and understanding, and create new ways of thinking about teaching.

Writers such as Audre Lorde and bell hooks provide me with tools to confront the oppressive dominance of whiteness within the classroom and its restrictive impact on teaching and learning. The ongoing struggle to challenge the dominance of whiteness and colonial perspectives in education is further highlighted by recent student protests such as the Rhodes Must Fall campaign in the University of Cape Town, and in the open letter by Cambridge University student Lola Olufemi: 'Decolonising the English Faculty'. I consider the impact of these perspectives on shaping my own understanding of the need to decolonise education.

Writers such as Elizabeth Ellsworth and Sarah Amsler provide me with the tools to confront my own positionality as a white woman, in the context of teaching an ethnically diverse student body and the tensions that this creates within the classroom. They open up a space beyond critical pedagogy which problematises the application of theory in practice and the need to be conscious of our identities and privileges in relation to our students. The need to consider the implications of these tensions on our students is increasingly urgent, with the rising number of BAME students accessing higher education. I argue that if we desire to use education as the practice of freedom, we must decolonise our pedagogy, and in order to be successful in our aims, we must first challenge our learning of teaching.

Amsler, S. (2014) *Critical Pedagogy, Critical Theory and Critical Hope*, in: Stephen Cowden and Gurnham Singh (eds.) *Acts of Knowing: Critical Pedagogy in, Against and Beyond the University*. New York: Bloomsbury, pp193-208.

Ellsworth, E. (1989) *Why doesn't this feel empowering? Working through the repressive myths of critical pedagogy*, *Harvard Educational Review*, 59 (3), pp.297-324.

Hooks, b. (1994) *Teaching to transgress: Education as the practice of freedom*. New York: Routledge.

Lorde, Audre. (2018) *The master's tools will never dismantle the master's house*. UK: Penguin.

### 1A

Severn Suite | **Tuesday 12.00-13.00**

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***Student Learning Assessment based on three Educational Policies in Japanese Universities: focusing on Assessment Model connected with Curriculum Mapping (0087)***

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**Toru Hayashi**, *Yamaguchi University, Yamaguchi, Japan*

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The quality assurance system in Japanese Higher Education has continued its transition. Examples include the establishment of national universities incorporation and the introduction of certified evaluation and accreditation system, encouragement by the Ministry of Education to draw up three Educational Policies; Admission, Curriculum and Diploma policies, and a requirement that establish and pass an evaluation and accreditation process, ensuring attainment of a minimal requirement.

In 2017, it became mandatory for Japanese Universities to establish and release three Educational Policies. Referring to the guideline by the Ministry of Education, each Japanese University has to stipulate the diploma

policy with the description of the required knowledge and competency, and the curriculum policy with the description of the way to assess student learning gains.

[New Direction for Student Learning Assessment in Japanese Universities]

In these days, the achievement of the required knowledge and competency has become the most important interest for Japanese Universities.

Each Japanese University takes a struggle to develop the way to assess the achievement of the required knowledge and competency described in Diploma Policy.

Mainly, we have the assessment tools such as student engagement survey, generic skills test, program-based rubrics and so on. On the other hand, some universities try to develop the Assessment Model connected with Curriculum Mapping.

[Outline and Purpose of Yamaguchi University Competency-Based Curricular System (YU CoB CuS)]

### **Assessment Model connected with Curriculum Mapping:**

In 2015, Yamaguchi University has introduced the new Assessment Model connected Curriculum Mapping; Yamaguchi University Competency-Based Curricular System (YU CoB CuS). YU CoB CuS has a function of measuring the achievement of the required knowledge and competency described in Diploma Policy, and promoting the self-directed learning.

Through validating the effectiveness of YU CoB CuS, we will suggest the possibility and limitation of the Assessment Model connected with Curriculum Mapping.

### **References**

Center for the Promotion of Higher Education, Yamaguchi University (2018). Yamaguchi University Acceleration Program for University Education Rebuilding (YU-AP) Annual Report 2017.

National Institution for Academic Degrees and University Evaluation (2014). Quality Assurance System in Higher Education, Japan, Second edition

Peggy L., Maki (2017). Real-Time Student Assessment: Meeting the Imperative for Improved Time to Degree, Closing the Opportunity Gap, and Assuring Student Competencies for 21<sup>st</sup>-Century Needs, Stylus

Tammie Cumming and M. David Miller (2017) Enhancing Assessment in Higher Education: Putting Psychometrics to Work, Stylus

# 1A

Severn Suite | **Tuesday 12.00-13.00**

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***'Blurred boundaries' – Can Student Recruitment and Widening Participation successfully co-exist in the current fragmented policy landscape. (0089)***

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**Chris A. Bayes**, *University of Lancaster, Lancaster, United Kingdom*

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This presentation explores the changing relationship between Widening Participation (WP) and Student Recruitment (SR) within the UK Higher Education (HE) Sector over the past decade. The session examines how as a consequence of successive policy changes and the subsequent development of a 'mass marketplace' within the sector, the two functions are now operating more closely than ever before. This has led to an underlying tension between attempts to widen participation in HE amongst under-represented groups and the desires of individual institutions to grow their own student number intake by taking market share from their competitors.

The research article seeks to address the following research question: How can Student Recruitment and Widening Participation effectively work together in this context?

In order to answer this question, the article draws on data obtained via consultation with colleagues working across SR and WP roles within UK HE Institutions. Firstly, I asked a selected sample of colleagues working in SR and WP roles to complete a survey on the relationship between the two functions and how this has evolved over time. Following on from this initial sample, I conducted a series of focus groups and interviews.

The article discusses an issue which is under-researched within the literature and seeks to encourage further dialogue between professionals working within these fields. It makes recommendations on how two groups of staff working in recruitment and widening participation can work together successfully. A key finding from the research is that the institutions thriving within this current context are operating in a 'Student Lifecycle' context, in which Widening Access and Student Recruitment are becoming everyone's responsibility rather than the sole preserve of a central team.

1B

Tintern | Tuesday 12.00-13.00

***Institutional and social stratification: higher education & degree apprenticeship routes into the solicitors' profession (England & Wales) (0079)*****Caroline S. Casey**, University of York, York, United Kingdom

The 'War for Talent' is predicated upon certain assumptions: employers compete for the brightest and best candidates for jobs in the knowledge based economy; an expanded higher education (HE) sector has removed significant barriers to access; individuals investing in their own employability skills at university are guaranteed a high skill, high wage job (Brown & Hesketh, 2004). There are several issues with this. Hazelkorn (2012) highlights concerns about the quality of graduates and value for money offered by HE, further arguing that the institutional positioning, massification and intensification of the hierarchical stratification of universities, continued student demand and multitude of educational providers and programmes raises "concerns about standards, accountability, and unethical practices and promises" (2012, pg.12). Rather than creating opportunities for all in access to lucrative graduate jobs, differentiated pathways can serve to divert individuals from less privileged backgrounds into less selective, lower status institutions with limited access to higher status rewards in the graduate jobs market (Boliver, 2013; Shavit et al 2007; Wakeling & Savage, 2015). All this call into question the key assumptions of the 'War for talent', confusing the landscape of choice for the school-leaver and giving rise to tensions between their career aspirations and their wellbeing.

This presentation provides a unique insight into the perspectives of those seeking to qualify as solicitors through the university route and the more recent solicitor apprenticeship route, accessing their motivations for choosing the route followed and their experiences of it. This is an interesting and timely study as there are significant changes underway in the Solicitors' profession with the impending introduction of the Solicitors' Qualifying Examination (SQE) from 2020 due to replace the usual university pathway – will this level the playing field on access or increase the role of choice of degree institution?

The qualitative study used in depth semi-structured interviews to collect data from Law students, trainee solicitors and solicitor apprentices from 4 universities and 5 law firms from across England, stratified based on institutional status: Russell Group and Post-1992 universities, 'Top 100' law firms, regional and city based law firms.

Preliminary findings based on 22 interviews suggest tensions in individuals' decision-making in their choice of route to qualification and challenge the notion that widening the bottleneck to qualification through the introduction of the solicitor apprenticeship route will close the gap in access to the profession for those from underrepresented backgrounds. The themes arising inductively from the data were grouped: thinking locally, university prestige, concern over tuition fees, security of route, influence of family and ability to mobilise social capital. These themes were then analysed deductively in relation to concepts from the literature, where Rational Action Theory (Boudon, 1989; Goldthorpe, 1996) and Relative Risk Aversion (Breen & Goldthorpe, 1997) appear to offer credible explanatory power for the choices and actions of individuals in the study. The findings highlight tensions in choices fraught with risk and uncertainty. The findings will be of interest to policy makers, practitioners and the academic community

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1B

Tintern | Tuesday 12.00-13.00

**Widening Participation to Higher Education: Degree Apprenticeships, Policy and Practice (0102)****Karen A. Hinton**, *University of Suffolk, Ipswich, United Kingdom, University of East Anglia, Norwich, United Kingdom*

Higher Education (HE) policy in the UK has developed throughout the past 70 years to expand the availability of HE and to support social mobility. However, participation in HE has been growing across all groups, and the gap between progression of the most advantaged and least advantaged in society has maintained, suggesting that widening participation policy and activity has increased participation for all groups. Gaps also exist individually and intersectionally based on age, gender and ethnicity, and these gaps continue to be seen in the academic choices of students, their academic success, and progression into graduate level employment. Higher education based within vocational education has historically seen over-representation of working-class and mature students, and new policy to expand the vocational education available through higher level Apprenticeships should make HE even more accessible. Apprenticeship policy requires employers to play a key role in developing new apprenticeships; however, there is limited research on the extent to which Degree Apprenticeships policy is working in practice, how employers engage with social mobility, and the extent to which apprenticeships can serve to widen participation to HE.

The focus of this research is to examine the shift in widening participation policy from traditional access activity, to education led by partnerships with employers. It will explore how degree apprenticeships can facilitate progression to HE of students from non-traditional backgrounds and the influence of social and cultural capital on access to apprenticeships. It will consider the perception of value of an apprenticeship compared to traditional undergraduate study and will explore motivations and influences for undertaking a degree apprenticeship, and the influence that employers have on the potential success of the underlying government policy.

This research will be based on Bourdieu's theories of capital and habitus, Beck's theories of risk, Appadurai's theories relating to navigational capacity, and discussions of intersectionality and possible selves.

This research will be undertaken via a mixed methods methodology, with primary quantitative and qualitative research carried out with apprentices and employers in the East of England.

Please note that this abstract is submitted on the basis of the initial literature review for a PhD. Primary research has not yet begun.

1B

Tintern | Tuesday 12.00-13.00

**Investigating the impact of Private Sector on enhancement for Access to Higher Education: The case of Sri Lanka (0107)****Priyangani Ariyawansa**, *University of Bedfordshire*

Higher Education (henceforth HE) qualified but "No Space" student number is increasing every year in Sri Lanka. State universities do not have enough space to enrol all qualified students for higher education. More than 80% of qualified students have no space in the state universities. Sri Lankan parents value education more than anything else for their children. Due to the limited resources available to the public sector, and to meet the demands of access to HE, developing countries have had to react to government policies and authority has been delegated to the private sector to enhance access to HE. The aim of this research is to develop a conceptual model that would enhance policy-makers decision in access to HE in the developing countries. It will help to explore the challenges facing by the current higher education institutions to enhance the access rate in the strategic enhancement framework. Also, will help to investigate the impact of private sector contribution on enhancement for access to HE.

The concern on a positive relationship between Education and Economic Development has been identified as a "new perspective" for developing countries to integrate with the global economy. Human capital theory and service quality model has been used for the study.

The research has used social constructivism as the epistemological choice for understanding social and political perspective. Adoption of inductive reasoning and a qualitative approach has been supported for the thematic analysis. Sample selection has been used in accordance with mixed purposeful sampling.

17 in-depth interviews (25-30 minutes), 200 semi-structured questionnaires, and 3 private Higher Education Institutes (HEIs) used as case studies. Parents who have children studying in private HEIs and private HEI students have been used for the questionnaire. The quality of private higher education and the lack of policy development for higher education improvement has been identified by the majority of the participants of this research, which has been indicated that the government must focus on the quality and the policy in HE.

Mechanism of global wealth has been changed from lands, factories, tools and machinery to skills, knowledge, the resourcefulness of people which has been evident the significance of the human capital contribution to the world economy. Quality of HE provision has been dramatically affected to the private sector survival in the sector. 'HE is a major contributor to society's efforts to achieve sustainability – through the skills and knowledge that its graduates learn and put into practice, and through its own strategies and operations'.

# 1C

Castleton | **Tuesday 12.00-13.00**

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***Internationalisation, Diversification or Third Mission? Support Structures for Refugees on their Way to German Higher Education (0074)***

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**Jana Berg**, *German Centre for Higher Education Research and Science Studies, Hannover, Germany*

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During the years 2014-2016, the numbers of new Asylum applications peaked in the EU and in Germany. Many of the newly arrived refugees and asylum seekers have high educational aspirations. Supported by the Federal Ministry of Education and Research (BMBF) and the German Academic Exchange Service German, higher education institutions (HEI) and preparatory colleges started programs to assist prospective refugee students on their way to and through higher education. While these programs specifically aim at them, refugees and asylum seekers are generally treated as international students throughout their application process and their studies.

The project "WeGe- refugees on their way to higher education" investigates the situation of refugees and asylum seekers during study preparations from the refugees' perspective. Within the project, I am working on my dissertation on refugees in the context of the internationalisation of German higher education with a focus on the organisational perspective. A central part of my thesis is the question, whether refugees are understood as part of the HEIs' internationalisation, diversification or a third mission of social responsibility.

While internationalisation is often connected to international competition and aims to increase the HEI's prestige by attracting highly skilled human capital, diversification aims at access and support for marginalized groups. In Germany, diversity management often originated in offices for equality. Internationalisation as well as diversification and inclusion are usually positively referred to in the HEIs' mission statements, but often seem to be separated procedures at many German HEIs. The positions of first contacts for refugees are often located within the international offices; sometimes they are part of the HEI's diversity management or of student counselling. The research interest is, whether members of HEIs understand refugees as international students, as a new target group for HEIs, as an addition to a diverse Campus, as a part of social responsibility and whether this understanding frames them as enrichment or as a challenge and/ or a potential burden for German HEI.

In this paper, I first give an overview of specific challenges for refugees compared to literature on challenges for international students in Germany, like language proficiency, psychological factors or finances. Then, I introduce support structures like language and academic classes and factors that influence their realization at different German HEI like path-dependency and funding. Furthermore, I will describe the positioning of refugees and support structures within HEIs as organisations and look at a possible nexus of internationalisation, diversification and therefore for inclusion. Finally, I recommend to look at internationalisation and diversification not as parallel, but as complementary processes.

The paper is based on a qualitative expert-interview study with heads of international offices and first contacts for refugees as well as content analysis of mission statements of eight German HEIs. The sample consists of four universities and four universities of applied sciences. They were chosen based on a regional cluster, their existing offer for refugees, as well as their primary orientation on either diversity and inclusion, or internationalisation and excellence. Also, one university of excellence was included in the Sample.

1C

Castleton | Tuesday 12.00-13.00

***How do you promote inclusive practice if you don't think you belong? (0086)*****Rachel Stone**, *Sheffield Hallam University, UK*

If students feel they 'belong' to their university, they are more likely to stay and to succeed (Thomas *et al*, 2017). But where do their teachers belong? The focus on performativity and 'excellence' in the sector leaves little space for the development of meaningful discourses on teaching and inclusive practice (Burke *et al*, 2015), and lecturers themselves are often unseen and unvalued (Lynch *et al*, 2009). This pilot project focuses on academic teaching staff, their narratives of 'belongingness' in the workplace and their practices as university teachers.

A narrative and visual approach was adopted, with an outdoor interview and the creation of a 'river'-themed collage to represent the participant's professional journey. The use of visual imagery and spoken narratives was intended to 'make the familiar strange' (Mannay 2016:27), while the 'river' theme provided a contextual metaphor enabling subtleties and emotional responses that were perhaps not as readily available through words alone (Forceville, 2008). A second, follow up interview took place at a later date.

A narrative and visual analysis (Bamberg, 2004; Pauwels, 2010) showed that the pilot study participant, a Design teacher in a northern English university, had carved out her own spaces for belonging that had little to do with either the university staff infrastructure or traditional concepts of the 'academic' (Lynch *et al*, 2009), constructing instead a narrative of quiet resistance to hegemonic directives and enabling a creative and nurturing environment for her students. This raises questions about the assumed binary nature of 'belonging'/'not belonging', and also about the development of inclusive practice by teachers for students in unexpected ways that circumvent discourses of 'excellence' and forge their own channels. These themes will be explored further in the main doctoral study.

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1C

Castleton | Tuesday 12.00-13.00

***A Postcolonial Approach to Competency-Based Curriculum Design (0103)*****Laura Parson**, *Jessica Weise, Auburn University, Auburn, AL, The United States of America*

In this presentation, I discuss competency-based curriculum design (Seung, Youn, Stepich, & Cox, 2015) as a method to evaluate and redesign curriculum that is (re)built on a foundation of inclusion and social justice. Following a postcolonial approach to data collection and analysis (Harding, 1998; Sawyer, & Liggett, 2012; Vanner, 2015), I describe how to conduct a competency identification process that begins from the standpoint of those most marginalized in higher education: underrepresented and marginalized students. Through a postcolonial approach to competency-based design, I decolonize traditional curriculum design that places faculty members at the center of the curriculum evaluation and (re)design effort. In this framework, the experiences and perceptions of students, empirically-tested approaches from the research literature, practitioner perspectives and feedback, and faculty expertise are used to inform a curriculum design process that recreates instead of replicates the teaching and learning institutional structure.

Competency-based design is guided by the identification of competencies. Through a post-colonial approach to curriculum design, (re)design begins from the standpoint of minoritized students and faculty who are asked to describe the institutional processes, procedures, discourses, and structures that marginalize them.



Next, curriculum designers seek to understand how to recreate the institutionalized structures identified by these stakeholders through curriculum and program design. Then, by identifying clear learning objectives and outcomes designed within a social justice and postcolonial framework, I argue curriculum (re)design can recreate the academy by recreating teaching and learning systems and processes, rooted in the outcomes and objectives identified by key stakeholders. Finally, by making these processes and procedures visible, curriculum designers keep key stakeholders involved in the curriculum evaluation and ongoing evaluation process.

By extending the critique of which knowledge(s) are valuable, curriculum designers can create a curriculum that encourages a heightened level of consciousness locally regarding societal ills. Through a process that names inequitable power structures and their disproportionately negative effects on underrepresented groups, I argue that we can begin to dismantle those institutional processes. Envisioning inclusion in higher education means re-envisioning traditionally accepted structures of higher education curricular processes and procedures by applying those same frameworks and research methods to curriculum design processes and procedures.

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1D

Wentwood | **Tuesday 12.00-13.00**

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***Putting the Brakes on Technology Enhanced Learning: A study of Australian University's innovativeness. (0022)***

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**Georgina L. Avard**, *Western Sydney University, Penrith, Australia, Lancaster University, Lancaster, United Kingdom*

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Years of research in Technology Enhanced Learning (TEL) has us believe that technology is changing both what we need to know, and how we come to know it. Yet Educational Designers/Developers' (EDs) in Australian universities tend to perpetuate the idea of pedagogy needing to come before technology, have a fit-for-purpose mentality and a fascination with evidence-based or best practice strategies. These notions although at face value seem sensible and irrefutable; also influence both the concept and practice of TEL innovation, leading to the stagnation of teaching and learning innovativeness.

EDs in Australia work on a variety of activities intersecting both professional staff and academic roles. These 'third space' roles are contributing to a re-orientation of working patterns in higher education (Whitchurch, 2009), with EDs seen as major initiators and enablers of TEL innovation (Hannan, 2005; Shephard 2004) and key collaborators, accelerators and connectors across institutes (Obexer & Giardina, 2016). My study outlines an investigation of twenty six EDs' (from across eleven Australian universities) perception and practice of Technology Enhanced Learning innovation by using a Developmental Phenomenographic research approach. This presentation specifically focuses upon the concept of how TEL innovation is shaped, to uncover the possibilities and potentials for TEL innovation in an Australian HE context. A once off lengthy interview with each ED provided qualitative data which was then analyzed along similar lines of Dahlgren & Fallsberg's (1991) work. Two outcome spaces were produced from this process and related to the understandings and experiences of the EDs innovating with TEL. Further analysis included cross-referencing the outcome spaces to determine if understandings had any influence over what is experienced by EDs with TEL innovation.

Findings suggest that there is a variety and hierarchy of perceptions of TEL innovation, from technology maintaining, to enhancing, to transforming teaching and learning, whilst enacted practices saw innovation being sustained, constrained or in some cases influential to teaching and learning. Other findings showed that EDs are attempting to innovate with TEL to improve learning, although many are being constrained. Moreover, EDs with simplistic views of innovation view TEL innovation as involving new technologies or practices without changing the underlying pedagogy, whilst those who had the more complex understanding of TEL innovation saw it as transforming the very nature of teaching and learning.

In this presentation I also discuss the idea that it is not possible to define TEL innovation in HE contexts and instead innovation should be viewed as emerging from the context and environment within which it sits. Also, that there is an ongoing simplistic belief that higher education is slow at making use of innovative educational technologies. Rather, the study points to the belief that education in the digital age challenges the very notion of what learning is, and what it means to know something and that there is a lost opportunity of technology enhancing or transforming teaching and learning- with the transformative nature of teaching and learning often quashed by EDs perpetuating notions of 'pedagogy before technology', 'fit-for-purpose', 'evidence-based' and 'best' practice.

1D

Wentwood | Tuesday 12.00-13.00

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***Educators and large-scale teaching: What do free-flowing discussions of Massive Open Online Courses (MOOCs) tell us? (0043)***

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**Fereshte Goshtasbpour**, *University of Leeds, United Kingdom*

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This study examines educators' practices in Massive Open Online Courses (MOOCs). As the most accessible form of education, free to join and with no enrolment limits, these courses have the potential to reach thousands of learners worldwide and to provide access to the expert knowledge and the community of other learners. Nevertheless, their massiveness and openness have made teaching and interacting with learners complex. Teaching and communicating with large number of demographically diverse learners with different educational background, languages and motivation are not easy tasks. This is a noticeably absent area from the emerging MOOC research (Zhu, Sari and Lee, 2018; Veletsianos and Shepherdson, 2016; Raffaghelli et al., 2015) that this doctoral research addresses.

Central to MOOC pedagogy are interactions between learners, and learners and educators, which mainly occur in discussion part of the course. These discussions serve a variety of purposes such as facilitating learners' understanding of the content or enabling access to multiple views and are attended by both learners and educators. However, it is not clear how educators contribute to discussions and to what extent learners engage with their contributions.

To examine educators' contributions, 818 conversations between lead educators, educators, mentors, and learners of three FutureLearn MOOCs are analysed following a qualitative content analysis method and then they are studied for learners' explicit (responding) and implicit (liking) engagement with them.

To identify the type of educators' contributions, the content of their posts is analysed according to the three components of the Community of Inquiry framework and their indicators (social, teaching and cognitive presences). The findings show that social contributions account for more than half of the educators' contributions (n=1326, 56%) which aim at helping learners identify themselves with the community and develop interpersonal relationships. The second most frequent type of educators' contributions are related to teaching presence (n=938, 40%), which consist of messages showing educators facilitating the learning discourse, providing direct instruction and overseeing the organisation of the course. Contributions representing educators' cognitive presence are relatively infrequent and account for only 4% (n=101) of the overall contributions.

To explore learners' engagement with the educators' contributions, four possible engagement behaviours of liking and responding, only responding, only liking and no engagement with the educator's comment are considered. Results show that learners engage with 19% of instructors' postings by both liking and replying to them. The analysis also revealed that learners responded to a smaller number of instructors' comments without liking them (13%). Learners also indicated a less active engagement with instructors' contributions by "only liking" them (15%). In addition, the data show that just over half of the instructors' comments (54%) are not attended by learners.

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## 1E

Langstone | Tuesday 12.00-13.00

***Chances and Challenges to personal and professional development in Chinese higher education institutions: Perspectives of Chinese returnee lecturers who have overseas learning or teaching experiences (0061)***Yue Ma, *University of Exeter, United Kingdom*

There is an increasing need for higher education educators in China. Returning students with high-intensity but short-duration tertiary overseas education experience are considered to be an excellent choice to fill this gap. Statistics from the Chinese Ministry of Education show that China is experiencing the third “return tide” of overseas-educated Chinese – 432,500 in 2016 returning to work, an increase of 58.48% over 2012. Among them, 47% have achieved Masters, PhD and Post- Doctor degrees who hope to work in higher education institutions and research institutions. Chinese government and higher education institutions are committed to providing sustained preferential policies to attract overseas-educated students returning to China. What come together with these opportunities are higher requirements and pressure. Increasingly stringent standards are used to measure the value of the returnees, such as institution rankings, number of articles published, research direction, ability to attract research funds. Therefore, perspectives of Chinese returnee lecturers who have overseas learning experiences are very valuable for students who have taken Chinese higher education institutions as their career goals and peers in the overseas students group who are seeking higher education jobs.

However, according to Gu & Schweifurth (2015), there is still a lack of empirical evidence and conceptual exploration of overseas-education experiences’ instant and lasting influence on identity, values and behaviors in the context of returning to home country. A number of current studies on international study experiences focus on international students group but few consider the perspectives of overseas-educated higher education lecturers. My research will contribute to filling the gap with a focus on in-depth exploration of how overseas experiences continue to impact identity, values and behaviors of the returnees who work in Chinese higher education institutions after they finished their studies abroad when constructing or reconstructing their lives and careers ‘at home’.

The research aims to answer the following research questions:

1. How do they characterise their international learning (or teaching, if applicable) experiences?
2. What experiences do they draw on during the period they work in a university at ‘home’ (Chances and Challenges)?
3. To what extent they think their international learning (and teaching, if applicable) experiences impact on their further career development?

The research is a qualitative case study with 5 participants. A semi-structured interviews (about 45 minutes) focusing on international learning (and teaching, if applicable) experiences was conducted following an interview guideline. After that, participants were asked to select photographs (suggested 8) to represent opportunities and challenges during their work in a Chinese higher education institution in a photo-elicitation interview. Documentary analysis will also be applied to look into and capture a wider group of overseas ‘returnees’ perspectives by exploring material posted on social media and already in the public domain. The data collected is still being transcribed at current stage. Narrative analysis and thematic analysis methods are considered to be applied in the following data analysis phase.

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1E

Langstone | Tuesday 12.00-13.00

**What can Universities contribute to the Common Good? (0099)****Karen MacFarlane**, *Glasgow Caledonian University, United Kingdom*

So-called 'neo-liberal' reforms of the last two decades have introduced greater privatisation and market competition into HE. What has emerged in the U.K. is an increasingly stratified HE system where attempts to create equality of social opportunity have failed and universities' contribution to the common good is eroded (Dill, 2015). Questions are now being asked as to how HE might contribute to the re-construction of the public sphere with calls for a reframing of the common good (Marginson, 2016). This paper takes civic engagement as the lever through which HE might reclaim the public good (Nixon, 2011).

How can this be achieved? Unfortunately, HEIs typically have a 'helter-skelter approach' to civic engagement where, rather than adopting a cohesive strategic approach, this area is administered largely out of sight either by formal institutional representatives, 'add-on' community engagement centres or through an existing service such as student affairs (Musil, 2003). Civic engagement needs to move beyond being a separate strand of activity for universities, instead becoming a guiding principle. This requires an institution-wide commitment (Goddard, 2009).

Glasgow Caledonian University has developed a model to support, recognise and embed the common good within the curriculum and wider student experience as part of its core mission, the goal of which is to ensure that students develop the attributes needed to make a positive difference to the communities they serve. A key feature of this innovative model is that all programmes that are developed or reviewed are now required to embed the Common Good Attribute at all levels. This paper reports evidence of the impact of this development.

An Appreciative Inquiry evaluation model was adopted (Cooperrider, 2005). This involved surveys of and interviews with key stakeholders including senior managers, teaching and support staff, students and Student Association representatives and graduate employers.

Findings provide evidence that the Common Good Curriculum develops graduates capable of tackling real-world issues and translating problem-solving ideas into action. Examples at curricular and co- and extra-curricular levels demonstrate how students develop the four Common Good Attributes: active and global citizenship, an entrepreneurial mind-set, responsible leadership and confidence.

This model could be replicated in other HEIs.

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1E

Langstone | Tuesday 12.00-13.00

**Class acts? Becoming working-class in elite universities. (0100)****Ruth Squire**, *Sheffield Hallam University, United Kingdom*

The experience of working-class students at 'elite' higher education institutions can be confusing and isolating, with some struggling with 'problematic of reconciling academic success with working-class identity' (Reay, 2001: 339). Many 'disidentify' with being working-class (Skeggs, 1997), approaching the subject of class 'apologetically, as if it should no longer have any relevance for them' (Reay, Crozier & Clayton, 2010: 113). As students, they can struggle with their liminality, being 'to some extent removed from the class nexus, in a moratorium between their class of origin and their class of destination' (Bradley & Ingram, 2012: 54). Nonetheless, a small number of students appear to be asserting a working-class identity, establishing 'working-class student officer' representative roles within Students' unions. These roles have been devised by students to represent the interests of working-class students within their universities and sit alongside student representatives for liberation groups and/or student communities. So, are some students embracing a specific class identity within higher education? Are these roles part of working-class student strategies

for navigating higher education? Or, as media coverage of these roles has tended to suggest, are these the actions of a privileged few 'snowflakes', set on 'patronising' a working-class they cannot truly belong to?

Reflecting on interviews with current and former 'working class student officers' in three Russell Group universities, I explore how their encounters with the middle-class spaces of higher education have shaped their views on their own class identities. I argue that, for these students, 'emotions and psychic responses to class and class inequalities contribute powerfully to the makings of class' (Reay, 2005: 912) and that this process of becoming is ongoing as they simultaneously embrace a realisation of a working-class identity and manage their own expectations of becoming middle-class through their HE experience. This process can be doubly complex, as they also navigate their representative roles as public faces of working-class studentship and attempt to build a shared and inclusive identity within their (largely invisible) working-class student constituencies. This dual public and private negotiation of class identity then has implications for discussions and representations of class within their institutions, as well as the expectations and limitations they place upon their student officer roles.

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1F

Caerleon | Tuesday 12.00-13.00

***How does the form of feedback influence the way we process the message? (0033)***

***Chelsea Dainton, Naomi Winstone, Bertram Opitz, University of Surrey, United Kingdom***

Within education, both Evaluative Feedback (EF; how you have performed) and Directive Feedback (DF; how to improve in future) are used to promote learning. A recent study by Nash et al. (in press) has shown that DF, though more often requested by students, is often forgotten or misremembered in a recall task, compared to EF. This study investigated whether differences in the ease of decoding (with EF being easier to decode) and utility (with DF providing more utility) of feedback could explain this paradox. Electroencephalogram (EEG) measures were utilised by the researchers to understand whether underlying brain processes can explain this difference in behaviour. The feedback related negativity (FRN) signal is an event related potential that is used to measure feedback processing. This signal has been shown to be sensitive to the perceived fairness (Ripel et al., 2016), outcome valence (San Martin, 2012) and informative value of feedback (Opitz et al., in press). Despite the plethora of research into the FRN, a study investigating whether DF also elicits this signal has yet to be conducted. Thus, the current study aimed to investigate whether DF produced an FRN signal akin to EF, by creating a novel decision-making task that had the capability of examining this.

Participants were required to deduce which flavour ice-cream a character liked based on EF and DF screens presented to them at the end of each trial. One feature of the character would determine the correct response in each block and the DF screens would either tell participants which feature was relevant (by displaying a green bar behind the feature), or that one of the features was irrelevant (by displaying a red bar behind it). Feedback screens consisted of a singular green bar (easy to decode with high utility; EH), a singular red bar (easy to decode with low utility; EL), multiple coloured bars including a green bar (hard to decode with high utility; HH), or multiple colours containing a red bar (hard to decode with low utility; HL).

Behavioural results confirmed the importance of both ease of decoding and utility on performance. EH feedback produced the highest accuracy and fastest reaction times, whilst EL produced the lowest accuracy and slowest reaction time. There was no significant difference between the hard to decode conditions, with both displaying higher performance than EL, but lower performance than EH. Furthermore, the same pattern was found when the rate of learning was considered, with EH learning the correct solution quickest and EL taking the longest. Thus, ease of decode seems to be acting as a gatekeeper for the utility effect. Within the EEG data a signal comparable to the FRN was found during DF which exhibited sensitivity to ease of decoding and utility of feedback separately. Hard to decode and high utility feedback produced a larger FRN than the easy to decode and low utility alternatives. Explanations for these findings, implications for practice, and suggestions for future research will be discussed.

1F

Caerleon | Tuesday 12.00-13.00

***An Investigation into Programme Level Approaches to Feedback: Influences on Students' Learning and Feedback Literacy (0036)*****Kimberly Wilder**, *Edinburgh Napier University, United Kingdom*

Feedback is a staple ingredient of modern higher education and is – or should be - a core component of learning (Bransford, Brown, and Cocking 2000). Effective feedback practice must combine short term and long term functions, helping students to learn and to change (Chappuis, Stiggins, Chappuis, and Arter 2012). As Hattie and Timperley (2007, 86) note, effective communication around assessments must answer three questions: Where am I going? (What are the goals?), How am I going? (What progress is being made toward the goal?), and Where to next? (What activities need to be undertaken to make better progress?). In designing sustainable feedback practices, it is crucial to consider the kinds of learning that higher education is intended to cultivate. In their future lives and roles, learners will need to work effectively on problems which are complex and unpredictable and which require inter-disciplinary approaches (Barnett 2007; Cantor et al. 2015). Some of the challenges which graduates will encounter– such as social inequality, environmental crises and conflict – may also bring together fundamentally incompatible value positions (Barnett 2007).

The purpose of this research study was to explore what a programme-focused approach to curriculum design should imply for feedback and assessment. To this end the university supported the application of the Transforming the Experience of Students through Assessment (TESTA) approach to programme audit across the schools. Critical Theory was used as the framework in which to understand issues of access and power between students and staff, and how those issues may prevent students from using feedback as a learning tool to aid in future work. This study found that as students progressed in their programme of study their use of feedback declined. Students noted that they appreciated different methods of receiving feedback, but if their lecturer did not value feedback, then they saw no need to utilise the feedback for future work.

Staff were supportive of the idea of formative feedback in theory but were leery of supporting something that was compulsory for students. While many of the staff shared a common definition of formative feedback, their examples of those assignments differed greatly from the definition. Staff also differed on the purpose of feedback and whether students wanted it, and many felt that students could not see the connections between modules because for the most part, they do not exist. It also became clear that staff did not think about the feedback differently at different points in the programme, and there was no mention that the type and quality of feedback should change for a student over time. To help shift the current modularised perspective and increase the feedback as dialogue process, a series of guiding principles were created to help university programmes that would like to move to a programme focused approach to feedback and assessment.

1F

Caerleon | Tuesday 12.00-13.00

***Feedback in Context: The Case Study of MASH at University of Bath (0062)*****Monica C. Hess**, *University of Bath, United Kingdom*

The pedagogical literature on feedback is vast, with researchers and practitioners highlighting not only the importance of giving feedback to students but also of collecting feedback from students (Sambell, 2011; Jackel, Pearce, Radloff, & Edwards). Indeed, Day (1995) mentioned collecting feedback from students as a potential source for improving own teaching, among other sources such as one self and other academic staff members. However, this kind of feedback tends to be sought quite often at the end of the teaching semester/year and with regards to specific modules, usually as part of the UK National Student Survey.

Mathematics Support Centres are quite different in this regards, in the sense that they offer Mathematics and Statistics support to students and members of staff across a multitude of disciplines rather than concentrating only on specific modules. Furthermore, feedback regarding the effectiveness of these Centres is not formally included within National Student Surveys. However, even within this context, collecting feedback from students is considered to be good practice (Lawson, 2012) as it may lead to an enhanced teaching and learning experience (Green & Croft, 2012). Indeed, Matthews, Croft, Lawson, and Waller (2013) highlight that feedback can have an impact on students, staff, and institutions. Moreover, they further mention that, regardless of the feedback being collected quantitatively or qualitatively, continuously or periodically, it should gather information regarding students' performance and retention and students' satisfaction, well-being, and mathematical confidence.

In line with these recommendations, the Mathematics Resource Centre (MASH) team at University of Bath collected feedback from students in terms of its provision. The feedback questionnaire consisted of a series of Likert-type and open-ended questions trying to measure the service's effectiveness and its potential long-term impact on students' studies. Data was collected between 5<sup>th</sup> – 12<sup>th</sup> March 2018, from a total of 98 students, all of whom visited the Centre during the two weeks period of time. Quantitative results indicated that students were satisfied with the help that they received and that they would recommend the service to other students. Moreover, it appeared that students' grades and attitudes towards Mathematics/Statistics improved as a consequence of them visiting the Centre. Qualitative findings highlighted that students appreciated the one-to-one expert and clear advice but that they wanted more specialist advice to be available quicker and for a longer period of time. Some of these results and findings were similar to previous research where students appreciated the one-to-one support and the expert advice available, alongside the clarity of explanations (Dowling & Nolan, 2006; Ahmed & Love, 2009; Bhaird et al., 2013).

Moving forward, within the context of MASH, this feedback showed the importance this service played in students' degrees, beyond their normal teaching modules. Moreover, the feedback collected has the potential role of contributing to the development of the service by seeking additional funding in order to employ more tutors. In conclusion, it could be argued that feedback represents a valuable teaching and learning tool within any given area of Higher Education, stretching beyond UK National Student Survey data.

1G

Usk | Tuesday 12.00-13.00

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***How does passion and perseverance effect international students' experience at higher education institutions in the United States? (0058)***

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**Jana L. Soto**, *Taylor University, Upland, Indiana, The United States of America*

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There are over 1 million international students enrolled in universities throughout the United States (Institute of International Education, 2017). International student adjustment to U.S. universities is much different from the adjustment of domestic students, and also happens simultaneously to adjustment into the broader U.S. culture (Kelly & Moogan, 2012; Lacina, 2002; Tseng & Newton, 2002; Yildirim, 2014). While undergoing all these adjustments, students are expected to continue performing well both academically and socially. While initially manageable, this can become increasingly difficult as students progress through the stages of culture shock. Tseng and Newton (2002) describe four categories international students must navigate when adjusting, including living and meal arrangements, learning new academic standards, engaging in unfamiliar social situations, and handling psychological strain. Developing the proper services to offer international students has proven a challenge for colleges and universities (Kelly & Moogan, 2012).

The majority of the literature on providing support services to international students focuses on poor adjustments—although, some literature recognizes positive adjustment strategies and factors aiding adjustment such as friendship networks. However, the limited literature which focuses on the strengths of international students emphasizes their resilience rather than perseverance (Glass, Wongtrirat, & Buus, 2015). While resilience describes the ability to recover well from setbacks, perseverance refers to the ability to move forward regardless of setbacks—resilience is a time of recovery, perseverance is a continuation (Merriam-Webster, n.d.).

The goal of this research is to understand the perseverance of international students. The concept coined by Angela Duckworth called “grit” (Duckworth, 2016, p. 8)—which combines passion and perseverance in the context of achieving difficult, long-term goals—will be used as an assessment. This presentation will review literature on international student adjustment through a lens of recognizing perseverance and recommend best practices for offering strength-based support to international students.

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1G

Usk | Tuesday 12.00-13.00

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***'Redemption and retention: considering the experiences of the 'saved students' those who have chosen to remain in university despite seriously considering leaving.'***  
**(0064)**

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**Sarah L.K. Yearsley**, *Liverpool John Moores University, United Kingdom*

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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 study adopts sequential transformative a mixed methods approach, utilising qualitative and quantitative data collection methods including pre-existing statistical data, observations and semi structured interviews. A key element of the research is the biographical journeys of the 'Saved' or 'remaining' student. Namely, those formerly at risk of leaving university, but have overturned that decision and stayed. The sequential design allows the study to develop and allow grounded informing of later phases of data collection providing flexibility and emergent design possibilities. The quantitative data provides institutional context regarding attrition patterns, whilst the observational phase will use both statistical and ethnographical data to provide context to the culture of support. The biographical interviews will then complete the picture by providing insight into the process of retention through perceptions of the 'saved'.

This paper argues 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 research goes on to explore the creation of a holistic theory of retention, rather than the existing deficit models, focusing on the recovery process of staying at university, despite serious wishes to leave. By exploring these experiences and the process of recovery, we may produce a model based on retention not attrition.

1G

Usk | Tuesday 12.00-13.00

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***"We're coming from a different world": examining student identity during transition***  
**(0066)**

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**Debbie Meharg**, Sandra Cairncross, Alison Varey, *Edinburgh Napier University, United Kingdom*

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This study presents empirical work examining the student journey from further to higher education in computing degrees in Scotland and seeks to understand the complex formation of identity, from the student perspective, during transition. In Scotland, almost 30 per cent of higher education entrants are enrolled in FEIs, in comparison to 10% in England (Scottish Government, 2017) and many of these students continue their journey to degree level qualifications through articulation routes and direct-entry opportunities. These direct-entry students help higher education institutions (HEIs) to meet their widening participation targets and

are an important asset to many modern universities. Despite the large numbers of students following this route and their importance to widening participation, there has been limited research carried out exploring effective methods to support this student journey (Musah & Ford, 2017). An examination of students with higher national (HN) qualifications who entered HEI's, found that those who fully articulated found their transition more difficult than those who entered a year earlier (Howieson, 2012).

Within this study, the concepts of transition and identity are explored in an innovative way using qualitative data derived from interpretative phenomenological analysis interviews, photovoice and photo-elicitation focus groups. The first participatory methodology adopted photovoice (PV), this saw participants use cameras to generate data, thereby directly involving the participants in the research process. The photographs are then used to support critical reflection amongst the participants and provide the researcher with 'direct entry into their point of view' (Radley & Taylor, 2003).

The second visual methodology was photo-elicitation which is 'based on the simple idea of inserting a photograph (or photographs) into a qualitative interview' (Harper, 2002) in order to elicit data. The third method was IPA which examines how individuals make sense of their major life experiences, meaning focused. IPA is underpinned by phenomenology, the philosophical study of being, and hermeneutics, the study and theory of interpretation. The use of IPA involves various strategies and can be applied to draw an iterative and inductive cycle (Smith, Flowers & Larkin, 2009). IPA interviews are detailed and in-depth, they use open-ended questions to gain rich and detailed descriptions. Once the data had been collected, the analysis was carried out using an inductive approach (Patton, 2002) to discover patterns in the data by reading them through several times (transcripts), marking key phrases and categories, coding and grouping into categories. As well as being used for in-depth interviews, IPA was used to analyse the photovoice photographs and transcripts.

Initial findings are shared, including advice on these methods which put the student at the centre and provide incredible insight into their student journey.

## 2A

Severn Suite | **Tuesday 14.00-15.00**

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***Academics and Disability: An Examination of the Academic Experience of Disability Policy in Higher Education (0053)***

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**Sally Hewlett**, *University of Bath, United Kingdom*

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This paper describes a research study that will examine the effectiveness of disability policies and practice for students through the day to day experiences of academic staff. It is particularly relevant following a reduction in Disabled Students Allowance and an emphasis on the legal obligations of higher education institutions (HEIs). These changes have been implemented in a neoliberal political context which risks the social justice objective of equality legislation by emphasising individual responsibility, competition and value for money (BIS 2016). Institutions are responding with a claim to a commitment towards the 'social model of disability' and a drive towards 'inclusive teaching, learning and assessment' (Rodger et al. 2015).

The emphasis on curriculum and pedagogical change means that the duty to implement new policies and procedures could fall largely on to academic staff. This newly reinforced liability on HEIs arises in the context of a continuous increase in the number of students declaring disabilities (Rodger et al. 2015) and the developing casualisation of the academic workforce with growing numbers of lecturers on short term contracts (Lopes and Dewan 2014). This is compounded by an increase in workload created by the pressures of the productivity culture (Ball 2012). Therefore, questions might be raised about whether the neoliberal approach will create new barriers to disabled students and place staff and HEIs vulnerable to litigation.

This research will critically investigate the use of 'social model' principles in a neoliberal environment and explore the effects on stakeholders. The questions it seeks to answer are: what are the experiences of academics of meeting the needs of disabled students in an environment that aspires towards the social model of disability? What are the day-to-day experiences of academics of collaborative working with disability support departments?

A case study methodology is applied across two anonymised universities. The design is an inductive mixed methods approach using semi-structured interviews, artefacts and documents followed by a quantitative survey. Interviews of academics from different faculties will give breadth to the findings and interviews with student participants and at least one of their lecturers will explore different perspectives on the same event.

This research will provide insights into disability issues at a time of change and new knowledge around the effects of “academic precarization” (Lopes and Dewan 2014, p.29) resulting from marketisation of the higher education sector.

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## 2A

Severn Suite | **Tuesday 14.00-15.00**

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### **Relevance and higher education – a literature review (0060)**

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**Per Fagrell**, *KTH Royal Institute of Technology, Stockholm, Sweden*

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The quality and relevance of higher education programmes is more or less constantly tested and scrutinized. Especially in regions of the world where the development of higher education is strong and fast, the notion and the discussion of relevance seems to be at least as strong as the discussion about quality. But while the concept of quality in higher education is widely explored, the notion of relevance is much less developed. Furthermore, the nature of relevance is relative in the same respect as quality is; relevance means different things to different people. And in different times and different regions, one might add.

What does it mean to state that an education is relevant (or not)? And how can we relate relevance to quality? Unlike quality there seems to be few attempts to define relevance in the literature. However, concepts like employability, usefulness, relations to the world of work etc., are frequently used, not seldom with the word *relevance* attached in some way. This paper explores the recent discussion in peer-reviewed contributions on relevance and higher education through a literature review on the subject. The conclusion of the literature review is primarily that surprisingly little have been published the last ten years about the concept, secondly that there's an interrelation, and sometimes even an interchangeability, between quality and relevance. The latter part is a result of the fact that different stakeholders have different interpretations on both relevance and quality.

Furthermore, all texts in the review, except for one, have a region or a country in focus. A region or country with a higher education system under fast and strong development, that is. This regional theme is reflected in the discussion about quality and relevance and can be summarized as employability and requirements of the employers. Not least in times of faster and faster development in the society. However, it is not only the curriculum that is put under pressure for a development and increase of relevance, but also the instruction, the way of teaching. Although many of the texts underline the importance of relevance in education, they also write that relevance is a concept hard to define since it means different things for different stakeholders. However, none of the writers fulfil the challenge to further explore the concept of relevance. This literature review can possibly serve as a starting point, but a broader scope is needed in order to further conceptualize relevance in relation to higher education.



## 2A

Severn Suite | Tuesday 14.00-15.00

***The Distribution of Student Loans and Grants: Comparing the long-term financial impact of more targeted and more universal systems of student funding (0063)*****Lucy Hunter Blackburn**, *University of Edinburgh, United Kingdom*

The availability of public funding for students who have limited access to private resources plays an important role in achieving an inclusive higher education system. Many countries now use student loans to increase the total value of upfront funding and to provide this to a larger number of students (Johnstone and Marcucci 2010). This research considers how different approaches to universalism and targeting in student funding affect the distribution of student loan debt.

Within the UK, since devolution in 1999 governments have taken a variety of approaches to funding students (Hunter Blackburn 2016). In comparison to England, governments in both Scotland and Wales have continued to invest a substantial amount of cash in student funding, but supplemented this increasingly with student loans. In Scotland, the cost of protecting the policy of universal free tuition has led to loans being relied on to provide the bulk of maintenance funding at all incomes. More emphasis has been placed in Wales on non-repayable grants targeted on those at low incomes, while universal tuition fee subsidies have been set at a lower level than in Scotland. In both nations, these decisions have been accompanied by a debate about the relative merits of universal and targeted policies.

The paper will examine how far different policy choices on targeting non-repayable resources in these two nations have affected the distribution of student debt according to household income, presenting new findings from Scottish and Welsh administrative data which are being used for the first time for research. The paper will also discuss how far the “income contingent” repayment system may tend in practice to weaken the relationship between total debt and the actual amounts graduates will repay.

By providing higher maintenance support for those from lower incomes, loans may support achieving excellence and inclusion. However, they also carry a long-term cost. As well as examining how far different approaches to universalism and targeting can affect the distribution of these long-term costs among graduates, according to their initial family income, the paper will also consider how these findings contribute to the wider debate about the relative effectiveness of targeted and universal policies in addressing inequality (Gugushvili and Hirsch 2014).

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## 2B

Tintern | Tuesday 14.00-15.00

***Differential tuition fees for international students: A critical policy history (0067)*****Dale M. McCartney**, *The University of British Columbia, Vancouver, BC, Canada*

In Canada today, as in many countries that receive large numbers of them, international students are charged substantially higher tuition fees than domestic students. Today this is an accepted part of internationalization strategies, and in an era of stagnating government grants many Canadian institutions depend upon this tuition. However, this has not always been the case. When differential student fees were introduced in the 1970s and 80s they were very controversial, and institutions and some policymakers bitterly resisted them. This paper explores this history, and examines how differential fees went from an affront to academic internationalism to an accepted part of operating a contemporary university.

**Theoretical framework**

This paper is a critical policy analysis that attempts to use historical research to recapture the political-economic and discursive pressures that shaped the emergence of the policy of differential tuition rates for international students attending public higher education institutions in Canada. Honouring Stephen Ball’s reminder that the complexity of policy analysis “precludes the possibility of successful single theory explanations,” this paper draws on several literatures, including critical discussions of internationalization; the history and political economy of higher education; and the history of (im)migration policy in Canada.

It attempts to use these disparate literatures to understand international student tuition policy as a nexus between financial and social pressures on the state and public higher education institutions in the context of neoliberal globalization, educational internationalization, and global migration.

### Research design

The paper draws on archival materials at seven higher education institutions, two provincial governments, and the federal government of Canada in order to trace the emergence of differential fees for international students. It pays special attention to what education historians David Tyack and Larry Cuban call “policy talk,” the debate that circulates about educational policy. In examining policy talk, the paper explains why policymakers made the choices they did, as well as exploring the options that were passed up, and the effects of these choices proved to be in the longer term.

### Findings

The paper argues that there were several factors that shaped the emergence of differential tuition fees, including economic pressures and the neoliberal reimagining of the role of universities. But the paper also argues the fees were the result of a longstanding campaign to situate international students as “outsiders” rather than potential citizens, even as access to immigration has been offered as an incentive to attract students. The paper traces these factors into contemporary policy discussions, to explain how a policy that once drew the ire of institutions and politicians alike is widely practiced today.

### Significance

Although this paper draws on Canadian sources, it has insights for international discussions of student mobility and international student policy. In tracing the history of differential fees, it denaturalizes the policy, and unpacks the underlying forces driving it. More specifically, it examines how the recruitment of international students is driven not only by the desire to internationalize student populations or the economic pressures faced by contemporary institutions, but also by the larger context of human mobility.

## 2B

Tintern | Tuesday 14.00-15.00

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### ***Institutional Autonomy and Academic Freedom in Hungary: A Histography (0101)***

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**Laura Parson**, Ariel Steele, *Auburn University, Auburn, AL, The United States of America*

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In this historiography, we explore the history of Hungarian Higher Education, focusing on institutional autonomy and academic freedom to inform understanding of and future research on Hungarian higher education. Since the conclusion of World War I, Hungarian higher education has undergone several radical changes (Marcus, 2014). The shifting of political alliances, foreign occupation(s), the creation of a new political system, joining the European Union, and recently, a political shift to the right, have all impacted the structure of Hungarian higher education. In April 2017, Fidesz, the ruling party in Hungary, proposed policies that require internal institutions to have a campus in their home countries and an agreement between their home country and Hungary (Matthews, 2017; Karáth, 2018). This legislation would, in effect, force international top-ranked institutions such as Central European University (CEU) to shut down. This legislation is just the latest in a series of measures passed by the Hungarian government to diminish the importance of higher education for Hungarians (Matthews, 2017); within Hungary, the academic community views the recent legislative patterns as threats to institutional autonomy and academic freedom (Karáth, 2018).

This historiography was the first step to understanding the current state of higher education in Hungary. In this exploration, we focused on the evolution of academic freedom and institutional autonomy in Hungary as it is related to political shifts in Hungarian higher education. Through a critical exploration of trends in higher education policy, structure, and funding, we sought to understand the history of higher education in Hungary in order to provide an analysis of the current state of Hungarian Higher Education. More broadly, this exploration of the evolution of institutional autonomy and academic freedom informs understanding of the current and future state of higher education in countries with authoritarian leaders. Findings suggests that recent legislation poses a critical and immediate threat both to both CEU and, more broadly, to academic freedom in Hungarian higher education, similar to Soviet-era policies that limited institutional autonomy through enrollment quotas, administrative leadership, and financial control (Marcus, 2014). Implications suggest that future research should explore how Hungarian national policy influences institutional autonomy and academic freedom and how that influences inclusion, diversity, and social justice.

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# 2C

Castleton | **Tuesday 14.00-15.00**

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## ***The Effect of the College Experience on Feminist Identity Development at Faith-based Institutions (0031)***

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**Cynthia L. Moberly**, Taylor University, Upland, Indiana, The United States of America

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College provides opportunities for identity development as students are exposed to differing worldviews that challenge their own (Chickering & Riesser, 1993). Many women experience significant shifts in feminist identity during the college years as they begin to acknowledge cultural prejudice and discrimination. College women in the United States differentiate greatly amongst themselves in their understanding of feminism, gender, and gender roles (Sax, 2008).

It is important to consider the effect faith-based institutions have on female identity development because of the cultural expectations for women at faith-based institutions. For instance, gender roles tend to be clearly prescribed at faith-based institutions, which can limit leadership opportunities for women (Bryant, 2009). Women are consistently disproportionately represented in leadership positions (Dahlvig & Longman, 2010).

Patriarchy emphasizes male dominance, which is interpreted by many to be evident in church doctrine (Schneider, 1997, p. 46). Therefore, Christian women may be at risk of remaining in prescribed gender roles due to the church's perpetuation of patriarchal tradition (Neff, & Kingsporn, 1996). Both male and female self-identifying Christians tend to categorize certain traits as masculine or feminine and project them onto peers (Schulze, 2000).

Despite increasing literature concerning feminist Christianity, research concerning the integration process of faith and feminism during college is lacking as well as the lack of current studies on feminist identity in college students. The purpose of this study is to utilize a quantitative scale (Bargad & Hyde, 1991) as well as qualitative phenomenological questions to identify differences between first year and fourth year students and to describe the nuanced effect the Protestant Christian college experience has, if any, on female feminist identity development. The feminist identity scale (FIDS) utilized is based on the stages of the Downing and Roush (1985) model of feminist identity, "From Passive Acceptance to Active Commitment."

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2C

Castleton | Tuesday 14.00-15.00

***The production of deaf academic spaces in higher education. (0041)*****Dai O'Brien**, York St John University, United Kingdom

Over the last 10 years, there has been a change in the role of signing deaf academics who are working in Higher Education Institutions (HEIs) in the UK (De Meulder, 2017). Whereas in the past, signing deaf people were usually limited to roles as research assistants, British Sign Language (BSL) teachers, or 'cultural guides' for research projects (Baker-Schenk and Kyle 1990), there are now more who are leading research projects in their own right, or contributing to their institution in senior roles. However, signing deaf academics' experiences of their HEIs are qualitatively different to those of their hearing colleagues and peers.

Following Lefebvre (1991), individuals or institutions do not simply inhabit a previously existing social or physical space, but take an active role in producing that space, in assigning meanings and establishing spatial practices. Lefebvre postulated a triadic dialectic through which to understand this production, made up of: spatial practice or perceived space, which 'embodies the interrelations between institutional practices and daily experiences (Simonsen 2005); representations of space, or conceived space, which is 'conceptualized and discursively constructed by professionals' such as policy makers and planners (Simonsen 2005); and spaces of representation, or lived space, which is a space of struggle in which we bring 'into being alternative imaginations of space' (Simonsen 2005).

What happens, then, when a section of the population (i.e. signing deaf academics) brings a contrasting, or conflicting way of understanding the space which has been created (i.e. the 'hearing', or audiocentric HEI)? Do they compromise their practice, or their understandings, to 'fit' with the majority conceptions of the space in question, or do their spatial practices contribute to a new way of thinking about space, new ways of animating the space in question, to create new conceptualisations of what those spaces should be like?

In this presentation, I will more fully explain the spatial triadic dialectic Lefebvre postulated, and look at how it can help us understand the experiences of signing deaf academics working in UK HEIs. I will show how their experiences of everyday spatial practice comes into conflict with the idealised conception of the hearing university and how this feeds into and is fed by new spaces of representation, in which new social norms, values and expectations can be raised.

In order to illustrate this theory, data taken from a current research project will be used. Five signing deaf academics were interviewed from HEIs around the UK, focusing on both their experience of the physical environment of their workplace, and the professional social ties and interactions that they have built and maintain. Walk-through interviews were utilised to gather data about the physical environment, and eco-mapping interviews were used to gather social data.

Specific examples of the unique spatial experience of signing deaf academics will be presented, before suggesting ways in which this new understanding could contribute to making HEIs more accessible and welcoming to signing deaf academic staff.

2C

Castleton | Tuesday 14.00-15.00

***New opportunity? New inequality? University of Luxembourg in students' eyes (0048)*****Emilia Kmiotek-Meier**, University of Luxembourg, Esch-sur-Alzette, Luxembourg***Student mobility and its social dimension in Luxembourg***

The University of Luxembourg (UL) was founded in 2003. Prior to 2003 all people seeking academic education were educated abroad. The driving force to create UL was the strive to support the knowledge economy and to attract the best and brightest (Kmiotek-Meier, Karl & Powell, forthcoming), phenomena seen also in other regions (Thomas, 2017; Tremblay, 2005). However, there were strong voices against the creation of UL, emphasising the need for Europeanization of the Luxembourgish youth (Braband, 2015). In the debates on the foundation of UL, the social dimension – who can afford the study abroad and who cannot – was absent; partly due to the generous state allowances for students. However, the state allowances were reduced since 2003. As a compromise (in line with the tradition to do the whole study abroad) an obligatory short stay abroad was implemented for all UL's undergraduates. Consequently, all students from Luxembourg are geographically mobile, be it as degree (whole study abroad) or credit (part of the study abroad) student; the majority (70-80%) of Luxembourgish student still decide for degree study abroad. Thus, the widely-used

division in mobile and non-mobile students is not the crucial distinction in Luxembourg. The questions of how, why and where students move are more pertinent.

In order to research the social dimension of student mobility in Luxembourg this study draws on an online survey (N=390) and interviews (N=16) with Luxembourgish (ex)mobile students (aged 18-29) in an explorative manner. First data analyses reveal significant difference in the level of parental education between those studying as degree (higher level) and those studying as credit mobile students. The degree students finance their study abroad to a great extent via family assistance and loans. In the words of Sunny (who dropped out of the degree study abroad): "I have now 40.000 euros loan to pay back, I am 28 and I have (...) nothing but debts as some people with 40. (...) Not everybody can afford a study in France or something, I've never understood why Luxembourg is so anti-university". Another example is pointed out by Karl (degree student): "I think it is also the status issue in Luxembourg, because those who have money go to Unis in London or further away (...) they can later say: I was there".

Those findings show that UL – a new player in the Luxembourgish HE landscape – created an opportunity for those who cannot wholly study abroad (due to financial or personal reasons). However, the new institution may reinforce existing social inequalities on a different level: not the study (abroad) itself matters, but its mode. Thus, within very mobile student population different distinction strategies are observed running along dimensions such as: type (degree – credit), place (affordable – expensive country) and institution (prestigious – less known) of the study (abroad).

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## 2D

Wentwood | **Tuesday 14.00-15.00**

### ***Supporting Early Career Researchers through Virtual Writing Groups (0039)***

**Carol Johnson**, University of Melbourne, Australia

Early career researchers can face many challenges as they shift from their PhD graduation and into their new academic positions. These challenges may encompass change of location, gaps in community networks, disruption of mentorships and new work responsibilities. The particular demand for early career researchers to increase their publication output while learning the responsibilities of a new job and its institutional culture can be daunting (Wilkinson, 2015). Using a case study approach, this study identifies the impact of virtual writing groups on early career researchers' publication output and transition process (i.e. PhD student to full-time academic). The study explores the following research questions: 1) To what extent does a virtual writing group assist publication output through the transition of PhD student to early career researcher?; 2) What factors are integral for the effectiveness of a virtual writing group for early career researchers?; and 3) What challenges and opportunities arise within such groups?

Writing for high impact journals and increasing writing outputs utilize skills that are generally developed over time. Often, it is during the transition stage from PhD student to early career researcher that scholarly writing habits and trajectories become established. As such, PhD students can make strong writing connections with their supervisors and classmates, and consequently develop ad hoc writing synergies within these communities during their PhD studies. However, after graduation, commitment to writing groups may diminish due to job relocation and perceived distance challenges.

The use of writing groups has been evidenced to support faculty in achieving publication goals and increasing writing skill sets (Olszewska & Lock, 2016; Sonnad, Glodsack & McGowan, 2011). Outcomes of these face-to-face groups include: publication output, writing skill development, and community support. All of these outcomes are beneficial for growth as an early career researcher. Exploration of ways to continue these important writing group connections beyond graduation leads to the consideration of online tools (e.g., synchronous meetings and online writing tools such as Google Docs, and Evernote). That is, the shift of a face-to-face, established writing group to online, virtual meetings, may be a supportive, yet unrealized, mechanism.

To date there is little research exploring writing groups in a virtual environment and within the context of supporting early career researchers in their transition from student to full-time academic. Therefore, this study (n=5) explores the perceptions of a virtual writing group for new academics through the following research questions: 1) To what extent does a virtual writing group assist publication output through the transition of PhD student to early career researcher?; 2) What factors are integral for the effectiveness of a virtual writing group for early career researchers?; and 3) What challenges and opportunities arise within such groups? Overall results and themes from the surveys and semi-structured interviews collected will be discussed. Implications for PhD students, PhD supervisors and early career researchers will be highlighted. Finally, future research directions will also be identified.

2D

Wentwood | Tuesday 14.00-15.00

**Writing clinic as a nexus of doctoral students' writing development (0068)****Melina Aarnikoivu, Taina Saarinen, University of Jyväskylä, Finland**

Doctoral students' path towards thesis defence and obtaining their degree comprises of several different types of processes and actions, which doctoral students use in order to build their researcher skillset and identity. One of the most crucial actions on this path is writing (Ferguson 2009). Whether a doctoral student is doing a thesis or an article-based dissertation and whatever their discipline is, they cannot escape writing: it is impossible to graduate without a dissertation. Writing and different products that result from writing – articles, book chapters, or entire books – are the most important product of a researcher's work also after graduation. Without these, the researcher does not have any proof of what they have done (Heikkinen 2007).

This paper explores how the Centre for Applied Language Studies (CALs), one of the departments of the faculty of humanities and social sciences at the University of Jyväskylä, Finland, has supported and developed the writing practices of their doctoral students by regularly organising 'writing clinic' sessions for them. The theoretical-methodological framework used in this study is *nexus analysis* (Scollon & Scollon 2004; 2007), which was designed to explore different types of social phenomena as complex systems and to shed light on how different parts form an entity. The approach is multidisciplinary: it combines ethnographic methods with discourse analysis and sociolinguistics and, instead of language, takes *action* as the centre of focus. Nexus analysis encourages the researcher examine the linkages between smaller and larger actions, which is why the researcher should not 'get stuck' on single observable moments, events, or participants.

The data for this study consists of ethnographic field notes done during 13 clinic meetings within 18 months, six interviews of three doctoral students and three supervisors, survey data regarding the writing clinic activities, and the syllabus document of the faculty. The first round of analysis has revealed that though the writing clinic meetings are in many ways limited in space and time, the clinic participants – doctoral students and supervisors – also expand these two dimensions through their interaction. Thus, in our further analysis we are interested in exploring how time and space are constructed during the writing clinic meetings and how they are then linked to doctoral students' writing practices and dissertation process on a higher scale level (Blommaert 2007).

This paper is part of a wider nexus analysis on doctoral studies.

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## 2E

Langstone | Tuesday 14.00-15.00

***Student Engagement – an exploration of the socio-cultural norms affecting minority group behaviour within HE in the UK (0088)*****Philip King**, Nottingham Business School, Nottingham Trent University, Nottingham, United Kingdom

Within UK Higher Education Institutions (HEI), the student population has continued to grow for the past two decades (ONS, 2017). Of the 1.75 million students enrolled at undergraduate level in academic year 2015/16, the largest increases were of those from the most educationally disadvantaged groups (HEFCE 2017). This is likely to continue given the UK target to increase widening participation entrants by 20% by 2020 (DBIS 2017).

**Background and research gap**

Research suggests that non-traditional entrants are changing the dynamic of relationships within HEIs (Finnegan and Merrill 2015). A challenge presented by evolving diversity is the impact on the behaviour of students (Allen et al 2018) which includes academic engagement, a key indicator of progression. Kahu's (2013) socio-cultural perspective on student engagement offers insights into *why* students engage and has particular relevance for non-traditional students. Despite the implications for engagement for non-traditional students, research exploring the wider socio-cultural issues within UK HEI remains underdeveloped (Jury et al 2017).

**Conceptual Domain**

Bourdieu's (1986) concepts on capital can be used to identify the perceived variation in self-worth among the student population and to identify accompanying behaviours driven by socio-cultural norms. This research uses Bourdieu's concepts of habitus and field to explore engagement, and how students are subject to the influences of their peers, the university environment and wider community.

**Methods**

This research will use a qualitative methodology to explore socio-cultural norms within HE and investigate why this disruption occurs. Semi-structured interviews will enable exploration of the key issues and how culture impacts engagement. A qualitative approach accommodates an exploration into the meaning of experience, actions and events as these are interpreted through the eyes of participants (Richardson 2011).

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2E

Langstone | Tuesday 14.00-15.00

**Student learning experience in higher education in Hong Kong: processes of academic engagement and psychological capital. (0049)****Esme Sung**, Durham University, United Kingdom

Academic engagement refers to the time, effort and energy students invest in their learning process, which takes place inside and outside classrooms. Faculty members are concerned about engaging university students in learning, as studies showed students' academic engagement predicts their academic performance (Ketonen et al., 2016; Schlenker, Schlenker & Schlenker, 2013). However, academic engagement in higher education may not happen automatically, rather, it involves conscious effort and determination taken by the students. Students with richer psychological resources tend to engage more in learning. Studies showed a positive correlation between psychological capital and academic engagement in university students (Luthans, Luthans & Palmer, 2016; Siu, Bakker & Jiang, 2014). Psychological capital refers to students' positive psychological state of development that comprises four components of hope, self-efficacy, resilience and optimism (Luthans, Youssef & Avolio, 2007).

Engagement studies are greatly inclined to quantitative measures, which focused on the indicators of academic engagement. Inadequate attention is given to explore the dynamic processes behind students' engagement in learning, such as the reasons for students to get engaged and the feelings experienced by the students when they are engaged in learning. These mechanisms could be through qualitative approach. Besides, limited published studies have adopted a multi-dimensional model of academic engagement in the investigation. In view of these gaps in research, taking a multidimensional framework of academic engagement, the present study aims to explore how and why Hong Kong university students engaged in their learning and their expression of psychological capital. A mixed approach is adopted, with student participants taken part in the self-reported surveys and semi-structured interviews. Consistent with previous studies, survey data indicated a positive correlation between academic engagement and psychological capital. On the other hand, interview data serves to understand the process and mechanisms of engagement and the use of psychological capital in greater depth. It is hoped that the findings from both the quantitative and qualitative data complement each other and help educators to reflect on current practices in higher education in Hong Kong for the enhancement of student learning.

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2E

Langstone | Tuesday 14.00-15.00

**Exploring Undergraduate students conceptions of university teaching (0091)****Mike Mimirinis**, Anglia Ruskin University, United Kingdom

Long before the introduction of the Teaching Excellence Framework (TEF), the understanding and implementation of 'teaching excellence' in the academy has been a contested territory. Complexity and contestation referred, but were not confined to, the relationship between: (i.) excellence in teaching and excellence in learning in general, and (ii.) the criteria of teacher excellence and the changing nature/diversification of academic roles (Gunn & Frisk, 2013). Most studies have focused on either students' conceptions of learning or teachers' conceptions of teaching; Kember et al. (2003), however, also examined students' beliefs about teaching in conjunction with their beliefs about learning and knowledge. Their study concluded that these beliefs form a consistent and logically inter-related set. Multiple studies suggested that teachers' and students' approaches to teaching and learning are evidently connected with their conceptions of these activities (e.g. Kember et al. 2003; Trigwell and Prosser 1996). Accordingly, the central research



question can be formulated as: what are the qualitatively different ways undergraduate students experience 'teaching excellence' in higher education? Purposive sampling aimed to maximise variation in the experiences of participants from one access, teaching-focussed university and a research-focussed university, while semi-structured phenomenographic interviews focused on an instance of teaching excellence and invited participants to share their experiences. 343 students from the teaching-focussed institution responded to a brief, 'screening' questionnaire. Twenty (20) students accepted invitations to attend a semi-structured interview; these lasted between 25-40 minutes. Satisfactory range of disciplinary backgrounds supported the sampling strategy (Law, Business studies, Medicine, Education, Social Work, English, Media, Biosciences etc.) 89% of students responded that they have experienced at least one instance of 'excellent teaching' since they joined the university (N=343). Following the interviews at the teaching-focussed university, 172 questionnaire responses from undergraduate students of the second, research-intensive institution were collected and interviews are currently being undertaken. The emerging results will be discussed in relation to the TEF debate as well as existing literature on conceptions of teaching.

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## 2F

Caerleon | Tuesday 14.00-15.00

***Friendships, Networks and Aspirations to Higher Education (0042)***

**Krystal N. Douglas**, *University of Warwick, United Kingdom*

Through the lens of social network theory, my doctoral research aims to extend beyond traditional Bourdieusian notions of capital and explore the Higher Education (HE) aspirations of young adolescents within a network context. Baker (2017) argues that current rhetoric around "aspiration", with its renewed political and global significance, places too much emphasis on an individual's shortcomings, foregoing the socio-economic dynamics at play. In line with this, González-Canché & Rios-Aguilar (2015) outline the need for "critical" social network analyses, to avoid social network theorists "blaming the oppressed for lacking what it takes" because of an individual's attributes, and further contributing to the "deficit" rhetoric around widening participation (WP). To challenge this discourse, my research perspective considers, not only what but, who may impact adolescents' choices about their future and higher education aspirations.

In addition to questioning current WP discourse, whilst higher education network contemporaries such as Fuller, Heath & Johnston (2011) use network perspectives to explore HE choices of individuals beyond the age of compulsory education, my research offers a novel approach as it focuses on the social networks of 16 "high-achieving" adolescents aged 11 to 14 all attending the same comprehensive school; a school with a very limited tradition of pupil progression to high status HE institutions.

Using social network analysis as an analytical methodology, as well as a conceptual framework, this research will combine understandings of the micro-social processes of the adolescents' socialisations, alongside qualitative and quantitative data of social networks –in a sense, what do these "high-achieving" students say about their aspirations, where, when and with whom? Using a variety of data collection methods, including focus groups, participant observation, ethnographic field notes and participatory techniques, I will develop detailed case studies documenting the adolescents' social networks. By tracking the adolescents' social networks, this research will explore the role that networks may play in crafting adolescents' views about their HE aspirations, and potentially illuminating everyday barriers to accessing HE; hopefully helping to establish new ways to best support student progression from school to university.

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# 2F

Caerleon | Tuesday 14.00-15.00

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### ***Can the changing shape of higher education include conferences as learning sites for excellent doctoral training? Findings from a comparative multi-country study (0081)***

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**Omolabake Fakunle**, *University of Edinburgh, Edinburgh, United Kingdom*;  
 Blair Izard, *University of Connecticut, Connecticut, The United States of America*;  
 Joyceline Allah-Mensah, *University of Nottingham, Nottingham, United Kingdom*;  
 Mollie Dollinger, *University of Wales, Cardiff, United Kingdom*

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According to Barnacle and Mewburn (2010), doctoral students need support to develop their scholarly identity through access to both traditional (institutional) and non traditional sites of learning. Academic conferences provide opportunities for doctoral students to network and liaise with colleagues and mentors in a non-traditional site of learning. However, little is known about doctoral students' perceptions of the extent to which they feel supported to engage in learning in non-traditional sites in national and international contexts. To contribute to this under-researched aspect of doctoral student experience, we conducted a cross-national comparative study seeking to understand doctoral students' rationales for conference attendance, and the extent to which their perceptions vary across four institutions in three global regions (the UK, USA, and Australia).

Our mixed-method study had two distinct, though complementary phases. Phase one involved collecting online survey data using Qualtrics. Across the four participating institutions, 212 responses were received from students at different levels of their PhD study (from 6 months to 4 years). The initial analysis of the survey data shows that conference attendance is not a compulsory aspect of doctoral student education at all four institutions. However, in agreement students across all four institutions considered attending conferences an important aspect of their learning.

For the second stage of the study, we conducted focus group interviews with 23 doctoral students at the four institutions. This allowed us to further probe students' perceptions of conferences as learning sites. Our findings reveal that the students consider conferences as sites for other activities beyond the learning related to their current study, such as, having opportunities to be visible to others in their field in terms of their research, thus developing an academic profile. The students also talked at length about networking activities beyond conference sites, such as, connecting with academics with similar interest through online social media.

Though the students demonstrated their agentic capabilities (Archer, 2003) in their approach towards networking, practical barriers to networking at the individual and institutional/structural levels were highlighted. Funding, family commitments, time constraints, the demands of their doctoral study and personal traits are amongst the main barriers to individuals' networking. Institutional support, including assistance from supervisors, are structural factors that facilitate or constrain students' participation in networking within and outside their institutions.

Networking is regarded as a key part of the doctoral student experience (McAlpine, 2012). Our study, however, suggests that networking is not yet clearly included as a key part of doctoral training. It therefore remains to be seen whether the changing shape of higher education can strategically include conferences as sites for learning, and perhaps, foster the academic development of a global network of doctoral students.

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2G

Usk | Tuesday 14.00-15.00

***How a Sense of Belonging Affects the Transfer Student Experience at a Small, Private, Liberal Arts Institution in the United States (0029)*****Ashley M. Smith**, *Taylor University, Upland, Indiana, The United States of America*

As the number of students who choose to depart from an institution increases so does the need for greater clarity regarding the transfer student experience. All transfer students, whether from a community college or four-year institution, require different resources to successfully transition and persist to graduation. Most transfer student research focuses on the academic transition of community college transfers, which leaves a significant gap in the literature.

For the purpose of the current study, there are two main categories of transfer students considered: vertical and lateral transfer students. Vertical transfers are those who begin their education at a two-year institution and then transfer to a four-year institution. Lateral transfers are those who transfer from a four-year institution to another four-year institution. Many students depart primarily due to financial, academic, or relational issues. In the United States, one in three students transfers at least once within their collegiate career. Because of this, it is important to first understand the needs of transfer students and then develop programming to ease the transitional challenges and prevent additional transfer.

The concept of belonging has been determined as a basic human need; therefore, achieving a sense of belonging is crucial not only as a transfer student but as a human being overall. For the purpose of the current research, sense of belonging is defined in a college campus context as the appearance of acceptance, the need for frequent social interaction, fit and inclusion. Beyond the initial transition, maintaining a sense of belonging most often correlates with a greater level of engagement, allowing for greater academic success. While it is important that transfer students do not simply join first-year students for orientation or first-year experience courses, transitional programming needs to be in place so that this student group can be equipped for success just as first-year students are.

The question guiding the research was: How does a sense of belonging affect the transfer student experience? The study implemented a mixed methods embedded design to best capture participants' level of belonging, as well as how it affected transfer students' experiences. The quantitative survey portion demonstrated a self-reported sense of belonging, while the qualitative open-response protocol questions supplemented the data by explaining how the sense of belonging affects the overall transfer student experience. An adaptation of the Basic Human Needs Scale was distributed to all current students who transferred to a small, private, faith-based, liberal arts institution in the Midwest region of the United States.

Through statistical data analysis and themes developed from the open-response questions, the researcher was able to report the participants' sense of belonging score. The score is then expanded on through the themes found within the qualitative portion, some of which involving the residential housing experience, level of involvement, and feeling like a freshman again.

Overall, the data support many themes found in the literature, including necessary levels of student involvement, campus engagement, and transitional programming needs.

2G

Usk | Tuesday 14.00-15.00

***Thriving in Students of Color at a Predominantly White Institution (0032)*****Travis J. Trotman**, *Taylor University MAHE Program, Upland, Indiana, The United States of America*

This research study seeks to examine the thriving of students of color at a Predominantly White Institution (PWI) and how their thriving affects their learning, social life, engagement, and determination on campus. The campus climate for diversity is influenced by a variety of factors on a university campus. Each institution has differing approaches to diverse conversations, but the overall experiences for students of color will be quite similar and may alter their overall perceptions of thriving. According to Johnson (2015), students of color (SOC) relate to any person who views themselves as non-white. Furthermore, these students can be described but not limited to the races of Black, African-American, Hispanic, Asian, Native American etc. The phrase student of color is used on many predominantly white college campuses to identify minority students. This phrase has also been used across the United States in many conversations on the topics of race, oppression, equality, and diversity (Vidal-Ortiz, 2008).

According to Bourke (2010), students of color have a harder time transitioning into college not only because of the expectations but also because of stereotypes and microaggressions toward them. Furthermore, research has concluded that for the diversity on a campus to thrive, the institution must clearly communicate their support and the necessary steps they hope to take in order to create a more diverse campus. Supporting diversity with a clear and tangible mindset presents opportunities for growth and space for deep relationships within the institution, but it is still very necessary to further explore and understand the challenges and achievements which face students of color at predominantly white institutions (Milem, J. F., Chang, M.J., & Antonio, A.L., 2005; Williams & Clowney, 2005).

Thriving implies more than just surviving in a college environment, it conveys the full engagement of a student through their intellectual, social and emotional experiences. According to Laurie Schreiner (2014), thriving is described as a new way of exploring the success of college students, specifically through their intellectual, social and psychological engagement. The purpose of this research is to engage with students of color in order to understand their self-perceptions of their thriving as well as to bring about awareness and outcomes. More research needs to be done to help students of color feel equipped and validated in addition to learning more about their experiences to best help them in this ever-diversifying world, post-college and beyond (Bourke, 2010).

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2G

Usk | Tuesday 14.00-15.00

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***'I have never felt like such a thumb amongst fingers': Black students' experiences at a predominantly white institution (0037)***

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**Lateesha J-L Osbourne**, University of Bath, United Kingdom

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In the UK, the number of Black and Minority Ethnic (BME) undergraduate students entering university currently exceeds the number in the general population (Office for Students, 2018). Despite these improvements, racial inequality persists across the sector. For example, research on the attainment gap shows that black students are the least likely to achieve first-class or upper second-class honours and are the most likely to drop out of their course (Smith, 2017). Due to the continued attainment gap, black students have been deemed a 'problem' and are measured against ideas of academic excellence which individualises inequality and encourages deficit model approaches (Currant 2015).

Investigations into the attainment gap have identified a sense of belonging as a key factor for student success (Thomas 2012; Currant 2015). Although this connection has been made, there is a dearth of research investigating race and a sense of belonging in higher education. Despite key findings such as, one in six BME students have experienced racism at university, there is even less literature which focuses on the lived experiences of black students (NUS 2011). Mainstream media reports seem to be ahead of academic research regarding racism on university campuses. Black students' voices are notably missing from a body of work that continues to investigate their attainment more frequently than their experiences.

This presentation draws on PhD research in the form of semi-structured interviews and focus groups which centre black students' voices in examining their experiences at a predominantly white institution. Drawing on social psychological theory, this research focuses on black students' everyday interactions and the ways that they may be consequential to their sense of belonging. This research is also informed by social identity theory and empirical research on inter and intragroup processes associated with how minority group members experience and respond to othering.

At a broad level, the findings of the studies suggest that black students' experiences are shaped by their (extreme) minority presence on campus and by the specific type of white students at the institution, i.e. those

that have no prior experience of diversity. The work also discusses the ways that black students' and their experiences become racialized through the normativity of the white gaze (Dyer 1997). The impact of the white gaze and racialisation will be discussed in connection to the ways that black students describe their experiences.

I will also reflect on the silences in the data, for example; disidentification, the option or ability to call an experience 'racist', the temporality of racism and the ways that it is frequently presented as being elsewhere.

Rather than positioning black students as a 'problem to be fixed', this research highlights coping mechanisms and strategies black students use in order to persist despite navigating a 'hostile environment'.

## 3A

Severn Suite | **Tuesday 15.45-16.45**

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**Higher Education regional cooperation in Northeast Asia: Comparing policy ideas at Japanese universities (0030)**

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**Christopher D. Hammond**, *University of Oxford, Department of Education, Oxford, United Kingdom*

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This presentation will introduce initial findings from an ongoing doctoral research project. The project is a qualitative study of policy ideas and programs aimed at fostering regional cooperation between China, Japan and South Korea in the higher education sector. The aims of the research are to understand the ideational drivers shaping Northeast Asian higher education (HE) regionalism from the perspective of Japan, and to investigate the ways policy ideas are translated into practice across different institutional and disciplinary contexts in Japanese universities. This takes in an investigation of the conditions under which those ideational drivers are implemented and any limits, barriers and resistances to them. The study's aims are to contribute new and valuable knowledge to the social science literature in fields such as Higher Education Studies, International Relations and the interdisciplinary field of Comparative Regionalism. It is hoped the knowledge generated will also have societal relevance by highlighting the potential value of HE regional collaboration programs in fostering peaceful and cooperative relations between China, Japan, and South Korea. Acknowledging this normative bias, the research has taken the form of an interpretive study underpinned by a social constructivist epistemology. Adopting a discursive institutionalist approach, the researcher has sought to investigate the ways certain ideas about higher education regionalism (and not others) emerge and become institutionalized, as well as how they are contested, re-appropriated and translated by actors into practice. To investigate these issues, two government-initiated regional collaboration programs were selected, one representing higher education's societal role as a producer of research-based knowledge, and the other representing its social function as a site for teaching and learning. The program addressing the former role is the A3 Foresight program, a funding scheme for scientists to engage in regional research collaboration. The program addressing the latter role is CAMPUS Asia, a regional exchange program for students at top universities in the three countries. Through contextualized case studies involving discourse analysis of documents (in both English and Japanese) and semi-structured interviews with program participants, an attempt was made to construct nuanced and informed answers to the following research questions:

What are the ideas driving Northeast Asian regional cooperation in the higher education sector at Japanese universities?

What factors can account for the emergence of these ideas of regional cooperation (as opposed to others)?

Under what conditions and how are these ideas translated into practice across different institutions and disciplines? What facilitates the translation into practices and are there limits, blockages or resistances?

I will present the research design and some of the initial findings from the analysis of over 60 interviews with academics, administrators and students who have participated in one of the two programs described above. The desired deliverables of the poster session will be to share lessons learned from the research and generate engaging dialogue with a range of conference participants.



## 3A

Severn Suite | Tuesday 15.45-16.45

***Edu-tainment, fundraising, or industry collaboration? Customised executive education and its impact on the missions of university-based business schools (0047)*****Sean R. Brophy**, *University of Oxford, United Kingdom*

This paper presents the findings of a small-scale international research study undertaken to answer the following question: How do customised executive education programmes impact the mission and operations of business schools? As the market for non-degree, short-cycle executive education programmes has become more lucrative, business schools are diverting resources away from traditional activities like teaching and research to compete in the executive education marketplace. This study sought to examine (1) what common characteristics do business schools offering executive education share as stated in their mission statements; (2) how does executive education support the mission of business schools; and (3) how is executive education, and customised programmes specifically, challenging any of the traditional norms or functions of business schools. Customised programmes were selected because they represent the largest percentage of non-degree, short-cycle executive education programmes offered globally and because regulators treat them as “closed courses,” i.e., commercial in nature, motivated by profit, and not carried out for the public benefit. This study was limited to the UK and US partly because the university-based business school model was initially an American innovation that was subsequently adopted by British universities. This organisational model is inherently different than the “stand-alone” business school that developed outside of the university system in Continental Europe.

The first research question was answered using content analysis of mission statements from 51 American and British business schools. The sample was drawn from members of UNICON, which is a global consortium of 116 business schools that offer executive education. The second and third questions were addressed using semi-structured interviews of faculty and professional administrators at four business schools, two American and two British. The administrative staff included the heads of executive education practices and staff involved in the sales, design, and delivery of programmes.

The content analysis yielded a common set of mission statement themes: student profiles (e.g., undergraduates, postgraduates, leaders, etc.), functions (e.g., teaching, research, professional practice, etc.), tradition or ethos (public, research-intensive, global, etc.), specialisation (innovation, entrepreneurship, leadership, etc.), and institutional clientele (local community, businesses, parent university, etc.).

The semi-structured interviews found evidence that customised programmes do contribute to the core teaching and research functions at business schools, whilst also serving as reputation-building and revenue-generating activities. There is also evidence of potential issues that arise in the conduct of the programmes, i.e., conflicts between the norms of the academy and the demands of industry, tensions between the rigour and relevance of programme content, changes to governance and management models, and the deprofessionalisation of the role of academics.

The significance of this study rests on (1) the development of an original framework for the analysis of mission statements of institutions offering executive education, (2) a contribution to the study of an under-researched topic in the higher education domain, and (3) informing practice at business schools.

## 3B

Tintern | Tuesday 14.45-16.15

***Virtual Encounters: Student social movements against academic (dis)ableism and the powers of Web 2.0 for participatory action and research (0055)*****Julia A. Long**, *Liverpool John Moores University, United Kingdom*

In a time of government cuts to higher education (HE) and to the ‘Disabled Students Allowance’, my research examines the experiences of disabled doctoral students in the UK. Despite the Equality Act of 2010, significant inequalities in HE access and participation have persisted for these students. Disabled postgraduates face ignorance and (dis)ableist attitudes typical of deficit oriented understandings of disability. Research depicts a system over-reliant on self-advocacy and, while diversity inclusion makes allowances for disability overcomers, or ‘abled-disabled’ (Titchkosky 2003), it neglects those failing to reproduce normative expectations. At the same time as government support is being rolled back, it is widely recognised that the marketisation of HE underpinned by increased demands for productivity, competitiveness and self-entrepreneurship risks intensifying able-normative pressures to perform in academia.

Web 2.0 has opened up virtual spaces for marginalised voices to come together, cultivate community resilience and animate epistemologies of resistance. In this paper, I examine ways of harnessing these powers through research that follows the emergence of a community of students self-identified as disabled and engaged in online activism using twitter and blogging as a way of ‘talking back’ (hooks 1999) to academe and its ableist institutional practices and structures. The analysis explores the following constructs brought to life in the research setting: peer support, collective consciousness, performative resistance, re-presentation, and knowledge production for epistemic justice (Fricker 2007). My theoretical framework draws insights from WoC feminists<sup>1</sup> whose conceptualisation of marginalisation as a social location of epistemic resistance usefully informs the dynamics at play in the networked community. The participants engage in online activism drawing on their liminal experiences of academia as ‘outsiders-within’ (Collins 1999). In seeking to dismantle dominant regimes of ‘truth’, the research design casts them as situated knowers. Their counter-storytelling, examined through the lens of a critical disability perspective which values voice, acts to disrupt the silence that institutional performatives of diversity perpetuate.

<sup>1</sup> WoC (Women of Colour) is used here to mean Black, Chicana and postcolonial feminists

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# 3B

Tintern | **Tuesday 14.45-16.15**

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## ***Barriers to higher education access and participation for students with refugee background in England (0051)***

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**Agata A. Lambrechts**, University of York, United Kingdom

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Despite the ‘universal’ participation levels of 56.9% (UUK, 2017) in UK higher education, and the many known benefits of HE, many groups are still under-represented, with others – including refugees and asylum-seekers – being virtually absent from England’s HE institutions. As issues around forced migrant rights have in recent years come to public attention, a number of responses have been developed by some universities. However, despite the recent addition of ‘refugees’ by the Office for Fair Access (now replaced by the Office for Students) to their list of under-represented and disadvantaged ‘target groups’, majority of thHEIs do not collect any data related to applicants or students with refugee background, and most do not have targeted interventions to support their access or attainment (Lambrechts, 2018). These limited institutional practices are paired with very little work published around the specific challenges faced by refugees and asylum-seekers, and little guidance on developing best practices in ameliorating these challenges.

This paper presents tentative findings based upon data collected as part of research project on HE opportunities for refugees in Europe. In particular, its focus is on the barriers faced by the refugees and asylum-seekers residing in England, both at pre-entry stage and on-course. These have been identified through thematic analysis of 19 semi-structured interviews with refugees and asylum-seekers (including current students, and those who would like to, but have not so far been able to go to university). These findings have been corroborated through interviews with key stakeholders - university officials from institutions with targeted programmes of support for applicants and/or students with refugee background (6) and representatives of NGOs (5) working with forced migrants and supporting them in accessing HE.

The emergent findings presented in this paper are thematically grouped, using the broad categorisation of ‘barriers’ to access and participation, as developed by Cross (1981), and updated by Potter and Alderman (1992). These include institutional/structural, academic, situational/life, and dispositional barriers, some shared with other WP groups, others specific to those with refugee background. Of critical concern is the fact that those with refugee background often face multiple challenges simultaneously. Additionally, some overarching systemic barriers, rooted in current immigration laws and policies, have been identified.

A key early conclusion is that more needs to be done, both in terms of policy and practice, not only to increase the availability of opportunities for refugees and asylum-seekers, but also their de-facto accessibility, and to ensure that WP interventions are followed by provisions of support necessary for progression and attainment leading to meaningful outcomes.

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3C

Castleton | Tuesday 15.45-16.45

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### ***Why are service children so under-represented in British Universities (0025)***

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**Matthew Thorne**, *The Sixth Form College Farnborough, United Kingdom*

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Children from military families make up as much as 23% of our secondary school population (Goodwill, 2018). They are recognised by the government as vulnerable and in need of support due to the potentially detrimental nature of a frequent moving to their education. Specifically noted by Government are a number of issues potentially effecting their progress include; multiple movements between schools, difficulty in finding school places, emotional concerns with parents being posted overseas and trouble with the movement of their school records (Strand & Demie, 2007). Service children are also a group that is considerably under-represented at university; in 2013/14 only 0.34% of undergraduate students were from service families (McCullouch & Hall 2016). This paper seeks to understand why by assessing how attainment on Level 3 courses may affect University progression for this group of students.

To address the focus of this paper, data is examined on the Level 3 exam results for service children's performance and comparing it with non-service children. In this paper Level 3 results will be taken to mean any A-Level or CTEC/BTEC equivalent course that is taken at the Sixth Form College used in this study. This paper fills a gap in the existing research by highlighting the achievement issues that face Level 3 students from forces families and examines why these issues may occur. There is no existing research on the A-Level results of service children. Research and discussion has been carried out on GCSE results of service children and the differences in their educational attainment (Strand, 2007 & Noret, 2014). One aspect of this paper will examine if these educational differences at GCSE level continue on at A-Level. The paper considers some major issues with regards to service children and their progression into University and these issues will be discussed in this presentation.

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3C

Castleton | Tuesday 15.45-16.45

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### ***The continuous professional development (CPD) needs of Learning Support staff who deliver academic literacies to students with learning differences (SpLDs) (0027)***

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**Tracey Celestin**, *London Southbank University, United Kingdom*

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Although it is difficult to pinpoint an exact time when learning support was created to assist students in higher education, it has been argued that it has been at the forefront since the last decade to assist with student learning. Therefore, it has increasingly added value to those that need assistance covering related critical thinking and reflecting on what they have learned. Subsequently those in professional services have a significant role as they provide students with learning aids to develop their academic literacies (Cunningham:2015, 30-31). For this paper I would like to present how provisions are implemented through continuous professional development to cater for learning support staff. More so, the key theme of the presentation will be to focus on how that support is provided to students with specific learning differences (SpLDs).



In other research it has identified that there is a shift regarding how an inclusive learning environment can contribute towards this development partly to changes with disability funding. In doing so students with SpLDs are relying more on professional services to obtain help with their studies from those who are not disability advisors. In that instances students are either being signposted from their lecturers, disability and dyslexia support (DDS) or self-directed to obtain academic literacy guidance in their first year (Liasidou, 2015: 33).

Recent changes to the Disability Funding Allowance has made higher education providers review whether staff are equipped in the way they should be to provide learning support to all students. Fundamentally due to these challenges there has been a shift in how guidance is implemented (Student Finance, 2016). This will also coincide with my paper as I will be focusing on how learning support departments like the ones I currently work for provide support to students within professional services. The literature provides an avenue that is connected to learning support as I will be investigating their relationship with Disability and Dyslexia Services (DDS) departments when students are in need of guidance to assist with their progression.

Reflection has also been referred to as conducive to the development of staff working in professional services, especially for those within learning support. This also draws reference to the notion of a strong critical undercurrent that centres its interests to the student experience but does not equally focus on continuous professional development of staff. More so in relation to best practice and sharing of ideas across UK universities (Gourlay and Oliver: 2017, 28-29). My presentation will draw links to this study as it also encourages more proficient learner autonomy to adapt a self-help approach. With the ideas stated towards becoming more proactive and less self-reliant on others, this literature implies that the roles of learning support are there to guide students by developing an independent learning approach. I intend to explore this by bearing in mind that students have individual learning needs. Consequently, this paper will evaluate which areas are relevant to catering for the needs of learning support staff in order to assist students new to university.

3C

Castleton | **Tuesday 15.45-16.45**

***Boys from the Black Country – An investigation into how white working class males from the West Midlands region negotiate expectations for their future in education (0017)***

**Alexander Blower**, Maria Tsouroufli, Nazira Karodia, *University of Wolverhampton, United Kingdom*

The educational success of white working class boys has been a significant focus of Government discourse within education (2014). In recent times policy makers have expressed concerns with specific regard to the low number of young white working class males participating in Higher Education (2015). Since the publication of Phil Willis's monograph *Learning to labor* (1977), white working class males in education have also been the subject of a significant body of social research. In an effort to shed a light on how intersections of issues pertaining to class, race and gender reinforce structural inequality, a number of researchers have examined the educational experience of white working class males in 21<sup>st</sup> century Britain (Ingram 2009, Reay 2002, Roberts 2013, Stahl 2016).

This study investigates how discourses surrounding the educational success of white working class boys can play out within their educational experience as students. Utilising a qualitative methodology and the theoretical tools of Pierre Bourdieu, this piece of research focuses on a group of white working class students studying at a high school in the Black Country region of the West Midlands. The study examines how white working class male students negotiate their expectations surrounding their future in education, and how staff members at the school understand the educational expectations of the white working class boys. The paper will present preliminary findings from a four month period of participant observation and interviews with three learners who are currently in year 10 at the school, as well as drawing on data from semi structured interviews with teachers and members of the students' social networks. Through the use of a methodology which facilitates a rich understanding in to the lived experience of the participants, this study provides a mechanism in which to add to the growing body of knowledge surrounding white working class students aspirations, expectations and their chances of future success in education.

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## 3D

Wentwood | Tuesday 15.45-16.45

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### ***Relationship between personality typing and student leader self-authorship development (0034)***

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**Shelby N. DeLay**, *Taylor University, Upland, Indiana, The United States of America*

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The college years are a time for students to discover strengths, interests, and their own developing personality. In today's higher education context, personality typing is used widely to discover leadership style and potential, connection to others, and a clarified sense of self (Cohen et. al., 2013). According to Magolda and King (2004), there are three dimensions of development that intertwine to form effective self-authorship in students including: Epistemological Foundation, Intrapersonal Foundation, and Interpersonal Foundation (p. 8). Understanding personality types gives students the ability to develop a sense of self-authorship. With a well-developed sense of self, students are able to explore their own strengths, interests and personality in a more full capacity. For institutions, it is imperative to understand how to support students in their own journey toward self-authorship during their collegiate years.

This research focuses directly with student leaders and The Enneagram: a personality typing tool with roots which date to the tenth and eleventh centuries (Riso & Hudson, 1996). The Enneagram functions with a simple organizational principle of nine personality types resulting from three separate triads, known as either the Feeling Triad, Thinking Triad, or Instinctive Triad (Riso & Hudson, 1996). Student leaders are an integral part of a university campus climate and the understanding of their own personality type and how it relates to leadership ability and style is imperative (Cohen et. al., 2013). Once student leaders identify with one of the nine personality types described by The Enneagram, they are able to understand more fully how The Enneagram leads to knowledge of both their leadership and their own self. The reflective nature of The Enneagram yields to the importance of student leaders using their own hands and mindset to mold and establish internal voice – an essential aspect of self-authorship development (Magolda, 2017).

This presentation will be a discussion of the relationship between personality typing, specifically in regards to each of the nine personality types described by The Enneagram, and the self-authorship development of student leaders. The discussion will be based on a combination of literature relating to self-authorship development in college students, The Enneagram, and student leaders as well as the methodology development for an ongoing qualitative research project currently being conducted in the United States. The researcher will also provide a brief overview of best practices for using personality type testing like The Enneagram to aid in the self-authorship development of student leaders at other universities.

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## 3D

Wentwood | Tuesday 15.45-16.45

**ICT-Enhanced Learning for Vocational Learning and Professional Education and Training (VPET) in Hong Kong (0077)****Benson Kin-ho HUNG**, *Vocational Training Council, Hong Kong, China*

Vocational Training Council (VTC), established in 1982, has always been at the forefront of vocational and professional education training (VPET). As a statutory body, VTC exists within Hong Kong education system to ensure the skills of the Hong Kong workforce remain fresh and future ready. The mandate to provide VPET is vital in meeting industry needs, and in fulfilling the aspirations of the quarter of a million young people and in-service workers who attend a programme every year at one of the 13 member institutions.

Technology Enhanced Learning (TEL) adopts e-pedagogies in learning and teaching to enhance students' engagement and motivation. On one hand, TEL aims at enhancing teachers' competency in applying innovative pedagogies and Information and Communications Technology (ICT) for a better teaching. On the other hand, TEL aims at preparing students for jobs that require skills in technology so as to maximize their adaptability and flexibility for future employment. With the rapidly changing environment in VPET in Hong Kong, the main purpose of this paper is to share e-pedagogical knowledge and TEL strategies to plan and develop an interactive lesson. It also attempts to help the audience recognise the latest development of using technology in learning and teaching to plan for a lesson in VPET in Hong Kong.

Firstly, e-pedagogies of using technology in learning and teaching are introduced for students of Higher Diploma in Civil Engineering from the Hong Kong Institute of Vocational Education (Tsing Yi). As the increased emphasis on applying knowledge to meet the demands of 21st-century society, the effective and purposeful use of technology in teaching and learning is essential. The use of technology must be driven by pedagogical considerations and supported learning goals. Effective strategies for improving students' learning performances outline a number of opportunities and challenges associated with such implementation. In this study, the potential of TEL can be applied in three main stages (pre-class, in-class, and post-class) and can be classified in three main categories (e-learning, blended learning, and distance learning). For pre-class, activities involve e-materials, online resources, websites, learning management platform and so on. For in-class, activities involve interactive lectures, instant feedbacks, in-class votings, collaborative presentations and so on. For post-class, activities involve online exercises, interactive discussion, collaborative projects and so on. Different ICT collaborative tools in response to various interactive learning activities for different stages are studied so as to improve students' learning effectiveness and engage students' learning.

Secondly, a discussion on how to implement technological tools to enhance instructional practices and experience sharing on the latest TEL applications for these students in VTC is provided. Today ICTs have become affordable, accessible and integrated in large sections of the society throughout the world. Practical blended and flexible learning activities with ICT collaborative tools are presented for VPET. In view of TEL applications, the three main categories, namely e-learning, blended learning, and distance learning, outline future directions of quality enhancement in teaching and learning in the context of higher education. E-learning allows higher participation and greater interaction. Blended Learning is the combination of multiple approaches to learning. Distance Learning is a type of education, where students work on their own at home and communicate in form of computer-based communication.

In order to maintain the international competitiveness and create opportunities for Hong Kong in national developments, the Hong Kong government is actively promoting innovation and technology across the city. While education promotes technological changes, it also responds to technological changes. TEL not only improves classroom teaching learning process, but also facilitates pre-class and post-class learning activities. Through TEL, e-learning, blended learning and distance learning can be significantly enhanced. In previous works, a successful implementation of TEL leads changes in students' engagement and enables the development of VPET at VTC in Hong Kong.

## 3D

Wentwood | **Tuesday 15.45-16.45*****Can internationalising higher education lead to inclusive global citizenship? Reflections from four case studies. (0082)*****Monika Kraska**, *UCL Institute of Education, London, United Kingdom*

Internationalisation and global citizenship are two phenomena that are widely discussed in current debates on higher education, where global citizenship is frequently mentioned as the underlying rationale for internationalisation. Gacel-Avila (2005) calls for the internationalisation of HE as a new paradigm for global citizenry; Yemini (2015) argues that internationalisation must instil in learners a sense of global citizenship; Haigh (2014) claims that "internationalisation is about helping learners understand that they are citizens of the world". So how can internationalisation lead to global citizenship, how are these phenomena connected or disconnected?

The purpose of this presentation is to discuss the circumstances that shape higher education institutions' internationalisation ambitions and how they are conducive to global citizenship as an outcome of internationalisation. This will be done by reporting on completed empirical research into four case studies of universities in Brazil, Poland, the UK and USA. The paper will consider how global citizenship can be an inclusive term, especially in terms of language, employability, mobility. It will also explore how global citizenship can be a rationale for internationalisation.

The qualitative research was conducted within the exploratory paradigm. I analysed university mission statements and strategy documents as well as views of staff involved in internationalisation at four universities.

Key findings include:

Globalisation has reinforced the need for re-conceptualisation of the liberal (cosmopolitan) and neoliberal (economic) internationalisation imperative through engaging with the postcolonial discourse and different sources of knowledge.

The relationship between internationalisation and global citizenship can be understood as a dynamic conceptual space that allows for flexibility and fluidity in institutional interpretations. The university operating context is one of the major influencing factors that determines these interpretations and, as a result, HEIs policies and actions.

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## 3E

Langstone | **Tuesday 15.45-16.45*****Divergent stories in work based learning: how can scripts aid inclusive perceptions of learners' experiences? (0052)*****Deborah Scott**, *Centre for Work Related Studies, University of Chester, United Kingdom*

What can a researcher do to encourage engagement of the reader? How might the researcher's interest in and perceptions of the data they have collected be conveyed accessibly? This presentation outlines my attempt to respond to those questions in my doctoral thesis, which explores the impact of learners' experiences of work based learning, and considers critically the meaning of "impact" (a term that has come to have particular meanings within the context of higher education in the United Kingdom).

My exploration was social constructionist and took a narrative research approach to collection and analysis of data, which I collected through research discussions with recent Masters graduates of a work based learning programme, and which focused on their study experiences. In my thesis I consider my interpretation of the data in relation to my research themes (Thirdspace, equality, creativity, critical reflection and impact) and identify implications for practice and further research.

In this presentation, I wish to focus on one aspect of my thesis, which was my desire to make my investigation engaging and accessible. This led me to a radical departure from my usual, more traditional approach, which was to consider creative alternatives. Influences included Sparkes's (2007) creation of vivid vignettes portraying academic life, Brante's (2012) found poetry derived from ex-teachers' accounts of career turning points, and Clough's (2002) creations of stories about experiences in school settings, which synthesised prose and play script formats. Each of these authors demonstrate how the reader's engagement might be caught through creative treatment of the data.

These sources, along with my personal experience and interests led me to develop a play script for each participant, related to the dominant impressions I gained when reading over that individual's transcript. Each script is based on what the participant actually said, and my imaginings of scenes in which the experiences or ideas recounted could have featured. I was surprised by how this led me to deeper scrutiny and consequently understanding of each person's experiences, interests and ideas. I invited each participant to read the script relating to their story and give me feedback.

By sharing examples from the play scripts created, I hope the presentation will lead on to participants' sharing of their own ideas and experiences.

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3E

Langstone | **Tuesday 15.45-16.45**

#### ***Investigating the Implicit and Tacit Aspects of Higher Education – Methodological Approaches (0075)***

**Andrea Gregersen**, Katia Kromann, **Katia Nielsen**, *Department of Science Education, University of Copenhagen, Denmark*

Within HE research there has been an interest to understand how students experience and interact with their study programme (e.g. Tinto 1993). This quest remains of relevance not least due to the increasing diversity and number of students entering university (Scott 2005). A central question we wish to address in our PhD projects is how legitimate practices, understandings, and choices are constructed and negotiated in the interaction between students and their study programme.

**Project 1** focuses on first-year students at three study programmes at the University of Copenhagen. The project is interested in the encounter between the students and their study programme, and how study culture and study practices are developed and negotiated. The project combines different qualitative methods. Additional to interviews and workshops, selected students will conduct video diaries during their first semester. This will provide insight into the students' transition and integration processes and their challenges, excitement etc. in the encounter with the study programme. To understand what is legitimate within the study culture the researcher will conduct a "map your university" workshop, where groups of students draw maps of their campus and discuss the situated practices.

**Project 2** focuses on students' choice of master's degree. As a result of the Bologna Declaration, Danish students are no longer automatically admitted into a master's degree, but must actively apply for one. The project focuses on how choices and future trajectories are constructed as legitimate within three bachelor programmes. It is based on ethnographic fieldwork carried out among students throughout the second year of their bachelor's degree. The method entails spending time with the students and staff, observing and taking part in daily activities, thus allowing the researcher to hear how students and staff talk about possible futures and observe how they act and interact. Through active participation the researcher can learn how things are done, thus gaining insight into explicit and implicit norms and expectations.

Through different methods, our projects thus seek to understand tacit aspects of the interaction between students and their study programme, and how legitimate study practices and choices are constructed and negotiated. These tacit aspects cannot always be expressed in words as they may be unconscious and taken for granted, though they implicitly influence the interaction between students and their study programme (Ulriksen 2009). Based on our project designs, we wish to discuss the strengths and limitations of different methodologies and what kinds of insights they offer.

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# 3E

Langstone | **Tuesday 15.45-16.45**

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***So many surveys, but are students still not being heard?: An exploration of student voice and the metrics of 'quality'. (0084)***

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**Heather Cockayne**, Miguel A. Lim, University of Manchester, Manchester, United Kingdom

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## Purpose

The purpose of this paper is to investigate the relationship between metrics and indicators of teaching quality, in particular those used in the TEF, in the new THE teaching rankings and in the International Student Barometer, and the lived experiences of international students.

## Background

Concern over teaching quality and the student experience have resulted in initiatives meant to draw greater attention to teaching. The TEF in the UK is an example of how policymakers and stakeholders are trying to ensure a certain level of quality.

Much of the survey data comes from UK students (e.g. TEF uses NSS information), and while the voices of international students are captured in other surveys, such as the international student barometer, there remains considerable variation between the instruments that seek to address teaching quality in HEIs.

Large numbers of international students in the UK mean they are an important part of the student population, yet often seem to be overlooked in the debate on teaching quality and the metrics that measure this. With surveys such as the NSS targeting small group of students is it likely that TEF is designed with the typical 'home student' in mind? If so, are universities neglecting the expectations and experiences of an increasingly important component of the student mix?

## Design, Data and Methods

This paper draws on in-depth primary data collected from life-cycle shadowing of seven postgraduate students from mainland China, all attending a UK university. This primary data is set alongside thematic analyses of the metrics used by the International Student Barometer, the TEF, and other published metrics and indicators used by rankings organizations, particularly the THE Excellence in Teaching Awards' rankings (released July 2018).

## Findings

The findings are interrogated using propositions from Bronfenbrenner's (1979) ecological system model, which considers how aspects of the individual's perceived environment, impact on the individual's development. By using this model to identify the student experiences emerging from the rich qualitative data generated by the study of student life-cycles, and comparing this to the generalisations proffered in these metrics, it is possible in some cases to see a mismatch between indicators and lived experience.

## Research Limitations

This study would need to extend to other students. Also, as the THE European teaching excellence rankings are new observations will be required as to whether there will be changes in the way UKHEIs organise teaching in response to these metrics.

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3F

Caerleon | Tuesday 15.45-16.45

***Interdisciplinarity and reflective practice: supporting skill development in art and design Higher Education learning and teaching (0085)*****Lesley Raven**, *Manchester Metropolitan University, United Kingdom*

Interdisciplinary and reflective practices within higher education art and design present as integral for student employability and professional practice (Holley, 2017; Design Council, 2018). Focus on interdisciplinarity raises questions about the effectiveness of discipline-specificity, lending support to evaluate interdisciplinary practice via student reflective practice logs of trialling professional practice working.

Reflective practice has long-informed many disciplines professional practice (Schön, 2003). Finlayson (2015) investigated ongoing relevance, identifying key theorists and models including: Dewey's (1938) five-stage model that supports collectivism, Kolb's (1984) individual approach, Gibbs' (1988) public-conventional paradigm and Nilsen, Nordström and Ellström's (2012) transformative model. Conversely, this also presents as lacking the clarity required for undergraduate education, lending support for a review across multiple disciplines. Schön (2003) describes reflective practice as 'design as a conversation with the materials of the situation' (p78). In support, Bruno & Dell'Aversana (2018) investigated students' reflective practicum and hypothesised: 'active and reflective learning environment impacts on the quality of learning [...] i.e. the learning environment conditions of each week impact on the quality of reflective practice' (p348). Findings identified reflective practice is changeable in response to experiential learning conditions; specifically, the emergence of professional-working skills enacted by group working appeared to contribute to effective reflective practice. The study under investigation focuses on Unit X, an undergraduate cross-faculty interdisciplinary unit. The study approach, akin to Bruno & Dell'Aversana (2018), uses reflective practice as discourse analysis (Fairclough, 2013). Data, from a selection of first and second year students' reflective practice logs; ranging from low to high assessment grade bandings, will be reviewed.

Unit X occurs in the final term of the academic calendar for 8-weeks. This timing promotes culmination of learning, allowing discipline-specific skills and knowledge to be applied within interdisciplinary mixed-group projects. Undergraduates' from the departments of design, art and media collaborate with relevant creative industry partners, ranging across expert practitioners, local businesses and cultural venues. The complex of festival organisation requires close articulation for effectiveness: flow between venues, marketing, installation and invigilation; further supporting industry-relevant skill development. This supports reviewing transitions between education and employment (Shreeve and Smith, 2012) and addresses deficits identified by Moon (2004) as students' lacking articulation of industry-relevant skills and attributes at interviews, in support of employability. Findings will contribute to clarify current relevance for reflective practice and the role of interdisciplinary and participatory practices within art and design HE and professional practice. Potential support for undergraduate interdisciplinary working to aid professionalism and employability raises questions for why interdisciplinary practice is not better promoted or embedded within academic practice. This paper informs current doctorate research that investigates cross-discipline academic perspectives of reflective practice within higher education and professional practice.

3F

Caerleon | Tuesday 15.45-16.45

***Graduate attributes and employability skills: How are they perceived in the largest educational institution in Qatar? (0108)*****Emna Belkhiria**, *University of Bath, United Kingdom; Qatar University*

There is an increased focus internationally on graduate attributes (GAs) and employability skills, with a need to demonstrate that higher education institutions (HEIs) are providing capable, competent and informed citizens adequate to the challenges of a twenty-first century lifetime (Chan et al., 2014; Cooper, 2017; Grosemans et al., 2017). Thus, identifying a list of desired attributes and competencies to be met upon at the completion of a bachelor's degree is becoming a common practice for HEIs in order to demonstrate their continued value and contribution to the broader community and to the employers in particular (Chan et al., 2014; Clarke, 2017; Jones, 2013, 2009; Kensington-Miller et al., 2018). However, not only there is a considerable variability in the list of GAs from one HEI to another, but also academics are working on how to teach and assess them with mixed success (De La Harpe and David, 2012; Kensington-Miller et al., 2018). Among the reasons, we can list the lack of consensus on terminology and definition, the variety between disciplines, and teaching staff left behind while defining the desirable list of GAs (Barrie, 2006; Hughes and Barrie, 2010; Kember et al.,

2017). In addition, there have been few attempts to identify commonalities and differences between the GAs lists in research (Bridgstock, 2009; Kensington-Miller et al., 2018).

In line with Qatar's ambition to become a knowledge-based economy, which was emphasized especially following the recent economic and trade blockade, this paper examines GAs as perceived by teaching and non-teaching staff, from different disciplines and background, working within the largest national university within the country. Data used was gathered through an online survey, distributed in 2018. We argue that, if GAs can be observed from staff's point of view, we will be better able to establish ways in which they can be actively taught, assessed and embedded within the entire university experience. Most significant findings based on a phenomenographic investigation show that although 88% of staff surveyed believed GAs were important, there was a statistically significant correlation between the length of employment at the university and perception of GAs importance. These results could imply that the acknowledgment of importance of GAs is something that employees gradually build over time. In addition, GAs lists selected were presented and compared to find the commonalities of recommended attributes that represent the graduates in Qatar. We have suggested that if universities are to engage in GAs agenda, staff's beliefs and conceptions of GAs must be acknowledged and addressed. We argued that all participants had to have some "implicit theories" about what GAs actually are and that universities should engage in professional development in relation to GAs. Based on the findings, the paper makes recommendations related to institutional practices.

3G

Usk | Tuesday 15.45-16.45

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***Motivations for doctoral students' engagement in networking at conferences: A multi-national comparative study (0045)***

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Joyceline Allah-Mensah, *University of Nottingham, United Kingdom*; **Omolabake Fakunle**, *University of Edinburgh, United Kingdom*; Mollie Dollinger, *University of Melbourne, Australia*; Blair Izard, *University of Connecticut, The United States of America*

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In the current internationalised and interconnected context of higher education, it is reasonable to expect doctoral researchers to develop connections beyond their institution in order to develop a global academic profile. Conferences provide spaces for connections to be made with colleagues and mentors and opportunities for networking. Yet, little is known empirically about doctoral students' perceptions in relation to networking at conferences. This paper reports findings from a multi-national comparative study exploring doctoral students' motivations for engaging in international networking in relation to their development as researchers and their career aspirations. The findings contribute to an under-researched aspect of doctoral education in the 21<sup>st</sup> century, where traditional academic learning in institutions and international networking are expected to 'cohabit' as key aspects of excellent research, teaching and learning.

The first phase involved using Qualtrics to collect online survey data. A total of 212 valid responses were collected from doctoral students in Schools of Education across all four participating institutions; University of Edinburgh, University of Connecticut, University of Nottingham, and the University of Melbourne. Cross-tabulation of the survey data revealed commonalities and differences in doctoral students' motivations for engaging in networking at conferences, within and across institutions. The findings from the survey informed the design of the second phase of the study. Twenty-three PhD students participated in the focus group interviews conducted at each of the four institutions. The participants represented a broad range of demographics in terms of gender, ethnicity student status, and level of study (under 6 months to 3-4 years). The varied background of the participants provides rich data with regards to their perspectives and experiences of networking. All interview data were audio recorded and fully transcribed for later analysis using Nvivo.

Our initial findings suggest that some doctoral students are strategic with regards to their approach to networking. Such students articulated when, (that is, at what stage of their study), and the type of conferences (domestic, local and/or international) they attend. However, not all students followed this pattern, as some students perceived networking could happen serendipitously. Such students talked about making the best of whatever opportunities for networking present itself, whether during conferences or in their daily experiences.

In agreement with Hopwood (2010), our findings suggest that students engage in networking at their institutions. Our study, however, goes further to probe student perceptions of networking beyond their institutions. Students across all four institutions talked about the value of networking in international contexts. Ironically, it was unclear whether institutions embed international networking opportunities as part of the doctoral training.

Importantly, our findings reveal doctoral students' perceptions of how their educational experience could be improved with regards to the provision of support and enabling structures at their institutions to facilitate their researcher development and future career aspirations in an international context. This will prove useful to educators in the design and delivery of a well-rounded and excellent experience for doctoral students.

#### Reference

Hopwood, N. (2010) Doctoral experience and learning from a sociocultural perspective, *Studies in Higher Education*, 35(7), 829-843.

3G

Usk | Tuesday 15.45-16.15

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***Tracing the boundaries of personal and professional academic identities through social media platforms, perceived audiences, and research impact (0024)***

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**Katy Jordan**, *The Open University, United Kingdom*

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Academics are increasingly encouraged to use social media in their academic practice for a variety of reasons, from cultivating a personal learning network to enhancing the impact and dissemination of their work. Social media for academics encompasses a wide range of potential tools, however, and platforms which seem technologically very similar may be viewed in contrasting ways in practice. Initial research suggests that academics may be highly selective of what they choose to post to different sites, through a combination of choosing whether to merge personal and professional identities, and contrasting perceptions about the audiences at different sites (Jordan, 2017). In this session, the results of a recent study which has sought to clarify the relationships between academic identity online, perceived audience and research impact will be presented. The study addressed the following research questions:

1. How are academics' acceptable identity fragments mediated by different platforms?
2. What do academics perceive to be indicative of significant impact of their research through the networked publics of social media platforms?

Data collection took place via an online survey, which comprised both quantitative and qualitative elements. 198 academics and research students took part.

The first research question was addressed through presenting participants with an inventory of statements about information they might share on social networking sites, activities they engage in, and perceived audiences at different platforms. Relationships between platforms, information shared and audiences were rendered as a network graph, which comprised three clusters. Facebook and Instagram underpinned the exclusively personal cluster; Academia.edu, Google+, LinkedIn and ResearchGate were exclusively professional; while blogs and Twitter were the focus of a third cluster, spanning both personal and professional elements. The findings extend the concept of 'acceptable identity fragments' for academics online (Kimmons & Veletsianos, 2014) and suggests alignment along a spectrum from personal to professional identities (Jordan, 2017). Detailed characterisation of the information shared and audiences associated with each cluster will be presented and discussed.

Participants were also asked to give examples of high impact interactions which they have experienced through using social media. The responses were coded using both a grounded theory approach to identify the different types of impact as perceived by academics, and also mapped to the UK Research and Innovation definitions of impact, in order to further characterise differences according to platforms. The findings will help academics navigate the social media landscape by providing a more nuanced view of the role social networking sites can play in terms of developing an online identity and the implications of audiences for impact and engagement.

#### References

- Jordan, K. (2017) Understanding the structure and role of academics' ego-networks on social networking sites. PhD thesis, The Open University, UK.
- Kimmons, R. & Veletsianos, G. (2014) The fragmented educator 2.0: Social networking sites, acceptable identity fragments, and the identity constellation, *Computers & Education*, 72, 292-301.

## POSTER COMPETITION SUBMISSIONS

Severn Suite | **Tuesday 5 December: 15.00-15.45**

nr1

***'Blurred boundaries' - Can Student Recruitment and Widening Participation successfully co-exist in the current fragmented policy landscape. (0089)***

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**Chris A. Bayes**, *University of Lancaster, Lancaster, United Kingdom*

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nr2

***Graduate attributes and employability skills: How are they perceived in the largest educational institution in Qatar? (0108)***

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**Emna Belkhiria**, *University of Bath, Bath, United Kingdom; Qatar University*

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nr3

***Internationalisation, Diversification or Third Mission? Support Structures for Refugees on their Way to German Higher Education (0074)***

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**Jana Berg**, *German Centre for Higher Education Research and Science Studies, Hannover, Germany*

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nr4

***Edu-tainment, fundraising, or industry collaboration? Customised executive education and its impact on the missions of university-based business schools (0047)***

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**Sean R. Brophy**, *University of Oxford, Oxford, United Kingdom*

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nr5

***Institutional and social stratification: higher education & degree apprenticeship routes into the solicitors' profession (England & Wales) (0079)***

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**Caroline S. Casey**, *University of York, York, United Kingdom*

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nr6

***How does the form of feedback influence the way we process the message? (0033)***

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**Chelsea Dainton**, *Naomi Winstone, Bertram Opitz, University of Surrey, Guildford, United Kingdom*

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nr7

***Relevance and higher education – a literature review (0060)***

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**Per Fagrell**, *KTH Royal Institute of Technology, Stockholm, Sweden*

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nr8

***Higher Education regional cooperation in Northeast Asia: Comparing policy ideas at Japanese universities (0030)***

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**Christopher D. Hammond**, *University of Oxford, Department of Education, Oxford, United Kingdom*

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**nr9** ***Barriers to higher education access and participation for students with refugee background in England (0051)***

**Agata A. Lambrechts**, *University of York, York, United Kingdom*

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**nr10** ***“We’re coming from a different world”: examining student identity during transition (0066)***

**Debbie Meharg**, *Edinburgh Napier University, Edinburgh, United Kingdom*;  
**Sandra Cairncross**, *Edinburgh Napier University, Edinburgh, United Kingdom*;  
**Alison Varey**, *Edinburgh Napier University, Edinburgh, United Kingdom*

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**nr11** ***Investigating the Implicit and Tacit Aspects of Higher Education – Methodological Approaches (0075)***

**Andrea Gregersen, Katia K Nielsen**, *Department of Science Education, University of Copenhagen, Copenhagen, Denmark*

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**nr12** ***The production of deaf academic spaces in higher education. (0041)***

**Dai O’Brien**, *York St John University, York, United Kingdom*

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**nr13** ***Institutional Autonomy and Academic Freedom in Hungary: A Histography (0101)***

**Laura Parson**, *Ariel Steele, Auburn University, Auburn, AL, The United States of America*

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**nr14** ***A Postcolonial Approach to Competency-Based Curriculum Design (0103)***

**Laura Parson**, *Jessica Weise, Auburn University, Auburn, AL, The United States of America*

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**nr15** ***Interdisciplinarity and reflective practice: supporting skill development in art and design Higher Education learning and teaching (0085)***

**Lesley Raven**, *Manchester Metropolitan University, United Kingdom*

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**nr16** ***Student Learning Assessment based on three Educational Policies in Japanese Universities: focusing on Assessment Model connected with Curriculum Mapping (0087)***

**Toru Hayashi**, *Yamaguchi University, Yamaguchi, Japan*

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## MENTORING CONVERSATIONS

Breakout Rooms | **Tuesday 17.00-17.45** | Groups A-F

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### **Developing your research career and profile**

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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 research 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. In addition each of the different groups will have a specific focus on a specialist topic such as: *Getting Published*; *Developing an online profile*; *Getting Research funding*.

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 through your questions and concerns, but also to hear from other newer researchers on how they are finding their way forward and the solutions and strategies they have discovered.

## MENTORS AND SPECIALIST SUBJECT

**A**

### ***Getting Published***

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**Professor Rob Cuthbert** – Tintern

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Rob is editor of SRHE News and Blog, and emeritus professor of higher education management, with 20 years' experience as Dean of Education, Pro and Deputy Vice-Chancellor and acting Vice-Chancellor at the University of the West of England. He worked previously at the national Staff College, East London, Middlesex, Bristol, Minnesota and the Open University. He was Senior Associate with the HE Academy, served as a university and college governor, chaired Aimhigher South West, chaired the Improving Dispute Resolution Advisory Service, and served on various national policy committees and groups including the Good Management Practice Studies and HEFCE's Widening Participation Strategic Committee.

Rob has written and edited 7 books and many articles on HE management, organisation and policy, and journalism for national media including Times Higher Education. He was editor of Higher Education Review 2012-2015. His initiation of marketing approaches in UK HE led to major changes in FE and HE management practice and he helped create a management information system used by over 300 institutions. He was elected Chair of SRHE for 2002-2003 and has been a keynote speaker at national and international HE conferences on higher education policy, management, governance, curriculum, teaching and learning, and quality.

Rob manages the Practical Academics partnership and has worked as a consultant and in management development for governments and HE institutions in Africa, China, Europe, North America, Georgia and Albania. He has been an external examiner for Masters programmes, EdD and PhD candidates in eight universities, and a referee and reviewer for research councils, major UK and European journals, and book publishers.



**B*****Starting Out: Having Impact, Getting Recognition, Research Funding, and Building Research Teams*****Dr Sam Dent** – Castleton

Sam's career in HE research started 5 years ago in 2013 with his part-time PhD on the experiences of Students who care for children while studying. Since then he has won awards for his research, being named the Forum on Access and Continuing Education (FACE) Emerging Researcher of 2016. He has led the Northern England Hub for the Higher Education Access Track, researching and evaluating the impact of Widening Participation interventions. From 2016 Sam worked in the University Secretary's Office at the University of Sheffield where he secured £1.5 Million in external funding from HEFCE (now Office for Students) for research and pedagogical interventions and policy development. Leading Raising Awareness Raising Aspiration ([www.raratutor.ac.uk](http://www.raratutor.ac.uk)) a collaborative project with King's College London and the University of Portsmouth, looking at how personal tutoring could be reconceptualised to address unexplained gaps in attainment. Sam has spoken at numerous national and international conferences (This is his 4th year at SRHE), and given guest lectures and talks, advised institutions and international projects on his research. (For more info see: [Samuel-Dent.com](http://Samuel-Dent.com) or Tweet @SRDent89)

This session will focus on starting out as an early career researcher, gaining funding, having impact and building teams, networks and collaborative projects around research ideas.

**C*****Fulfilling the Potential of your Doctoral Research Experience*****Professor Pam Denicolo** – Wentwood

Professor Emerita Pam M. Denicolo, University of Reading, specialises in Postgraduate and Professional Education, is a very experienced supervisor and examiner and is an advisor/consultant to universities worldwide on issues related to doctoral education, supervision, examining and training. She has been a convener of the SRHE Postgraduate Interest Network and contributor to the Professional Development Programme for many years.

In this session the focus is on empowering doctoral researchers to thrive rather than merely survive the doctoral experience. We will consider how to maintain momentum throughout the research process, make the most of resources, maximise the value of evaluation and feedback and use the doctorate as a springboard into further career opportunities. It will also be a guide to wringing all the enjoyment you can out of the doctoral process..

**D*****Networking and forging global connections*****Professor Didi Griffioen** – Langstone

Professor Didi Griffioen is chair holder of the university-wide research group Higher Education, Research & Innovation at the Amsterdam University of Applied Sciences. She and her group have a research-and-change assignment for Amsterdam UAS and the higher education sector as a whole. Didi is chair of the Higher Education division of the Netherlands Educational Research Association, chair of a national group of university officers who integrate research in education, initiator and coordinator of the national research in education network and chair of the U!REKA Higher Education Research & Development network. Finally, she is advisor of Lahore University in Pakistan and partner of Anton de Kom University in Suriname.

## E

### ***Building your online profile***

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**Dr Mark Kerrigan** – Caerleon

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In Higher Education there has been an increasing growth in the use of digital technology for all aspects of research. Indeed, the Newer Researcher is expected to be able to fully and critically engage with technologies to maximise their work including: (1) collaboration, (2) networking, (3) recruiting participants, (4) data generation/collection, (5) maintaining ethical integrity and (6) dissemination. This shift in expectations increases the demands on Newer Researchers as well as affording new opportunities for research and personal development. It has been suggested that researchers who are not able to fully engage in the digital environment will be less likely to succeed compared to those who do.

## F

### ***Access, Equity and Diversity***

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**Professor Jacqueline Stevenson** – Usk

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This session will explore the challenges of building a successful academic career where access to equity and diversity funding can be limited, where educational research may not share the same status as other forms of research, and where researching in the field can be challenging! I will talk through how I built my (non-traditional) career, then in conversation we will explore how to develop an academic trajectory, develop a strong profile, and gain recognition for our research.

Professor Jacqueline Stevenson is Head of Research in the Sheffield Institute of Education. She is a sociologist of education with a particular interest in policy and practice relating to equity and diversity in higher education, widening participation, access and student success, pedagogic diversity and the stratification and marketisation of higher education.

Key areas of interest are the social and academic experiences of religious students, Black and Minority ethnic students' degree attainment and success, and policy and practice relating to the higher education experience of refugees and international students.

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## SRHE NEWER RESEARCHERS NETWORK CONVENOR

### Biography

Dr Mark Kerrigan is a National Teaching Fellow and Principal Fellow of the HEA working as the Director of Learning, Teaching & Enhancement at the Plymouth College of Art. His role is to drive pedagogical innovation and provide strong and effective cross-college leadership that will enhance learning and teaching across FE/HE provision.

He has professional interests in curriculum design and delivery, assessment, digital literacy and mobile/technology-enriched learning. He holds a PhD from Edinburgh University, is a published researcher and an experienced PhD supervisor. Before this role, he was the Director of Learning & Teaching and University Teaching Fellow in the Faculty of Medical Science at Anglia Ruskin University. Previously, he worked in the Educational Development Unit at the University of Greenwich and was a programme leader and Teaching Fellow for the University of Westminster.

He is convenor for the Society of Research into Higher Education, Newer Researchers' Network and a Fellow of the Royal Society of Biology. He was recently awarded an Honorary Visiting Fellowship to Anglia Ruskin's Centre for Innovation in Higher Education. He was a founding member and co-led the national Jisc-funded Change Agents Network and was the project manager for the Jisc-funded Digital Literacies in Higher Education project. Previously, he developed a new model of assessment feedback as part of the Jisc-funded project, Making Assessment Count and co-developed MapMyProgramme - an open-source tool to support the holistic design of assessment. In 2012, he was awarded a prize from ALT-C/Google for his Google work.

### Specialities

Educational Leadership, Curriculum Design/Delivery, Assessment & back, Classroom engagement, Educational Strategies, Mobile Learning, Technology, LMS Design, Digital Literacy and Physiology.

### SRHE Newer Researchers Best Poster Competition

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

#### Judging Panel

**Professor Rachel Brooks**, *University of Surrey*

**Ms Helen Perkins**, *Director SRHE*

**Dr Mark Kerrigan**, *Plymouth College of Art, Conference Chair*

**Dr Tim Herrmann**, *Taylor University, USA*

## SRHE CONFERENCES 2019 AND 2020

### SRHE Annual Conference on Research into Higher Education

**11–13 December 2019**

Celtic Manor, Newport, South Wales, United Kingdom

**9–11 December 2020**

Celtic Manor, Newport, South Wales, United Kingdom

### SRHE Newer Researchers Conference

**10 December 2019**

Coldra Court, Newport, South Wales, United Kingdom

**8 December 2020**

Coldra Court, Newport, South Wales, United Kingdom



## ACKNOWLEDGEMENTS

We warmly thank all individuals who volunteered as reviewers and conference session chairs.

### SRHE Conference Team 2018

**Helen Perkins** Director SRHE/Conference Director  
**Francois Smit** Conference Organiser SRHE

### Newer Researcher Network Convenor

**Dr Mark Kerrigan** Plymouth College of Art

### Newer Researchers Network Champions

**Sam Dent** Nottingham Trent University  
**Charlotte Verney** University of Nottingham  
**Omolabake Fakunle** University of Edinburgh

### SRHE Office Conference Team 2018

**Rob Gresham** SRHE Manager, Operations and Finance  
**Franco Carta** SRHE Finance Officer  
**Katie Tindle** SRHE Team Co-ordinator

### *Design and Web Support*

**John Hendley** Website Design and support (e-levation.net)  
**Turchini Design Ltd** Programme Design  
**Firebird** Conference Management Software

