SRHE

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

Creativity, Criticality and Conformity in Higher Education

SRHE Annual Research Conference

11-13 December 2019
Celtic Manor, Newport, South Wales, UK

Conference Programme & Book of Abstracts

Routledge
Taylor & Francis Group

THE

CONTENTS

Dear Colleagues,

On behalf of the Society for Research into Higher Education, and all the individuals who have contributed to the development of the 2019 SRHE Annual Research Conference, I extend a very warm welcome to you all. We hope that you will experience a stimulating and thought provoking conference and enjoy your time at the Celtic Manor, taking full advantage of all the Conference programme has to offer, both in terms of showcasing research knowledge and ideas and also making good use of the social opportunities and networking space which this venue offers for connecting with colleagues.

The theme chosen for this year's SRHE Conference, after much debate and discussion on key issues impacting on researchers and research into higher education, is *Creativity, Criticality and Conformity in Higher Education*. Central to fixing on this as a focus, for our plenary contributions particularly, were two statements, which led in turn to two questions posed in relation to the space between them:

Universities should surely be creative places.
The economic, political and social climate that universities work in across the world present challenges to this.

Do higher education researchers draw on an increasingly limited range of methodologies, approaches and ideas that are often not persuasive to policy maker? Have we, in search of measurability and academic respectability, retreated to a dull conformity where anything different is just too risky?

Should we instead challenge ourselves to transcend traditional rules, build an innovative culture and practice of research and problem solving, in order to throw light onto the shadows rather than ignore them? What is it we need to know more about in universities in relation to their role in the world, their place for social good and the building of global diverse societies? How can higher education researchers be creative in their approaches to illuminate these areas, and to make a positive difference in the world?

It is never the intention that any chosen theme will dominate the discourse at Conference, or the range and scope of research work presented, but we aim to explore what our researcher community feel are important and seminal issues. We hope that the three plenary sessions based around the theme will stimulate discussion and lively debate.

The planning and preparation of the SRHE Annual conferences is a collegial and collaborative process and we are, as always, indebted to colleagues around the world who play a major part in this, as peer reviewers, as conference session chairs, as lead assessors, and to all our Network Convenors and SRHE Committee and Council members. After extensive peer review the final selection of papers for acceptance is made at a full days meeting of all the Lead Assessors for each of the research domains. This process puts researchers at the centre of both the quality assurance and matching of presentation formats to work being presented. That the Society is able to draw on such expertise and for our colleagues to give their time to these activities is one of our greatest strengths as a learned society. Thank you to everyone who has played a part in this process this year.

Ensuring that a large, international conference is a welcoming, friendly and collegial experience for all is a challenge but it is something we want the SRHE Conference known for. For those of you who have not previously attended an SRHE Conference, we encourage everyone involved to do all they can to make you feel welcome and included in all aspects of the conference. I do hope that this will come across to all delegates.

The conference programme provides plenty of opportunity to exchange knowledge and ideas with colleagues working on similar topics and, equally importantly, to enjoy some congenial downtime. I hope you will take full advantage of all these opportunities, be enthused to be part of the SRHE community, and to join us here again at Celtic Manor in 2020.

Helen Perkins, *Director SRHE*

CONFERENCE PROGRAMME AT A GLANCE

Wednesday 11 December 2019

09.00-10.30	**Registration**	Hotel Entrance Foyer
10.45-11.00	**Conference Welcome** Helen Perkins, SRHE Director	Caernarfon Suite
11.00-11.45	**Plenary 1:** *Dynamic Perspectives on Creativity in Higher Education* Professor Lene Tanggaard, *University of Aalborg, Denmark*	Caernarfon Suite
12.00-12.30	**Paper Presentations:** Sessions: A1-A12	Breakout Rooms
12.45-13.15	**Paper Presentations:** Sessions: B1-B12	Breakout Rooms
13.15-14.15	**Break A** Lunch	Caernarfon Foyer
14.15-14.45	**Paper Presentations:** Sessions: C1-C12	Breakout Rooms
15.00-15.30	**Paper Presentations:** Sessions: D1-D12	Breakout Rooms
15.45-16.15	**Paper Presentations:** Sessions: E1-E12	Breakout Rooms
16.15-16.45	**Break B** Tea / Coffee	Caernarfon Foyer
	Meet the Network Convenors	Caernarfon Suite
	Learning Teaching and Assessment Network Launch	Caernarfon Suite
	Student Access and Experience Network Launch	Caernarfon Suite
16.45-17.15	**Paper Presentations:** Sessions: F1-F12	Breakout Rooms
17.30-18.15	**Plenary 2:** *In REF we Trust? Some reasons to be cheerful* Professor David James, *Cardiff University and Chair of REF2021 Sub-Panel 23 (Education)*	Caernarfon Suite
18.30-19.15	**Welcome Reception**	Merlin's Bar, Hotel Lobby area
19.00-21.30	**Informal Dinner for Delegates**	Olive Tree Restaurant, Hotel Lobby area

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

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CONFERENCE PROGRAMME AT A GLANCE

Thursday 12 December 2019

09.00-09.30	**Paper Presentations:** Sessions: G1-G12	Breakout Rooms
09.45-10.15	**Paper Presentations:** Sessions: H1-H12	Breakout Rooms
10.30-11.00	**Individual Presentations Format 2 and Posters** Session: J1-J26	Caernarfon Suite
11.00-11.30	**Break C** Tea / Coffee Break	Caernarfon Foyer
	Book Launch: Designing Effective Feedback Processes in Higher Education: Winstone and Carless	Caernarfon Suite
11.30-12.00	**Paper Presentations:** Sessions: K1-K12	Breakout Rooms
12.15-13.15	**Plenary 3:** *Panel Discussion: 'Preparing critical students for the post-truth era': Key Research Questions*	Caernarfon Suite

Chair: Neil Harrison, *Deputy Director, Rees Centre, Department of Education, University of Oxford, United Kingdom*

Panel presentations
The mechanics of trust in online practice
Dr Ibrar Bhatt, *Lecturer in Education, Queen's University Belfast, United Kingdom*

Decolonisation is impossible: can we disrupt the co-optation of decolonial language within the neoliberal university?
Dr Foluke Adebisi, *Senior Lecturer in Law, University of Bristol, United Kingdom*

Critical tensions: is STEM education stuck in a 'truth era'?
Dr Elizabeth Hauke, *Principal Teaching Fellow at Imperial College London, United Kingdom*

The importance of asserting epistemic relations and the institutional conditions for their protection in a post truth society
Dr Kathy Luckett, *Director of the Humanities Education Development Unit and Associate Professor at the University of Cape Town, South Africa*

13.15-14.15	**Break D** Lunch	Caernarfon Foyer
14.15-14.45	**Paper Presentations:** Sessions: L1 – L12	Breakout Rooms
15.00-15.30	**Paper Presentations:** Sessions: M1-M12	Breakout Rooms
15.30-16.00	**Break E** Tea / Coffee Break	Caernarfon Foyer
15.30-16.00	**SRHE Open Forum**	Beaumaris 1
15.30-16.00	**Meet the Editors** *Teaching in Higher Education* Neil Harrison, Peter Kahn, Kathy Luckett	Beaumaris 2

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Thursday 12 December 2019

16.00-16.30	**Paper Presentations:** Sessions: N1-N12	Breakout Rooms
16.45-17.15	**Paper Presentations:** Sessions: P1-P12	Breakout Rooms
17.30-18.00	**Paper Presentations:** Sessions: Q1 – Q12	Breakout Rooms
19.00-20.00	**Reception** *Sponsored by Routledge/Taylor & Francis Group*	Caernarfon Foyer
20.00-22.30	**Conference Festival Dinner**	Caernarfon Suite
22.30-00.30	**Disco**	Caernarfon Suite

CONFERENCE PROGRAMME AT A GLANCE

Friday 13 December 2019

09.00-9.30	**Paper Presentations:** Sessions: R1-R12	Breakout Rooms
09.45– 10.15	**Paper Presentations:** Sessions: S1-S12	Breakout Rooms
10.30-11.00	**Paper Presentations:** Sessions: T1-T12	Breakout Rooms
11.00-11.15	**Break F** Tea / Coffee Break on the go	Level C2
11.15-11.45	**Paper Presentations:** Sessions: U1-U12	Breakout Rooms
12.00-12.30	**Paper Presentations:** Sessions: V1-V12	Breakout Rooms
12.45-13.30	**Plenary 4: Closing Debate** *Creativity, Criticality and Conformity: The Impact of Competition on Research* Professor Rajani Naidoo, *University of Bath, United Kingdom* and Ian Jamieson, *Fellow, Academy of Social Sciences, United Kingdom*	Caernarfon Suite
13.30-14.30	Lunch and Depart	Caernarfon Foyer

EXHIBITORS AT CONFERENCE

Exhibition stands are open throughout conference in the Caernarfon Foyer.
Exhibitors this year are:

Routledge, Taylor & Francis Group
Bloomsbury Publishing
Vitae
Pebblepad

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PLENARY SPEAKERS

Plenary 1: Dynamic Perspectives on Creativity in Higher Education

Professor Lene Tanggaard, *University of Aalborg, Denmark*

The aim of this keynote is to present basic definitions of creativity and related terms such as invention and innovation and to explore their possible roles as concepts in a higher educational setting. The intent is to fuel discussions on the dilemmas, the challenges and key opportunities in working with creativity in the context of higher education more. The presentation will invite us to adopt a dynamic perspective on creativity, focusing on the central role of faculty relationships and staff in the development of creativity at an organizational level in departments and in teaching and research units.

A dynamic perspective in creativity is concerned with a 'we'-perspective on creativity in general and in education specifically. It addresses the need to turn the glance from an individual perspective (e.g. student creativity or teacher creativity) and instead look at the dynamic interaction or transaction leading to participant engagement in creative action as part of education. In the context of this presentation, a specific interest will be how faculty and staff can contribute to the development of a dynamic perspective on creativity in higher education allowing for participant engagement in creative action.

The presentation draws on some recent insights from research into creativity from a mainly cultural psychological approach in which creativity is viewed as the process of turning something that might happen into what does happen, under the condition that it might (or should) happen (Gl veanu, Gillespie & Valsiner, 2014, xix; Tanggaard, 2014) and is a research perspective concerned with "the situated, social nature of creative practices" (Sawyer, 2014, p. xiii). In this sense, creative practices in education result from a dimension of sociality, with faculty and staff playing a vital role in allowing for and creating a social environment affording and inviting creative practices in all academic activities. It is indeed impossible to understand creativity without asking for or exploring the conditions for making this happen.

Focusing on the central role of faculty relationships and staff in the development of creativity in teaching and research units, the presentation explores what it means to educators to have creative agency in their professional lives, meaning opportunities to plan for creativity, to improvise and to use their professional reflection and judgement to reach for creativity in teaching and in all educational activities. Educator agency concerns the way educators respond to problematic situations and the way educators respond to and experience their possibilities for creating and influencing their own decisions. The presentation reflects on examples from studies on creativity in higher education and the knowledge sector more broadly. The examples invite a discussion of agency in relation to a dynamic perspective on creativity, the challenges involved in inviting faculty, staff and students to engage in creativity and in relation to the formation of creative communities in higher education.

Biography
Lene Tanggaard is Professor of Psychology in the Department of Communication and Psychology at the University of Aalborg, Denmark, where she serves as Vice Head of Department, advisor for several Ph.D.-students, Director of The International Centre for the Cultural Psychology of Creativity (ICCPC), and co-director of the Center for Qualitative Studies, a network of more than 90 professors and researchers concerned with methodology and development of new research tools (http://www.cqs.aau.dk/). She is regional editor of The International Journal of Qualitative Research in Education. Publications include: Glaveanu, V. P., Tanggaard, L. & Wegener, C. (2016), Creativity: A new vocabulary Palgrave Macmillan and Tanggaard, L. (2018). Creativity in Higher education: Apprenticeship as a 'thinking-model' for bringing back more dynamic, teaching and research in a university context. I J. Valsiner, A. Lutsenko, & A. Antoniouk (red.), Sustainable Futures for Higher Education: The making of knowledge makers (pp. 263-277). Schweitzerland: Springer. Cultural Psychology of Education.

Wednesday 11 December 17.30-18.15

Plenary 2: In REF we trust? Some reasons to be cheerful.

David James, *Cardiff University & Chair of REF2021 Sub-panel 23 (Education)*

Originally hatched by the Thatcher government, the very crucible of UK neoliberalism (Harvey, 2005), UK research quality assessment continues to be felt by many to be a performative monster. The high-stakes nature of the exercise offers fertile ground for myths and misinformation. Institutions vary in how they communicate and mediate its requirements, ranging from excessive managerialism to dialogic, shared engagement.

For most working in HE, REF is seen through the (sometimes murky) lens of institutional requirements, and this is one reason it gets a 'bad press'. I would not attempt to persuade anyone that REF is wonderful. However, I do think it has a number of features that are under-appreciated. These include its refinement through consultation, its serious attempts to minimise gaming and unfairness, its professionalism and - most of all - its adherence to robust expert peer review. The latter (which both Conservative and New Labour ideologues would once have derided as 'producer capture') gives it a legitimacy that is absent from other quality mechanisms. Having looked at how Education is a distinctive field within the REF, I will consider some key elements of the process and how the Education sub-panel will work. I will also mention the nature of the 'bargain' that the REF represents between universities and the state/public.

David James is a Professor in the School of Social Sciences at Cardiff University, and until recently, Director of the ESRC Wales Doctoral Training Partnership. He has a distinguished track record as a social science researcher and teacher, mainly focused on the sociological study of Education. He has directed and co-directed many projects funded by ESRC, government departments, charities, local authorities and others. Topics include: learning and assessment in Further and Higher Education; secondary school choice; education and social inequality; policy and governance in the FE and Skills sector. David is a Fellow of the Academy of Social Sciences and a member of the ESRC Peer Review College. He was a member of BERA Council for six years, chairing one its three committees. He edits a leading international journal, the British Journal of Sociology of Education. At the end of 2017 he was appointed to chair the UK REF 2021 Education sub-panel.

Thursday 12 December 12.15-13.15

Plenary 3: 'Preparing critical students for the post-truth era': Key Research Questions

Chair: **Neil Harrison**, *Deputy Director, Rees Centre, Department of Education, University of Oxford, United Kingdom*

Panel presentations

The mechanics of trust in online practice
Dr Ibrar Bhatt, *Lecturer in Education, Queen's University Belfast, United Kingdom*

When students come to know or trust that something online is true, it is rational for them to grant credibility to epistemic authorities, and to trust on the basis of reputation, expertise, and so on: epistemic dependence is necessary and unavoidable as we all have limited time and resources. However, digital platforms and technologies offer users both opportunities and the potential to constrain and suppress. How students make use of these opportunities and how they come to make sense of the constraints is a challenge facing educators in a 'post-truth' world.

Decolonisation is impossible: can we disrupt the co-optation of decolonial language within the neoliberal university?
Dr Foluke Adebisi, *Senior Lecturer in Law, University of Bristol, United Kingdom*

Decolonisation risks becoming a metaphor for ahistorical and performative attempts at social justice, that do the opposite of the aims of decolonisation – i.e. rather than interrupt coloniality, these attempts preserve the university structure and reify Whiteness at the academy. This is because the ontology of the neoliberal university serves to obscure its own complicity in creating and maintaining its own colonial knowledge hierarchies.

Critical tensions: is STEM education stuck in a 'truth era'?
Dr Elizabeth Hauke, *Principal Teaching Fellow at Imperial College London, United Kingdom*

Approaches to investigating and establishing truth and knowledge vary between disciplines. Academic practice built around the scientific method and a positivist paradigm within science and engineering creates an expectation among students of the existence of a single correct understanding of any concept or phenomenon. What challenges does this pose for the education of students graduating into a post-truth environment and what strategies might help resolve this tension?

The importance of asserting epistemic relations and the institutional conditions
for their protection in a post truth society
Dr Kathy Luckett, *Director of the Humanities Education Development Unit and Associate Professor at the University of Cape Town, South Africa*

Social media platforms tend to encourage a strengthening of social as opposed to epistemic relations of knowledge production. This serves to encourage students to adopt positions of epistemic relativism, especially in the humanities. I will argue we need to find a middle ground that admits to the socio-political effects of control of knowledge production by hegemonic groups, that opens up the field for contributions by those hitherto excluded, but at the same time preserves the practices and conditions that permit the exercise of epistemic judgment and norms.

Friday 13 December 12.45-13.30

Plenary 4: Creativity, Criticality and Conformity: The Impact of Competition on Research

Rajani Naidoo, *University of Bath, United Kingdom* and **Ian Jamieson**, *Fellow of the Academy of Social Sciences, United Kingdom*

Rajani Naidoo and Ian Jamieson take opposing sides on the question of whether competition supports or hinders creativity and its impact on criticality and conformity in research. The session begins with a shared understanding that competition is a social construction, and that a variety of forms of competition exist in higher education with significant consequences for research.

The speakers then deviate sharply from each other with Rajani Naidoo drawing on insights from political economy, sociology and psychoanalysis to illuminate how competition has become a fetish amplified by political, economic and affective mechanisms, and how different forms of competition work together perversely to encourage bland conformity. She focusses in particular on how competition erodes the global knowledge commons and forecloses knowledge reservoirs and pathways of discovery for future generations.

Ian Jamieson combines research insights from education and his experience in a senior leadership position to argue that competition, particularly related to meritocracy, is at the heart of creativity in higher education. He draws on Bourdieu's concept of scientific capital to show how competition between scholars drives forward innovation in higher education. Deploying his experience as a senior manager, he suggests that competition, adjudicated by peer review, is the fairest system we have for allocating rewards to individuals and institutions, and that market competition, when adequately regulated, provides additional resources for creativity to flourish.

The questions put to the audience at the end of this debate are:

1. What are your experiences of the impact of competition on creativity, criticality and conformity?
2. How should we as researchers and research managers, individually and collectively, respond to growing competition in higher education?

Biographies

Rajani Naidoo is Professor and Director of the International Centre for Higher Education Management in the School of Management at the University of Bath. She is also Visiting Professor, Critical Studies in Higher Education Transformation at Nelson Mandela University, South Africa. She researches transformations in global political economy and change in higher education with a focus on competition and markets, new forms of imperialism, the changing nature of academic work and the contribution of universities to global wellbeing. She has delivered keynotes in a wide range of countries and presented the 2016 Annual Worldviews lecture in Canada. She has acted as expert advisor to international bodies and has participated in research programmes relating to social justice, the public good and the academic profession. She sits on the research and development steering committee of the European Foundation for Management Development and on editorial boards including the British Journal of Sociology of Education, Philosophy and Theory in Higher Education and the International Journal of Sociology of Education. She co-edits the book series Global Higher Education (Palgrave/Macmillan) and African Higher Education Dynamics (African Minds).

Ian Jamieson is a Director in Chambers and Jamieson Associates Educational Consultancy and Fellow of the Academy of Social Sciences. He has served as interim Deputy Chief Executive for the Higher Education Academy, as an auditor of the UK Quality Assurance Agency and is also an overseas auditor for South Africa and Hong Kong. In addition, he has acted as non-executive director of UCAS, the UK university admissions agency, and sat on the UK Funding Council's main committee on teaching, quality and the student experience. Previously he was Professor of Education and Pro Vice Chancellor at the University of Bath. He has published over 90 papers and five books, mostly about various aspects of education. He was the founder and first editor of the Journal of Education and Work. His research interests include leadership, quality assurance, the relationship between education and work, pedagogy, innovation and leadership. In 2009 he was awarded an OBE in the Queen's New Year Honours for services to local and national higher education.

CONFERENCE PROGRAMME IN FULL

Wednesday 11 December 2019

SYMPOSIUM A1

A1

Beaumaris Lounge	**Wednesday 12:00-13.15**	
Chair: **Kate Carruthers Thomas**, *Birmingham City University, United Kingdom*	
Research Domain: Access and widening participation (AWP)	

Symposium Rationale

As noted by Massey (2005), there is a tendency for the spatial to occupy a position of secondary importance to the temporal or phenomenological in sociological research, as space is seen as the environment in which events happen. Working against this tendency, a growing interdisciplinary literature in geographies of education addresses spatial concerns about Higher Education, ranging from international student mobility, student housing and accommodation, and remote and rural disparities in HE options and provision. This symposium reflects the richness and diversity of this scholarship by bringing together some of the different ways that geographies are part of current foci in Higher Education research. The symposium seeks to represent a range of Higher Education geographies, moving from geographies of access, exclusion and locality in undergraduate study to those of gender, power and spatiotemporality in the academic profession. Ensuring that analyses of space and place are the central rather than the secondary point of departure, the symposium offers unusual and important perspectives on the ways that Higher Education systems and structures are lived, experienced, imagined and understood.

The first of the four papers in this symposium takes a creative and non-traditional approach to theorising academic space, using Levebrvian rhythm analysis in a methodologically innovative exploration of teaching and learning in Higher Education. The paper argues for new and inclusive ways of understanding the temporalities of the university through a focus on the spatial. In the second paper, place is the central concern. This paper explores geographies of remoteness and their relationship to Higher Education students' access to and experience of undergraduate courses. Reporting findings from a project on island Higher Education in and around the UK. The third paper looks at the socio-spatial hierarchies of universities in the UK, using a social network analysis method to highlight the role of regional boundaries in the geographies of student transition to university. The paper demonstrates that progression to university is inherently geographical, as are the power structures of institutional status and student choice. The final paper uses Massey's conceptualisation of activity space to bring a new perspective to relationships of gender, space and power in the academy. This paper reflects on two projects, one looking at the experiences of mature students in HE, and the other on staff, each of which used visual mapping techniques alongside traditional interviews. Together, the papers demonstrate the breadth and potential of geographical approaches to HE research.

A1.1

Beaumaris Lounge	**Wednesday 12:00-13.15**	
Realising the spatial in higher education research (0133)	
Kate Carruthers Thomas, *Birmingham City University, United Kingdom*	

This paper reflects on the application of Massey's spatial concepts in critical research on higher education systems and structures, arguing that her feminist geographical perspective on space, place and power (1991, 1993, 1994, 2005 inter alia) energises intersectional analyses of lived, gendered experiences in the sector. The paper outlines key spatial ideas applied in recent investigations of gender and career (Carruthers Thomas 2019) and of student 'belonging' (Carruthers Thomas 2018): space as the product of social relations shaped by power; space as a simultaneity of stories so far and the heuristic device of activity space. It explores how these ideas inform understandings of gender as a geography of power within higher education (Carruthers Thomas 2019) and of student belonging as inherently geographical (Carruthers Thomas 2018, p5). Finally, the paper shows how the spatial has been realised through the research methodology of these investigations, which foregrounds interactions of space and power.

A1.2   Beaumaris Lounge | Wednesday 12:00-13.15

'The island is your campus': Place and the geographies of island Higher Education (0134)

Holly Henderson, *University of Nottingham, United Kingdom*

This paper focuses on island locations in the UK (eg. Channel islands, Isle of Man, Scottish islands) as examples of local Higher Education (HE) provision, bringing a unique perspective to international discussions of student mobilities and the relationship between place and education. Using the concept of 'local' capital within a sociological geographies framework to theorise educational subjectivity, the paper locates island HE within island-specific and UK-wide policy contexts, as well as exploring the experiences of students studying on islands. The paper presents findings from a multi-sited case study, first highlighting the conflict between local priorities and global relevance in developing HE provision on islands, and then drawing out narratives of island and mainland in order to think through the structural conditions of HE in each place, and the ways in which one place defines another. The paper demonstrates both the challenge and the importance of providing HE on island locations, as well as the ways in which HE on islands reveals the unseen spatial conditions of HE at a systemic level.

A1.3   Beaumaris Lounge | Wednesday 12:00-13.15

Social network analysis methods and the geography of education: regional divides and elite circuits in the school to university transition in the UK (0135)

Sol Gamsu, *Durham University, United Kingdom;* **Michael Donnelly**, *University of Bath, United Kingdom*

This paper uses social network analysis methods to explore how the spatial mobility of students to attend university creates regional divisions and socio-spatial hierarchies of schools and universities. We use community detection methods to examine clusters or 'communities' of areas that students move between to attend detecting areas which are more densely connected than would be expected at random. These communities suggest how student migration to attend university in the UK primarily operates along regional lines. Applying this method to schools and universities suggests a distinctive cluster of elite schools and universities operating separately from the more regional recruitment patterns of most universities. We combine this quantitative analysis with qualitative data from a multi-sited study of student mobility to university across the UK. Our paper provides a rich empirical and theoretical picture of how regional cultural divisions and processes of elite formation occur in the spatial transition to university.

A1.4   Beaumaris Lounge | Wednesday 12:00-13.15

Space, Time, Belonging, Becoming: Chasing Rhythm in the Contemporary University (0136)

Fadia Dakka, *Birmingham City University, United Kingdom*

This paper examines the spatio-temporal and affective dimensions of teaching and learning in the contemporary university by revisiting the findings of an experimental project conducted in a post-1992 HEI of the West Midlands. Showcasing a range of innovative methods inspired by Lefebvre's Rhythmanalysis (2004), it frames the crucial existential notions of possibility and belonging in the contemporary university as quintessentially rhythmic, encouraging us to think of space and time together. Emphasising the affective, aesthetic and political dimensions of our everyday practices, through rhythm we appreciate people's experiences - and struggles- of production and appropriation of time-space in higher education. The second part of the paper looks at the relationship between rhythm and future, arguing that theorizing the anticipatory potential inherent to rhythm while framing education as a suspended time-space shelter can provide an imaginative approach to current debates about alternative modes and forms of higher education, within or without the university.

A2

Beaumaris 1 | **Wednesday 12:00-12:30**

Social Networks, social capital and higher education dropout intention (0203)

Shweta Mishra, *INCHER-Kassel, Kassel, Germany*; **Lars Müller**, *INCHER-Kassel, Kassel, Germany*

Research Domain: Access and widening participation (AWP)

Based on a nationwide representative Data for Germany, this study analyses the relationship between social networks and social capital for different student groups (first-generation or migrant students) and their role in higher education dropout. The composition of social network was measured based on accessibility to different contacts, number of positions accessed and upper reachability. Social capital comprises resources (support, information) and norms (parents' aspiration) in the reference group. The findings suggest differences in social networks and social capital of students based on their backgrounds. Students from high academic background have access to a wide range of contacts and positions than their first-generation peers. These students also have parents who have high degree aspirations and expectations related to graduation. The findings also suggested high parental aspirations and expectations for migrant students. The difference in the range of positions was not associated with dropout intention. Instead, resources and norms were relevant here.

A3

Beaumaris 2 | **Wednesday 12:00-12:30**

'Swallow your pride and fear': The Educational Strategies of High-Achieving Non-Traditional University Students (0023)

Billy Wong, *University of Reading, United Kingdom*; **Tiffany Chiu**, *Imperial College London, United Kingdom*

Research Domain: Access and widening participation (AWP)

With more graduates, degree outcomes have a renewed significance for high-achieving students to stand out in a graduate crowd. In the UK, over a quarter of undergraduates now leave university with the highest grade – a 'first-class' degree – although students from non-traditional and underprivileged backgrounds are the least likely. This paper explores the experiences of high-achieving non-traditional (HANT) university students. Drawing on in-depth interviews with 30 final-year students who are on course to achieve a first-class degree from working-class, minority ethnic and/or mature backgrounds, we examine their pathways to academic success through identity works and negotiations. We argue that early successes are crucial for students to re-evaluate their self-expectations as students who can achieve in higher education, while self-esteem, pride or fear can prevent students from maximising their available resources and opportunities. Implications for practice and policy are discussed, including the reflective advice from HANT students toward academic success.

A4

Conwy 1 | **Wednesday 12:00-12:30**

Incentives for international publications and the influence on research culture: Perspectives of Chinese Humanities and Social Sciences academics (0363)

Xin Xu, Alis Oancea, Heath Rose, *University of Oxford, United Kingdom*

Research Domain: Academic practice, work, careers and cultures (AP)

Publications in internationally-indexed journals are becoming increasingly important in rankings and evaluations. Consequently, many countries and universities are incentivising such publications. In China, incentive schemes for Humanities and Social Sciences (HSS) international publications include both monetary bonuses and career-related regulations, offering Social Sciences Citation Index (SSCI) and Arts & Humanities Citation Index (A&HCI) publications larger bonuses and more benefits than domestic publications. Such practice and the subsequent influences echo discussions in the existing literature on academic evaluation, managerialism, and accountability culture in higher education. This study investigates the influence of such incentives on the research culture in Chinese HSS academia, drawing on interviews with 75 HSS academics, senior administrators, and journal editors in China. Findings revealed enormous disparities perceived by HSS academics across different institutions, disciplines, and backgrounds. In particular, the study reveals tensions between quality and qualification, integrity and instrumentalism, and equity and inequity.

PANEL A5

A5

Conwy 2 | **Wednesday 12:00-13:15**

*Creating spaces to share Creativity - Nurturing a community of expertise
in simulation (0278)*

Catherine Jones, **Clare Kell**, Dean Whitcombe, Dwynwen Spargo, Steve Fisher, Steve
Johnson, Kelly Wegner, Hannah Menyard, *University of South Wales, Pontypridd, United
Kingdom*

Research Domain: Learning, teaching and assessment (LTA)

One of the biggest challenges to creativity is having the space and opportunity to meet, share ideas and
look at things from different perspectives. This panel captures the reflections of a community of expertise
in simulation at the University of South Wales. The community brought together academics from across
disciplines to share their approaches in providing authentic learning experiences for learners in higher
education (Hopwood, N, D Rooney, D Boud, and M Kelly. 2016) . Subject areas represented included
education, policing, marketing, creative industries, nursing and law.

A primary aim for setting up the community was to provide space to talk across disciplines and create
relationships that support creativity and the formation of new ideas and interpretations(Lee and Dunston.
2011). The panel provides the opportunity to discuss varied approaches to simulation in different academic
contexts and the experience of belonging to community of expertise

A6

Denbigh 1 | **Wednesday 12:00-12:30**

*Providing Effective Feedback on Exams under Structural Constraints: Integrating
Self-Directed Reflective Learning among Accounting and Finance Students (0240)*

Sandar Win, **Cathy Minett-Smith**, *University of Bedfordshire, United Kingdom*

Research Domain: Learning, teaching and assessment (LTA)

The importance of 'assessment feedback' in higher education (HE) is a key priority for policy makers, scholars
and educators (Sanchez and Dunworth, 2015; Evans, 2013). It is an integral component of developing
students as independent learners who are able to monitor, evaluate, and regulate their own learning not only
within the HE setting, but also within their professional practice (Ferguson, 2011). The feedback discourse
has predominantly focused on practice relating to students' written assignments (courseworks) with a paucity
of discussion relating to examination feedback. This gap in the discussion is particularly pertinent to those
subject areas that are heavily dependent on examination based assessment strategies, possibly because of
professional body requirements, progressive skill competence (typical of STEM subjects) or a combination of
both. This project aimed to creatively respond to enhancing student engagement with examination feedback.

A7

Denbigh 2 | **Wednesday 12:00-12:30**

*Neonationalism and Finnish higher education. Language indexing higher education
policy (0130)*

Taina M. Saarinen, *University of Jyväskylä, Finland*

Research Domain: Higher education policy (HEP)

In Finnish higher education, neo-nationalist (Lee 2017) developments have been exemplified by complaints
made to the Chancellor of Justice's office or parliamentary questions on uses of English in tuition. Recent
language debates in Finnish higher education have been largely motivated by the ideological protection of
Finnish rather than of the constitutional bilingualism. This paper presents an analysis of recent post-nationalist
(Heller 2011) and neo-nationalist developments in order to understand the changing role of the nation state
in globalization (see Buckner 2017), both in higher education and societally. The empirical data consists of
interviews and parliamentary debates on the role of languages in Finnish higher education.

A8

Caldicot | **Wednesday 12:00-12:30**

The historical dynamics between international students and the expansion and differentiation of higher education systems in France and the UK (0308)

Vincent Carpentier, *UCL Institute of Education, London, United Kingdom*

Research Domain: Higher education policy (HEP)

The Great recession of 2008 has generated intense debates on inequalities, austerity and migration leading to question the level and form of internationalisation of societies and economies (Piketty, 2014). Those debates have had substantial repercussions on higher education (HE) questioning its historical engagement with internationalisation and particularly student mobility. HE has always been international and student mobility recurrently challenged by tensions between economic, social, political (geo)political and cultural rationales (Carpentier, 2010; King et al., 2011; Lomer, 2017; Teichler, 2017; Bamberger et al., 2019). This paper proposes to reflect historically on those tensions by exploring the trends and patterns of entrant international students, their origins and implications. This research draws on new historical datasets to explore the long-term dynamics between student mobility and the expansion of HE systems in the UK and France, two countries with HE systems comparable in size although driven by distinctive models of expansion and differentiation.

SYMPOSIUM A9

A9

Caerphilly | **Wednesday 12:00-13:15**

Moving beyond the normative 'human' in neoliberal higher education: Centering affect, temporality, ontological/epistemic tensions and geopolitics of knowledge

Chair: **Paul Roberts**, *University of Sussex, United Kingdom*
Discussant: **Rebecca Lund**, *University of Oslo, Norway*

Research Domain: International perspectives and context (IPC)

Symposium Rationale
The precarity norm in the neoliberal academy has never been greater (Gibbs et al. 2015; Taylor and Lahad, 2018; Morley 2016; Guzmán-Valenzuela and Barnett 2013; Gill, 2017). Yet, most discussions of the neoliberal academy tend to consider the 'macro-processes' (Olssen and Peters 2005; Giroux 2002; Frankham 2017; Beach 2013; Watermeyer and Hedgecoe 2016), with little discussion about the everyday affective embodied and temporal experiences, which remain secret and silent (Gill 2017; Carpintero and Ramos 2018; Oleksiyenko 2018; Taylor and Lahad 2018). Furthermore, neoliberal subjectivity is often constituted and/or understood in the higher education (HE) field, from mostly Global North Anglo-phone contexts (i.e. U.K., USA, Australia, Canada etc.), and stuck in methodological nationalism (MN) (Shahjahan & Kezar, 2013). This symposium thus aims to move beyond normative Global North Anglo-centric, rational, and/or political economic subjectivities to examining neoliberal higher education, to addressing questions of neoliberal logic from collective affective conditions, temporality, knowledge production and/or East Asian and Latin American perspectives. Overall, by centering perspectives of affect, temporality, and geopolitics of knowledge across transnational contexts, the papers in this symposium, both conceptual and empirically based, strive to move beyond the above parochialisms to centre the alternative 'human' to articulate and elaborate neoliberal higher education.

Drawing on global literature on temporality and academic life, Shahjahan's paper teases out the interconnections between affect, academic work, and temporality in the neoliberal academy. By interconnecting temporality with shame, it presents a critique of existential temporalities associated with academic work. It highlights how temporality is the conduit through which shame logics (particularly 'Being for others') operates and is heterogeneously experienced. Building on the first paper, Morley and Roberts' paper further nuances neoliberal higher education, by interrogating the affective economy underlying Japanese internationalisation, particularly mobility, drawing upon interview data gathered with thirty- four migrant academics and thirteen international doctoral researchers. It illuminates how internationalisation policies, processes and practices generate multiple affective engagements. Finally, Guzman-Valenzuela's paper reveals the question of transnational geopolitics of knowledge underlying neoliberal higher education

in the Latin American context. Using bibliometric analysis of papers produced by at least one Latin-American academic from 2000 and 2007, this final paper critically examines research collaboration in the neoliberal academia with a special focus on the North-South divide. The latter ends by offering insights and critical reflections about how to democratize research collaboration.

A9.1 Caerphilly **|** **Wednesday 12:00-13:15**

Time and shame in the neoliberal academy (0148)

Riyad A. Shahjahan, *Michigan State University, The United States of America*

Amid growing studies of time in higher education, few have theorized the interconnections between affect, academic work, and temporality—the way we make sense of and relate to time changes—in the neoliberal academy. By interconnecting temporality with shame, this article presents a critique of dominant temporalities of neoliberal higher education by exploring the differing existential temporalities associated with academic work. It presents and teases out the various manifestations of a dominant 'temporality mirror' and its relationship with affect. It argues that academic life's temporality mirror is embedded in shame logics (i.e. 'Being for others'). Such shame logics manifest through various temporal dimensions such as: a) temporal norms, b) future selves, and c) the future of others. This article proposes a set of questions that may open the possibility of delinking from the dominant temporality mirror and concludes with implications for academic subjectivity, higher education institutions, and higher education policy.

A9.2 Caerphilly **|** **Wednesday 12:00-13:15**

Neoliberal academia and epistemic tension in knowledge production: interrogating research collaboration (0212)

Carolina Guzman-Valenzuela, *University of Chile, Institute of Education, Chile*

The term 'collaboration' has, broadly, a positive connotation in academia. Collaboration makes it possible to create new knowledge. Also, in collaborating, affective processes of mutuality and cooperation emerge. However, in practice, social interactions involve uneasy relationships of power. This is particularly evident in academic research collaboration in a context of competition for financial resources and prestige where asymmetrical relationships come into play. By means of a bibliometric analysis of papers produced by at least one Latin-American academic from 2000 and 2017, this paper critically examines research collaboration in the neoliberal academia with a special focus on the North-South divide. In particular, it focuses on research collaboration and patterns of paper co-authorship between academics from the global South and the global North. This presentation ends by offering insights about how to democratize research collaboration in which shared vocabularies, concepts, theories, subjectivities and affective processes are involved.

A9.3 Caerphilly **|** **Wednesday 12:00-13:15**

The Affective Ecology of Internationalisation in Japanese Higher Education (0220)

Louise Morley, **Paul Roberts**, *Centre for Higher Education and Equity Research (CHEER), University of Sussex, United Kingdom*

The Internationalisation of higher education is a polyvalent policy discourse, saturated in conceptual and ideological ambiguity. As a policy paradigm with performative effects, it merges commodification, exploitation and opportunity. It is a container for multiple aspirations, anxieties, and affordances. Mobility combines modernisation, detraditionalisation, and expansiveness, with knowledge capitalism, linguistic imperialism, liminality, and market dominance. There are notable policy shadows and silences, especially relating to the emerging subjectivities, motivations and narratives of migrant academics and international doctoral researchers. This paper explores the affective economy of internationalisation drawing upon interview data gathered in in fifteen private, five national and eight public universities in Japan with thirty-four migrant academics and thirteen international doctoral researchers. What emerged from our study is that internationalisation policies, processes and practices generate multiple affective engagements. Internationalising oneself can be repressive and generative, with migrant academics and doctoral researchers finding themselves both vulnerable and animated by their experiences.

A10

Cardiff | **Wednesday 12:00-12:30**

Individual perceptions of advantage and disadvantage in accessing, undertaking and progressing in Science, Technology, Engineering and Mathematics (STEM) Postgraduate Taught study (0028)

Michelle Morgan, *Bournemouth University, United Kingdom*; **Ines Direito**, *University College London, United Kingdom*; **Rachel Spacey**, *University of Lincoln, United Kingdom*

Research Domain: Student experiences (SE)

Research looking at students' perceptions of advantage and disadvantage in higher education (HE) has focused on two main areas; student learning and perceptions of the academic environment and large scale statistics looking at participation, progression and attainment through the lens of certain demographic groups at undergraduate level. However, there is no research exploring whether the individual within a demographic group or those with a range of characteristics (e.g. socio-economic, generational, disability) consciously or unconsciously perceive those characteristics as advantageous or disadvantageous. This paper reports the findings from a small-scale research project carried out at three UK universities in geographically different areas across STEM disciplines exploring this.

SYMPOSIUM A11

A11

Chepstow | **Wednesday 12:00-13:15**

Achieving value in graduate career outcomes? Critical and creative perspectives on research, policy and practice.

Chair: **Ciaran Burke**, *Nottingham Trent University, United Kingdom*
Discussant: **Sam Dent**, *Nottingham Trent University, United Kingdom*

Research Domain: Employability, enterprise and graduate careers (EE)

Symposium Rationale
Whilst employability and graduate outcomes have been central to discussions about higher education for some time – in recent years there has been increased emphasis on the 'value' of higher education in terms of its return on investment for individuals and society. Most recently, the Review of Post-18 Education and Funding led by Phillip Augar, specifically refers to the need for higher education to demonstrate its value to students and taxpayers, recommending that failure to do so should result in sanctions for providers (number caps, minimum entry thresholds etc.) and shape the way in which the sector is funded. Despite the centrality of 'value' to this review and the fact that is mentioned 60 times in the main body of the report, the notion of value remains somewhat elusive. However, it is acknowledged that that whilst there are many dimensions to the concept of value for money in the context of Higher Education, "for many graduates the critical consideration is career benefit and in particular the premium in earnings for having a degree". (2019, p.86).

Notably absent in these discussions, is a wider consideration of the many variables that may impact on graduates' ability and opportunity to 'obtain' the desired career benefit that is being positioned as central to the perceived value of higher education. Furthermore, there is a worrying tendency for graduate careers to be presented as a simple outcome of investment in human capital. Previous research has demonstrated that graduate careers are shaped by a range of stakeholders and structures (Burke & Christie, 2018; Tomlinson & Holmes, 2016) and as such any attempts to measure or evaluate graduate career outcomes need to consider this. Graduate career outcomes are not simply a result of the experience and education provided by higher education institutions, nor are they solely the result of an individual's possessing or displaying the 'right' skills.

In this symposium, we draw on varied perspectives to critically and creatively examine how we might better understand graduate career outcomes as multi-level and relational, shaped by a range of individual and societal factors. We will discuss the findings from three studies that explore key aspects of the debates around graduate careers – graduate attributes, in particular graduate resilience, equality and access to extra-curricular opportunities and career coaching and guidance interventions. The different perspectives and approaches of the papers in this symposium will stimulate a consideration of the roles and responsibilities of different stakeholders and how we might argue for new ways to approach employability which can respond to challenging labour market and policy contexts.

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A11.1   Chepstow | **Wednesday 12:00-13:15**

A research evaluation of the impact of compulsory career coaching for final year undergraduates of Business Management and Accounting (0286)

Fiona Christie, **Maria Allen**, *Manchester Metropolitan University, United Kingdom*

Universities adopt many strategies to support their students' employability/career development. However, very little in depth research explores what students report learning from the interventions they experience and if it is possible to trace impact on eventual outcomes. This paper focuses on research about an innovative employability intervention in which students took part in compulsory individual and group career coaching in their final year of study. The paper reflects on whether students value such employability and career development interactions, and if any associations can be made between engagement in such activities and levels of career decidedness. It will have implications for both policy and practice in universities, and raise questions about the feasibility/desirability of scaling up personalised support. Theoretically the paper is informed by career development and graduate employability literature which seeks to consider both contextual and individual factors influencing career outcomes (Artess, Hooley, & Mellors-Bourne, 2017; Tomlinson & Holmes, 2016).

A11.2   Chepstow | **Wednesday 12:00-13:15**

De-valuing 'alternative extra-curricular activities': the symbolic reproduction of extra-curricular activities as status distinctions (0422)

Julia Clarke, *Manchester Metropolitan University, United Kingdom*; **Andrew Harvey**, *LaTrobe University, Australia*

Research Domain: Employability, enterprise and graduate careers (EE)

With growing competition, employers are increasingly differentiating applicants not only by their formal qualifications, but by their extra-curricular credentials and activities. Access to the activities valued by employers varies widely though, reflecting and reinforcing inequalities across different groups of students. This paper presents the outcomes from the first national survey of Australian universities' careers service staff on the theme of equity in extra-curricular activities. Careers staff consistently highlighted the under-representation of equity group students in volunteering activities, work experience, and outbound mobility placements. In addition to time and money, many equity group students were perceived to be under-represented in extra-curricular activities because of their (misplaced) perception that such activities are marginal to employability. We draw on Bourdieu's conception of the 'cultural arbitrary' and Yosso's conception of community cultural wealth to highlight the need for more inclusive university practices which recognise alternative extra-curricular activities within employability strategies.

A11.3   Chepstow | **Wednesday 12:00-13:15**

Understanding graduate resilience in context: A framework for future research (0421)

Ciaran Burke, *University of Derby, United Kingdom;* **Tracy Scurry**, *University of Newcastle, United Kingdom*

Research Domain: Employability, enterprise and graduate careers (EE)

Drawing on the findings from a systematic review of the literature, this paper considers what resilience means in the context of the graduate labour market. Whilst there are insights from previous research, we highlight how the specific experience and context in which graduates will need to 'apply resilience' need to be unpacked; this includes: economic hardship, social discomfort and the friction between goal re-setting and underemployed status. In the absence of current theoretical models to consider graduate resilience, we argue that the heuristic application of theories used in complementary research on graduate employment (the late modern approach, the Bourdieusian approach and the identity perspective) will allow for a greater critical analysis of graduate resilience. Informed by a systems perspective, we present a framework for exploring

resilience as a system of interconnected influences in context. We consider the implications of our research for academics, practitioners and policy makers.

PANEL A12

A12

Raglan | **Wednesday 12:00-13:15**

Leadership in a Changing Landscape (0313)

Chair: **Jane Creaton**, *University of Portsmouth, United Kingdom*

Research Domain: Management, leadership, governance and quality (MLGQ)

Contributors:
Jane Creaton, *University of Portsmouth, United Kingdom*; **Claire Gordon**, *London School of Economics and Political Science, United Kingdom*; **Alan Floyd**, *University of Reading, United Kingdom*; **Fiona Denney**, *Brunel University, London, United Kingdom*; **Julie Hulme**, *Keele University, United Kingdom*; **Deborah Locke**, *University of Lincoln, United Kingdom*

The purpose of this panel session is to examine different dimensions of, and perspectives on, leadership in the changing landscape of higher education. Drawing on a range of research projects and practice initiatives, the panel will explore the career trajectories, motivations, challenges and identities of senior leaders in both research intensive and teaching focussed universities. These projects seek to understand why people aspire to or take up senior leadership roles, how they manage different aspects of the work and the different approaches that are taken to the role. Aligning with the theme of this year's conference, the session will also consider the potential for critical and creative leadership within the academy. In the increasingly measured and managed higher education sector, is it possible for leaders to develop distinctive approaches to leadership and/or to challenge the ideological underpinning of managerialism?

Contributors
Jane Creaton and Claire Gordon, The Role of Heads of Departments: This project explores the working practices of heads of academic departments (HoDs) and the institutional policies and practices required to support them. Through interviews with HoDs across the sector, we analyse the key factors impacting on how the role is experienced and enacted, including disciplinary context, institutional structure and type of university. The project is also concerned with the extent to which current leadership and management programmes provide adequate preparation and support for a role which may be particularly vulnerable to work related stress (Floyd & Dimmock, 2011; Creaton and Heard-Laureote, 2019). The initial analysis of interviews has produced a rich mix of metaphors and analogies to describe the role which have the potential for a more creative approach to leadership development.

Alan Floyd, Exploring notions of "good" academic leadership in challenging times: Due to the nature of academic work it is accepted that leaders cannot be effective without the support of their departmental colleagues (Floyd & Fung, 2017). Consequently, academic leadership is seen more as 'the property of the collective rather than the individual' (Bolden, Petrov, & Gosling, 2009, p. 259). Arguably, 'distributing' and sharing leadership is even more important in universities than in other organisations as academics are well educated, largely autonomous and trained to be highly critical and so are more likely to oppose and challenge more traditional leadership models and behaviours and may need a subtler form of leadership than other occupational groups (Bryman, 2007). This paper will draw on data from projects that have explored more flexible 'distributed' and 'collaborative' models of leadership, crucially focusing on data from both leaders and the led, to explore academics' expressed notions of 'good' academic leadership in times of change and challenge.

Fiona Denney, What I wish I'd known" - Academic Leadership in the UK, Lessons for the Next Generation: This presentation discusses results from a research project funded by the UK's Leadership Foundation for Higher Education's Innovation and Transformation Fund in 2015.18 academics in leadership positions were interviewed about their leadership experiences and what they wished they had known before taking up their leadership posts. Eight themes and information about the context within which they lead were identified and are presented here with a discussion of how this contributes to our understanding of the development of those who aspire to leadership positions in higher education. Literature has focused on the importance of prestige for promotion which can leave academic leaders unprepared for the other challenges

of their role (Blackmore 2015, Kandiko-Howson and Coate 2015). This paper identifies challenges and themes which can be used to better prepare the next generation of academic leaders.

Julie Hulme and Deborah Lock, Professors in Preparation: Supporting 21st century professorial leaders: Becoming a professor is not easy but for some reason becoming a professor in teaching and learning appears to be harder than most. Part of this is because there is no consensus about what a pedagogic professor looks like, and part of this is linked to uncertainty about appropriate selection criteria, and the type of evidence required to demonstrate professorial behaviours and activities (Evans, 2015). There is a lack of guidance and role (and real) models that aspiring professors (education, scholarship and/ or professional practice) can turn to for advice about teaching and learning career pathways (Evans, 2017). The professors in preparation network is aimed at providing aspiring professors with a supportive community through which the pooling of knowledge through the sharing of 'lived' experiences, and identity stories aids successful applications (Waddington, 2016; Macfarlane & Burg, 2019). The network is based on the premise of a virtuous circle in which members that achieve professorship continue to contribute feedback and provide support to the next generation of professors. We will explore what we should expect from the 21st Century professoriate and how we could we reposition the status of educational and scholarship professors and help them become leaders of Trojan Mice instead of Cinderella followers.

There are a number of key themes running through this diverse set of presentations, including what constitutes good leadership, how leaders can be supported and developed and the affective dimensions of leadership. Some initial questions to start the discussion include:

Discussion questions
1. What might "creative leadership" or "critical leadership" look like in higher education?
2. How can we challenge dominant discourses of leadership based on predominantly managerially based models and explore new, more flexible, human-focused and compassionate approaches to academic leadership?
3. How might aspiring professors be better prepared for professoriate leadership challenges?

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B2

Beaumaris 1 | **Wednesday 12:45-13:15**

Placing Habitus at the Hub of Inclusive HE Transitions (0091)

Karen Campbell, *Glasgow Caledonian, United Kingdom*

Research Domain: Access and widening participation (AWP)

This paper draws on a research study about the experiences of students who took part in a creative and unique widening participation model based on immersing learners in the university environment whilst still at school. The paper applies a Bourdieusian lens to their subsequent progress to and through university. Findings point to the need to foster learners' cultural and social capital, in addition to their subject knowledge, in order to instil an HE learner identity which confirms aspirations and facilitates a sense of belonging, self-efficacy and a 'feel for the game'. The relationship between Bourdieu's concepts of habitus and field is explored in this innovative context. By bringing together the 'fields' of school and students from disadvantaged backgrounds can develop 'transitional capital'. Key issues are highlighted including the significance of the development of a transformative HE learner identity which is enabled by an immersive experience of university prior to entry.

B4

Conwy 1 | **Wednesday 12:45-13:15**

What kind of research delivers political impact? Insights from the humanities-based REF2014 impact case studies (0354)

Sanja Djerasimvic, *University of Exeter, United Kingdom*

Research Domain: Academic practice, work, careers and cultures (AP)

The impact agenda in the UK research policy that has been transforming the nature of academic work in the last decade has, despite various criticisms, also opened some promising avenues for researchers to engage with the world of policymaking, and reassert the role of a public intellectual in contrast to the publicly often conferred image of an ivory tower dweller. The opportunities to do so have, however, been more easily taken up by some disciplines and fields of study than others, with those working in the humanities still often invited to defend the public value of their research. This paper, based on a qualitative analysis of the 48 impact case studies with 'political' impact, submitted by the Humanities disciplines in REF2014, provides insights about the nature of research that can lead to policy impacts on local, national, and international levels, and contributes to the broader discussions around engaged research and 'valuable' knowledge in the public/ policy space.

B6

Denbigh 1 | **Wednesday 12:45-13:15**

Authentic Assessment – Critical debate improves scholarly practice (0412)

Denise Preece, *University of Liverpool, United Kingdom*;
Ben Binsardi, *Glyndwr University, United Kingdom*

Research Domain: Learning, teaching and assessment (LTA)

Educators are struggling to maintain contemporary meaningful learning and authentic assessments that contribute to engagement in a rapidly changing, complex contemporary context. This paper considers the incorporation of argumentation within a critical debate as a next generation innovative learning and assessment method to develop criticality and deepen student engagement in complex environments improving scholarly practice. This empirical research found that students value the enhanced learning and enjoyed the authentic assessment experience that critical debate makes to critical thinking, knowledge acquisition and student engagement. Critical debate contributes theoretically and practical to innovative learning and assessment methods, which adapts to our contemporary dynamic context. Debate stimulates learners' to engage more deeply with knowledge and progressed learners 'confidence and self-awareness. Results indicate improvement in students' learning skills such as research, criticality, concise writing, peer to peer learning, collaboration and reflection.

B7

Denbigh 2 | **Wednesday 12:45-13:15**

Geographies of internationalisation: from policies to practice (0178)

Hanne Kirstine K. Adriansen, **Lene M. Madsen**, Camilla F. Nissen, *University of Copenhagen, Denmark*; Thilde Juul-Wiese, *Aarhus University, Denmark*

Research Domain: Higher education policy (HEP)

This work in progress explores how internationalisation policies and instruments affect perceptions of quality, relevance, and learning in higher education (HE) and how these perceptions travel with internationally mobile students and academics. Inherent in the word inter-national is a focus on geography; this begs the question how geography can improve the quality of H: how can the integration of a 'non-national' dimension or the mobility between countries enhance the relevance and quality of education? We propose that drawing on spatial theories help us tease out implicit understandings of geographies of internationalisation; i.e. what come to be seen as 'the right knowledge' when teaching in English, who becomes the 'good student' in a classroom with students from all over the world, and how perceptions of pedagogy is negotiated by international staff. After discussing arguments for a spatial approach to HE internationalisation, we present the ongoing empirical study and its first results.

B8

Caldicot | **Wednesday 12:45-13:15**

Evaluating Institution-wide Curriculum Change: A Linguistic Analysis of Policy Enactment (0340)

Camille Kandiko Howson, **Martyn Kingsbury**, *Imperial College London, United Kingdom*

Research Domain: Higher education policy (HEP)

Using linguistic ethnography, this project uses discourse analysis to review departments' approach to curriculum change using public, institutional and internal documents. This project draws on Ball et al.'s (2012) work on policy enactment as a process contextualised by institutional cultures with a variety of participants, comprising dynamic relationships with policy documents. Mezirow's transformational learning theory (2003) provides a lens to analyse the department's engagement with the curriculum change process, based on moving from passive to active approaches, or from instrumental to communicative learning (Habermas 1984). The project explores the extent to which departments moved from a disciplinary content-based approach to the curriculum to incorporating institutional aims and active learning theories.

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B10

Cardiff | **Wednesday 12:45-13:15**

From Students to Professionals. Constructing Student Politics in English Students' Unions (0089)

Rille Raaper, *Durham University, United Kingdom*

Research Domain: Student experiences (SE)

Informed by a Foucauldian theorisation, this paper explores the ways in which a selection of sabbatical officers - full-time student officers elected to students' unions by their members - from English students' unions formed their political subjectivity during the policy consultation processes leading to the Higher Education and Research Act 2017. Discourse analysis demonstrated a strong influence of the unions' professional staff and the National Union of Students on sabbatical officers' work. They guided the officers in writing a response to the Government consultation document and lobbying politicians. The shift towards professionalisation, however, received diverse responses from participants. Some perceived it leading to necessary policy amendments; others were concerned about wider depoliticisation of the student movement. The paper will conclude by questioning whose agency the sabbatical officers exercise in such processes as higher education policy consultation: that of students or professional staff?

C1

Beaumaris Lounge | **Wednesday 14:15-14:45**

Graduate Employment And Postgraduate Study Outcomes For Care-Experienced Students (0295)

Neil Harrison, *University of Oxford, United Kingdom*; **Zoe Baker**, *Sheffield Hallam University, United Kingdom*; **Jacqueline Stevenson**, *University of Leeds, United Kingdom*

Research Domain: Access and widening participation (AWP)

Educational outcomes for care-experienced people (i.e. those who spent time in the care of their local authority as a child, usually due to neglect or abuse) are known to be significantly lower than for the general population and most other disadvantaged groups. This is due, in large part, to educational disruption and ongoing mental health issues. Nevertheless, in England, around 12% participate in higher education by the age of 23 and a similar proportion do so later in life.

This paper will use the national Destinations of Leavers from Higher Education dataset to explore what happens to those care-experienced students who complete their studies, with particular reference to graduate employment and postgraduate study. It will compare this group with the general population to reveal patterns in onward career trajectories and to determine whether their educational disadvantage continues beyond their undergraduate degree or is ameliorated by it.

C2

Beaumaris 1 | **Wednesday 14:15-14:45**

How does A-level subject choice and students' background characteristics relate to Higher Education participation? (0052)

Carmen Vidal Rodeiro, *Cambridge Assessment, United Kingdom*

Research Domain: Access and widening participation (AWP)

Policy makers and the general public have become increasingly concerned about the extent to which different qualifications/subjects prepare young people for HE. Despite policy efforts and claims of equivalence, progression might differ depending on the qualifications/subjects studied, even after controlling for background characteristics.

In England, the principal measure of academic attainment for 18 year-olds is the A-level. Choosing A-levels, however, is not straightforward as some subjects are seen as providing better grounding for HE than others. Furthermore, many courses require particular subjects and there is a disparity in the attitudes of admissions staff towards certain A-levels.

This research provides a better understanding of how useful A-level subjects are for gaining admission to HE. In particular, it investigated the A-levels (and combinations of A-levels) that students who enrolled in HE institutions in 2016/17 took and how students' background interacted with their A-level choices to influence the type of HE institution attended.

C4

Conwy 1 | **Wednesday 14:15-14:45**

Sliders in educational change (0191)

Ellen Kloet, **Remco Coppoolse**, *Hogeschool Utrecht, The Netherlands*

Research Domain: Academic practice, work, careers and cultures (AP)

Is the metaphor of a DJ panel with sliders useful to create a language for educational change? This paper is a first conceptual report of the findings of similarities and differences in change approaches between four universities of applied sciences in the Netherlands. Despite apparent homogeneity in mission, we found large differences in the approaches to implement change at a strategic level. We distinguished five sliders to play with. By making the sliders explicit, we try to create an orientation and a language to visualize strategy choices and to develop a story about change approaches and possible consequences.

In our presentation we will focus on the sliders and question whether they are conclusive. Our final question will be who is the DJ and does that make a difference?

C5

Conwy 2 ❙ **Wednesday 14:15-14:45**

'Finding the Fun': Play as a mode of experience for the educator/researcher in HE (0160)

John Lean, *Manchester Metropolitan University, United Kingdom*

Research Domain: Learning, teaching and assessment (LTA)

This paper explores the theoretical overlap between teaching, researching and play as a site for creative critical practice in HE. In literature, play is linked to teaching via games-based learning, and play's potential as a research method has been explored. Moving away from these conceptions of play as a tool, I develop the idea of play as a Deweyan pragmatist epistemology in its own right. Drawing upon autoethnographic data gathered from a year working in the field as a lecturer and PhD researcher, I analyse the ways in which my ability to participate in teaching and research was transformed through play. This case study speaks to the ways in which games and play are used as metaphors in HE; I argue that play enables a creative shift in the way we think about research and teaching in HE, and that (via pragmatism) this philosophical shift might provoke transformed practice.

C6

Denbigh 1 ❙ **Wednesday 14:15-14:45**

Alternative Assessment Methods: A study of the non-pedagogical factors surrounding their implementation (0260)

Drew Whitworth, Miriam Firth, Joanna Bragg, *University of Manchester, United Kingdom*

Research Domain: Learning, teaching and assessment (LTA)

A study was conducted of alternative assessment methods. There are ample pedagogical and non-pedagogical arguments for moving beyond the essay and/or examination as the fundamental basis of assessment in HE, but a range of non-pedagogical factors tend to retard the employment of alternative methods such as group work, presentations, posters or online discussions, including concerns about the impact on workload, the student experience, or university bureaucracy. Staff at a UK Russell Group institution were surveyed by questionnaire and 17 more detailed case studies were conducted from September 2018 - January 2019 to gather information on the perceptions and processes involved with instituting alternative methods. It was found that students, staff and external bodies were generally enthusiastic about these methods, though we acknowledge our sample is self-selecting. Impact on workload was less clear, but alternative methods were found to typically spread out the load rather than concentrate it at the end.

SYMPOSIUM C7

C7

Denbigh 2 ❙ **Wednesday 14:15-16:15**

CHEER Symposium: Critical Assemblages: Creating New Political Imaginaries and Contesting the Neoliberal Global Knowledge Economy.

Chair: **Louise Morley**, *Centre for Higher Education and Equity Research (CHEER), University of Sussex, United Kingdom*

Research Domain: Higher education policy (HEP)

Symposium Rationale
The Centre for Higher Education and Equity Research (CHEER) enjoys an international reputation for its critical sociology of higher education in rapidly changing policyscapes.This symposium interrogates aspects of the neoliberal global knowledge economy and aims to offer visions, imaginaries and strategies for alternative modalities. Key questions relate to how current cultures of financialisation, marketisation, the prestige economy, and competition in late capitalism are forming and having an impact on diverse functions, processes and challenges including internationalisation, transnational higher education and mobility, employment regimes, gender and leadership, and doctoral education. The symposium includes a range of methodological and theoretical approaches including affect theory, the political economy of neoliberalism, and feminist and post-binary gender theory to problematise concepts of casualisation and precarity, unbundling, performativity, stranger danger, academic freedom, masculinities, and representation. In line with CHEER's international research, papers will include focus on Egypt, Finland, the United Arab Emirates, Palestine and

the UK. Reflecting CHEER's policy for multi-directional capacity-building and knowledge exchange in higher education research, the symposium assembles late, mid and early-career researchers to co-create critical knowledge for alternative futures.

Morley and Lund's research considers gender and leadership in Finland and considers how, in one of the promised lands for gender equality, leadership is being interpreted by women, and whether they have been able to lead their universities into post-gender spaces. Morris explores gender and changing employment regimes in the UK, and the social, human and economic costs of casualisation and precarity. Tiernan probes the complex and contradictory message that positions international students both as a lucrative market and as a major security risk in the UK. Kosbar scrutinizes his developing reflexivity about positionality as an Arab man researching gender in the Global South. Rensimer continues the exploration of internationalisation in the market economy by analysing unbundling in the context of the UK's transnational higher education in the United Arab Emirates. Attia considers transnational higher education in times of conflict, and investigates concepts of scholars at risk, and reflects on what it means to develop a programme for and with teachers who live under military occupation and siege in Gaza. Roberts focuses on the current crisis discourse of mental health challenges among doctoral researchers and asks whether the policy spotlight on individual distress needs to be theorised more reflexively in relation to the wider socio-political context of austerity, uncertainty and disposability in the neoliberal knowledge economy.

C7.1   Denbigh 2 | **Wednesday 14:15-16:15**

Women Leaders in Finnish Universities: Doing/Undoing Gender? (0096)

Louise Morley, *Centre for Higher Education and Equity Research (CHEER), University of Sussex, United Kingdom*; **Rebecca Lund**, *University of Oslo, Norway*

Does increasing the representation of women leaders have an impact on current university gender regimes? While some women are flourishing as leaders in the global academy, many are subjecting leadership to critical scrutiny and disqualifying it as an unattractive career option involving compliance with the political economy of neoliberalism that often conflicts with feminist values and epistemologies. This paper is based on 10 interviews with women university leaders in Finland. Theoretically, it intersects feminist affect notions, gender performativity and neoliberalism. Areas of affective intensity that participants reported included: gendered authority, financialised performance cultures, conflict and unpopular decision-making, precarity, and ageism. We conclude that while there is substantial evidence of gender inequalities in higher education, and problematic restrictive gender binary categories, more attention should be paid to imagining and leading post-gender universities. The politics of representation i.e. counting more women into neoliberal universities should be replaced with a politics of vision.

C7.2   Denbigh 2 | **Wednesday 14:15-16:15**

Trespassing and Transgression: Arab Masculinities and Gender Equality Research (0097)

Yasser Kosbar, *Centre for Higher Education and Equity Research (CHEER), University of Sussex, United Kingdom*

The engagement of men in academic research on gender and education has been explored by some theorists (Hearn, 2014, Shepherd, 1997). However, the involvement of Arab men in gender research remains an under-developed area of academic research in the globalised neoliberal knowledge economy. In this paper, I reflect on my positionality as a postgraduate and post-binary Egyptian male researcher investigating international education experiences from a gender perspective. This paper is based on 18 interviews with Egyptian female postgraduates from UK universities. I explore Arab men's relationship to feminist gender equality research, and the concepts of vulnerability, ethical risks and post-gender universities. I also reflect on my journey in developing feminist consciousness in relation to: choice of research methods, negotiating access, power dynamics and location (meeting participants in person) or remotely via teleconference technologies in cross-gendered research. This paper aims to open up discussions on southern masculinities and gender equality research.

C7.3   Denbigh 2 | **Wednesday 14:15-16:15**

Teacher Education in a Context of Military Occupation and Siege: The Power of Purpose (0149)

Mariam Attia, *University of Sussex, United Kingdom*

This presentation offers a reflexive account of the experiences of a teacher educator in developing an online teacher training programme for and with teachers in Gaza, Palestine. While transnational higher education can be an example of expanding markets in the neoliberal global academy, it can also be a creative act of resistance in th context of forced immobility. In the light of Rumi's (1207-1273) invitation for critical reflection and Dewey's (1916) concepts of 'trying and 'undergoing', the teacher educator reflects on the lessons learned from working with teachers and academics in a context of military occupation. She underscores the value of the participatory, the relational, and the reflexive for developing transnational higher education projects, and emphasises the value of co-construction of knowledge in developing a shared sense of ownership of the learning process. She foregrounds the collective force of 'wanting to make it happen' for overcoming possible challenges, supporting mutual capacity building, sustaining collaboration beyond funded projects, and promoting global social justice.

References
Dewey, J. (1916). Democracy and Education.New York: The MacMillan Company.

C7.4   Denbigh 2 | **Wednesday 14:15-16:15**

Offshoring Responsibility: Transnational Higher Education and Risk in the Neoliberal Imaginary (0229)

Lee Rensimer, *University of Wisconsin-Madison, The United States of America*

The contemporary British university is characterised as competitive and risk-taking in response to decades of market-based reforms. In the neoliberal imaginary, risk is framed through a narrow organisational lens (e.g. reputational damage, capital loss) and delinked from responsibility (e.g. students' futures, contribution to the public good). This unravelling of risk and responsibility is amplified in transnational higher education (TNHE), as the latter is effectively 'offshored' to foreign hosts. This study revisits the incorporation of risk-management in UK higher education, tracing how risk came to be a virtue and dominant organisational logic governing university decision-making. Applying this conceptual framing to TNHE activities in the United Arab Emirates, it examines the normative ways senior leaders at transnational UK universities frame risk and the virtuous role it plays in university strategizing. The findings raise critical questions on the conflicting commitments of 'responsibilised' universities in the neoliberal era, particularly in the transnational context.

C7.5   Denbigh 2 | **Wednesday 14:15-16:15**

Student visas: technologies of control? (0282)

Aisling M. Tiernan, *Centre for Higher Education and Equity Studies, University of Sussex, United Kingdom*

This paper illustrates how the UK Tier 4 student visa scheme can highlight conflicting messages embedded in neoliberal ideologies of international higher education. On the one hand, international students are constructed as a lucrative market. On the other hand, they are represented as a potential security risk. This paper suggests that student visas are an example of regulation and control in higher education. Control is exerted through diverse organisations including the UK Home Office, visa processing agents and UK universities. Not all international students require visas, and the rules are differentiated depending on an applicant's citizenship and country of domicile. Classifying students in this way can evoke emotions including fear, shame, competitiveness and pride. The paper concludes with some thoughts on how student visas lead to the construction of an idealised international student and questions the consequences of UK universities involvement in the management and administration of student visas.

C7.6   Denbigh 2 | **Wednesday 14:15-16:15**

Mental Health – Affect and the individual (0315)

Paul Roberts, *University of Sussex, United Kingdom*

Mental health is a dominant discourse in UK Higher Education and Society. The Economic and Social Research Council's 2019 Delivery Plan cited the need for Mental Health Research in relation to: Productivity, Prosperity and Growth; Living with Technology; Changing Populations; and in relation to positioning the UK in a Changing World. Mazzarella (2009) argues that society is inscribed on our nervous system and in our flesh before it appears in our consciousness. What is the affect that this pervasive discourse is creating? Are individuals rather than social structures being targeted? Drawing on a mixed methods systematic review on the mental health of PGRs and reflections on work of the University of Sussex's Research England and Office for Students PGR Catalyst project, this paper explores the extent to which the mental health 'tsunami' is manipulated and integrated into the machinations of the 'happy' neoliberalised global knowledge economy (Ahmed, 2010; Binkley, 2014).

C7.7   Denbigh 2 | **Wednesday 14:15-16:15**

Disposable academics? Intersections of gender, precarity and care in academic life (0329)

Charlotte A. Morris, *University of Sussex, United Kingdom*

In the light of increasing casualisation of academic work across the UK higher education sector, this paper interrogates the affective, professional and equity implications of this model, particularly in relation to women, and asks how we might envisage more sustainable ways of working. It draws on an institutional survey, focus groups and interviews with eighteen early career women academics on non-permanent contracts. With a focus on gender, it considers ways in which academic precarities intersect with other identity characteristics to create multiple layers of marginalisation. Yet it is not only individuals and their careers who are adversely affected; there are potentially negative consequences for academic outputs, alongside the costs of poor staff retention and stress-related absence. In the long-term many colleagues, apart from the most privileged, are likely to be dissuaded from pursuing academic careers, thereby undermining equity goals. This paper aims to open up discussions about how current normalizations of widespread precarity can be resisted.

C8

Caldicot | **Wednesday 14:15-14:45**

Outward Mobility from UK HE institutions: Who goes? What to do they do? And where do they go? (0387)

Steve Woodfield, Egle Butt, *Kingston University, United Kingdom*

Research Domain: Higher education policy (HEP)

The EU, the UK HE sector and the UK government are all strongly supportive of increased (and widened) participation in 'outward mobility' or 'credit mobility'. Research has highlighted significant personal and employability benefits for students from mobility, as well as labour market benefits and support for national foreign policy goals. This paper expands upon a detailed analysis of HESA data from UK institutions in 2016/17 that profiled mobile students and their mobility experiences that was undertaken as part of a recent project for the Department for Education. It compares mobility experiences for different types of students (disadvantaged, BAME and international) and identifies diverse mobility profiles across the UK university types. It concludes by discussing the quality of current UK mobility data and how it could be used to creatively to inform policy and practice in a febrile context where a significant facilitator of outward mobility, Erasmus+, is under threat.

C9

Caerphilly l **Wednesday 14:15-14:45**

The 'Global Scholar': Researcher perspectives on mobility and the implications for doctoral programme design and supervision. (0317)

Rebekah A. Smith McGloin, *University of Coventry, United Kingdom*

Research Domain: International Perspectives and context (IPC)

There is a clear policy imperative, nationally (BEIS, UKRI) and internationally (EC, OECD) to provide researchers with mobility – geographical, disciplinary, sectoral, social. Current praxis in doctoral education takes many forms including placements/internships, research visits, international conference attendance, cotutelle/dual or joint award programmes. There has also been in the UK a sustained growth of postgraduate researchers (PGR) who are categorised as 'international' for fee-paying purposes. This international PGR population has tripled from 1994/5 to 2012/3 (Guthrie et al., 2017). This paper is based on empirical research that considers the 'Imagineries of mobility' (Devint & Machart, 2015: 8) in research policy - both incoming and out-going - in the light of the lived experience of 'mobile' PGRs. The paper presents an in-depth analysis of preliminary survey findings and explores how supervisors and HE managers can modify and extend their practice to meet the specific needs of this growing community.

C10

Cardiff l **Wednesday 14:15-14:45**

Do HE students really want "value for money"? How 1700 students framed their hopes differently (0111)

Kathleen M. Quinlan, *Centre for the Study of Higher Education, University of Kent, United Kingdom*

Research Domain: Student experiences (SE)

Students are increasingly being cast as consumers in search of "value for money", particularly in recent English HE regulation and discourse. The current study sought to understand how important value for money is to students in a mid-ranked English university. We asked 1708 undergraduates open-ended questions about what they wanted from their university learning experience and how that has turned out for them. The open-ended questions were intended to allow students to respond on their own terms about their hopes for university. Hopes were thematically coded for content and coded according to whether they were fulfilled or not. All responses were searched for money-related key words, including "money", "tuition", "fees", "paying", "cheat" or "£", and then read to confirm that they fit the concept of "value for money". Fewer than 2% of students referenced "value for money". Those who did so were more likely to have unfulfilled hopes. Nonetheless, the rarity of any reference to money suggests that the "value for money" construct does not do justice to students' hopes or desires for university.

SYMPOSIUM C11

C11

Chepstow l **Wednesday 14:15-15:30**

Innovation, insights and impact: how careers registration is transforming
HE employability support

Chair: **Fiona Cobb**, *University of London, United Kingdom*

Research Domain: Employability, enterprise and graduate careers (EE)

Symposium Rationale

The capacity for UK higher education (HE) careers and employability services to collect and analyse career thinking and employability enhancing experience data – Careers Registration Data – has provided unprecedented insight into the levels of student career planning, (work) experience gained, and sectors of interest.

The increase in the volume, variety and velocity with which we are collecting and generating data within higher education has led to a data explosion (Shacklock, 2016, Long & Siemens, 2011). Data is no longer a by-product of university careers service activities; instead, data has a central role in HE careers and employability service decision making. Data can be harnessed and analysed to provide powerful insights into student behaviours, performance and outcomes (Daniel, 2017).

The Careers Registration learning gain pilot project concluded in October 2018. The primary aim of this research, was to assess whether careers registration can allow us to: track learning gain (distance travelled) in relation to careers readiness and employability; predict employment outcomes for graduates; investigate the extent to which students are engaged in their activities that enhance employability; evaluate the effectiveness of employability interventions. The project also investigated practical issues related to the implementation of careers registration within institutions, and aimed to understand the extent to which the data it provides could inform institutional strategies for careers and employability support.

Drawing on experiences from collecting and analysing data for the Careers Registration Learning Gain project, and subsequent developments in evidence informed practices across three UK HE institutions, this symposium will explore the opportunities and challenges of utilizing large scale linkable research data sets to inform careers practice, support different student groups, and predict and support graduate outcomes. These institutions have adopted and further developed robust methodological approaches to embedding careers registration within the holistic strategy of their institutions, and to support development of career readiness learning gain on an individual level.

The speakers will draw upon their own further research and data analysis to reflect upon how their institutions are working with reliable data sets to engage and support our key stakeholders (students, academic, employers, and senior management)., and to measure the impact of engagement. Speakers will consider the opportunities and challenges of utilising such large-scale data sets, and how we can use data to support students on an individual and holistic level.

C11.1   Chepstow l **Wednesday 14:15-15:30**

Who is a commuter? Understanding the current conversation about commuter
students and its implications for HE careers services (0321)

Brenda N. Welch, *City, University of London, United Kingdom*

Commuter students are a growing topic of conversation in higher education policy. However, there are many variances in the ways that "commuter" is defined, and the specific institutional context makes a difference in the way we may choose to define commuter students. The challenges emerging as a result of commuting also vary depending on how we define commuter students. This paper looks at City, University of London's population of commuter students, and considers the importance of accurate data, and addresses how HE careers and employability services can ensure they are meeting the needs of commuter students.

References
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Thomas, L and Jones, R, Student engagement in the context of commuter students, The Student Engagement
    Partnership, 2017
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Malcolm, D, Reaching Home: Policy and practice for students living in the parental home, National Union of Students, 2015
Higher Education Funding Council England, Patterns in higher education: living at home, 2009/2010 Issues Paper

C11.2   Chepstow | **Wednesday 14:15-15:30**

There's no going back: the transformation of Higher Education Careers Services using big data (0337)

Fiona E. Cobb, *University of London, London, United Kingdom*

There is no going back for careers and employability services in terms of big data and analytics. The capacity for UK Higher Education (HE) careers and employability services to collect and analyse career thinking and employability enhancing experience data - Careers Registration data - has provided unprecedented insight into levels of student career planning, (work) experience gained, and sectors of interest (Cobb, 2019). This paper reflects on the findings from the national careers registration learning gain project, to identify the ways in which careers and employability delivery has fundamentally changed since the introduction of Careers Registration. Drawing from the final research report, this session will unpack the key trends and findings from the learning gain pilot and consider ways in whihc careers registration enables HE institutions to support graduate employability.

Cobb, F. "'There's No Going Back': The Transformation of HE Careers Services Using Big Data." Journal of the National
    Institute for Career Education and Counselling 42.1 (2019): 18-25.

C11.3   Chepstow | **Wednesday 14:15-15:30**

What difference does it make? Using Careers Registration to define and measure student careers learning gain at King's College London (0357)

Kate Daubney, *King's College London/The Careers Group, United Kingdom*

Data generated by Careers Registration (Gilworth and Thambar, 2013; also subject of a HEFCE/OfS learning gain project 2015-2018) provides a valuable annual snapshot of the career readiness of our students. But that data is largely at a careers service level and does not enable the student directly. At King's Careers & Employability, King's College London's careers service, I have taken the three main phases of career readiness which we call Discover, Focus and Action, and developed a framework of learning gains to help students become aware of and reflect on their career readiness, employability awareness and big picture knowledge, every time they interact with the careers service. Through a new reflective process, students become more self-aware while also generating impact data that helps us understand whether our interventions actually make a difference.

C12   Raglan | **Wednesday 14:15-14:45**

The relationship between ethical leadership, illegitimate tasks and burnout facets of academic staff in German universities: A path analysis (0090)

Benedict Jackenkroll, **Christian Julmi**, José M. Pereira, Jack K. Bramlage,
FernUniversität in Hagen, Germany

Research Domain: Management, leadership, governance and quality (MLGQ)

Despite a growing interest in ethical leadership, research on the relationship between ethical leadership and burnout is still scarce. This study focuses on illegitimate tasks as a mediator between ethical leadership and burnout for two reasons. First, literature suggests positive relationships both between (un)ethical leadership and illegitimate tasks and between illegitimate tasks and burnout. Second, illegitimate tasks are comparatively easy to objectify and to detect in real life settings. The research model is tested using structural equation modeling and data from 1053 academic staff members. The results significantly support all hypothesized effects, showing direct correlations between **(1)** (un)ethical leadership and illegitimate tasks, **(2)** (un)ethical leadership and burnout facets and **(3)** illegitimate tasks and burnout facets. The relationship between (un) ethical leadership and burnout is therefore partially mediated by illegitimate tasks. The findings provide a substantial contribution to the literature. Implications for further research and leadership in universities are discussed.

D1

Beaumaris Lounge l **Wednesday 15:00-15:30**

Growth Mindset: The Lost Dimension (0316)

Melissa Jogie, *University of Roehampton, United Kingdom*

Research Domain: Access and widening participation (AWP)

Do we feel increasingly confident and reassured that HE sectors have a clear direction for addressing inequalities in British society? Recent initiatives, like 'Growth Mindset' are tagged as hopeful avenues to reduce the access and attainment gaps of university students and staff alike. In this paper, I endeavour to interrogate some of these views, firstly by analytically presenting categories of 'fixed' and 'growth' mindset in 3D, highlighting its potential limitations (as a standalone solution) for narrowing the attainment gap. Secondly, I will share an alternative philosophy, in line with social reproduction theory, which shows different avenues of power pathways which I have coined the "hegemonies of knowledge". The aim of my contribution is to challenge the conceptual takes on the issue of growth mindset and its ability to impact on stereotypes in HE, and in doing so offer some creative directions for consideration.

D2

Beaumaris 1 l **Wednesday 15:00-15:30**

A Mixed Methods Study on How Military Experiences Contribute to Educational Pathways toward Engineering Bachelor's Degrees in the U.S. (0073)

Joyce B. Main, *Purdue University, The United States of America*; **Susan Lord**, *University of San Diego, The United States of America*; **Catherine Mobley**, *Clemson University, The United States of America*; **Michelle Camacho**, *University of San Diego, The United States of America*; **Catherine Brawner**, *Research Triangle Educational Consultants, The United States of America*; **Christina Pantoja**, *Purdue University, The United States of America*

Research Domain: Access and widening participation (AWP)

This study examines the pathways of U.S. military veterans from high school through postsecondary engineering education. Military veterans have great potential to contribute to expanding and diversifying the engineering workforce in the U.S. This is a mixed methods approach utilizing survey data and semi-structured interviews with 13 military veterans pursuing engineering degrees across four academic institutions in the U.S. Our results reveal that military experiences contribute to encouraging the pursuit of higher education and in instilling the skills and motivation to achieve academic goals. This article presents four cases of students who pursued work or education prior to entering the military and then continued on to engineering study after exiting the military. Research findings provide context and information regarding student veterans' pathways into engineering in the U.S, revealing overlooked areas for promoting student veterans' participation in engineering.

D3

Beaumaris 2 l **Wednesday 15:00-15:30**

'Possible Selves' in Practice: how Further Education students conceptualise Higher Education (0351)

Rita Hordosy, *University of Nottingham, United Kingdom*; **Steven Jones**, Jenna Mittelmeier, Tee McCaldin, *University of Manchester, United Kingdom*; Aunam Quyoum, *University of Sheffield, United Kingdom*

Research Domain: Access and widening participation (AWP)

Higher Education researchers have for some time struggled to agree upon a theoretical lens through which inequitable access to university can be helpfully viewed. Following Harrison (2018), this paper takes the notion of 'Possible Selves' (Markus and Nurius 1986) to explore how young people negotiate their perceived options and express their educational dispositions and anxieties. Our case study involves in-depth interviews with learners and staff at metropolitan Further Education colleges in the North of England from which access to university is limited. We find that the 'Possible Selves' model captures many of the tensions faced by young people, drawing particular attention to policy implications and noting that many ostensible 'possibilities' remain structurally constrained. We also argue that the 'Possible Selves' model is receptive to further refinement to accommodate how emerging versions of the 'self' are constructed and influenced by family, school and other external stakeholders.

D4

Conwy 1 | **Wednesday 15:00-15:30**

Accelerated degrees – an institutional experience – the staff perspective (0233)

Andrea J. Cameron, *Abertay University, United Kingdom*

Research Domain: Academic practice, work, careers and cultures (AP)

Accelerated degrees have existed within global higher education for many decades, but have become topical in the UK as a result of a Governmental desire for more universities to offer degree study in this format (UK Government, 2017; DfE, 2019). More flexible learner models to match more diverse student populations are some of the underpinning drivers.

Abertay University has piloted a suite of accelerated degree programmes since 2015 with built-in annual reviews designed to examine the staff and student experience of engagement with this study route. In 2019 a more in-depth survey was instigated to provide a broader understanding of the staff experience of delivering accelerated pathways, as well as ascertaining (through qualitative dialogue) their perceptions of the student experience. This session will provide Abertay context to the accelerated study route, examining staff responses and exploring key points of consideration for managers looking to adopt this delivery format.

D5

Conwy 2 | **Wednesday 15:00-15:30**

Creative Inquiry: A Case Study of the Marriage of Arts & Creativity in an American University's General Education Program (0382)

Jane M. Jensen, *University of Kentucky, The United States of America*

Research Domain: Learning, teaching and assessment (LTA)

In this paper, I examine the ways in which today's ideal of liberal education in the US is shifting under the weight of an increasingly vocational agenda. The value of a college degree is tied not only to the transactional value of the "ticket" but also the recipient's embodied and objective forms of distinction. A "well-rounded" General Education curriculum is intended to go beyond instrumental goals of vocational training in specific majors; however, pressures to meet market demands have eroded arguments of knowledge for knowledge's sake. Yet, despite or perhaps because of economic pressure, soft skills such as "critical thinking" and "creativity" are still lauded. At the University of Kentucky, these internal and external pressures influenced a substantive reform of the university's general education curriculum, explicitly including a requirement for a course in "Foundations of Inquiry in Arts and Creativity". This case study research explores the creation and implementation of that reform.

D6

Denbigh 1 | **Wednesday 15:00-15:30**

Moving Feedback Forwards: Comparing Student Satisfaction For Transmission-Focused And Learning-Focused Feedback Designs (0352)

Edd Pitt, *University of Kent, United Kingdom*; **Naomi Winstone**, *University of Surrey, United Kingdom*

Research Domain: Learning, teaching and assessment (LTA)

Previous research has explored students' interpretations of the NSS questions, suggesting that students' own experiences lead them to interpret the NSS items in different ways (e.g. Bennet & Kane, 2014). In this study, we took a novel approach: rather than focusing on students' interpretations of questions, 252 Students from two UK Higher Education Institutions completed an online survey where they were presented with a series of vignettes describing fictitious students' experiences of 'learning-focused' or 'transmission-focused' assessment and feedback practices. Students were given the corresponding NSS question, asked to predict what rating the character would give, explain their answer and describe how they thought the character's experience could have been different, leading them to give a higher rating. Statistical comparisons between the two vignette conditions, alongside students' open-ended responses, indicate that students' experiences of assessment and feedback could be enhanced through learning-focused feedback designs.

SYMPOSIUM D8

D8

Caldicot l **Wednesday 15:00-16:15**

Critical perspectives on educational mobilities and internationalised higher education

Chair: **Peter Kahn**, *University of Liverpool, United Kingdom*
Discussant: **Suellen Shay**, *University of Cape Town, South Africa*

Research Domain: International Perspectives and context (IPC)

Symposium Rationale

Higher education is increasingly now established in ways that entail a crossing of national, linguistic, cultural and other boundaries. It is possible to view these crossings in relatively unproblematic terms, with educational mobility occurring in a similar fashion to a mobility that is understood primarily in terms of physical movement. Viewing educational mobilities in such terms, however, glosses over associated exclusions, vulnerabilities and silencings. This symposium is based upon three contributions to a Summer 2019 special issue of the journal Teaching in Higher Education that offers critical perspectives on educational mobilities and internationalised higher education. Both the issue and the papers within this symposium explore the lives of those involved in internationalised higher education, taking their mundane, often messy, experience seriously. In focusing on the mundane lived experience of actors within the field of internationalised higher education, the symposium seeks to problematise understanding of educational mobilities in ways that lie beyond any resolution into binaries.

The symposium draws attention to agency on the part of both individuals and collectivities, highlighting ways in which agency is never simply pursued on the agent's own terms. Rather, experiences of exclusion and inclusion occasioned by mobliity work either to enable or constrain agency. It is possible, for instance, to develop an internal voice that internalises the gaze of a dominant other upon oneself. It is important to challenge deficit narratives that work to exclude contributions from students who are unfamiliar with the given norms for classroom interaction or for whom assumptions about content selection are problematic. Teaching and learning is closely affected by the challenges that are posed by operating within a novel cultural setting, especially one that entails a range of intercultural relations. The cultural systems that are associated with internationalised higher education are highly complex, with time typically required on the part of students to adjust to the associated uncertainties. The term 'perverse privilege' has been used to refer to the way in which privileges – such as those afforded by mobility – can be accompanied by distressing challenges. In such cases the privilege itself is only realised if one is able to deal effectively with the adversities that are entailed when studying or teaching in what is to one a novel (inter-)cultural setting. Finally, collective identities are closely affected by educational mobilities, with such identities able to support emancipatory projects or foster new inequities.

D8.1   Caldicot l **Wednesday 15:00-16:15**

Pedagogic Democracy versus Pedagogic Supremacy: Migrant Academics' Perspectives (0083)

Namrata Rao, *Liverpool Hope United Kingdom*; Will Mace, *University of Surrey, United Kingdom*; **Anesa Hosein**, *University of Surrey, United Kingdom*; Ian M. Kinchin, *University of Surrey, United Kingdom*

This paper investigates the underexplored area of othering of migrant academics within their teaching context. Nine personal narratives of migrant academics' teaching were analysed qualitatively for indications of pedagogical othering. Migrant academics indicated the need to align their own pedagogic values and practices with that of their host institutions they work in as they felt their own values and practices were considered less desirable. We argue, from a Gramsci's hegemonic perspective that the pedagogic adaptation by migrant academics aimed at improving student learning is not problematic in itself, but more problematic is the inequality of opportunity for migrant academics to contribute to pedagogical decisions which can meaningfully influence the departmental pedagogic culture. Lack of pedagogic democracy where the 'home' academic environment has a monopoly of knowledge and a hegemonic position regarding learning and teaching can compromise the student-learning experience by limiting articulation of alternative pedagogical perspectives by migrant international academics.

D8.2   Caldicot | **Wednesday 15:00-16:15**

International students: language, culture and the 'performance of identity' (0115)

Bee Bond, *The University of Leeds, Leeds, United Kingdom*

This paper examines student enactments of and reflections on the final task of an English for specific academic purposes pre-sessional programme. Centred around the theme of 'Communication and the Performance of Identity', students were asked to consider and 'perform' their own identity through a media of their choice. Analysis of the tasks and follow up interviews reveal the multiple, intersecting identities of students studying in a culture and language that is not their own. These interweave with key underlying pre-occupations of language development, disciplinary knowledge and societal structures. By focusing on identity studies alongside the language and culture of academic contexts, international students began developing an understanding of, and reflexivity around, their position within UK HE contexts. I argue that this focus, whilst concurrently highlighting occluded language practices, eases transition into a new study environment, enabling students to better access the curriculum, but also to understand their resistance to it.

D8.3   Caldicot | **Wednesday 15:00-16:15**

Ethically engaging international students: student generated material in an active blended learning model (0309)

Sylvie Lomer, *University of Manchester, United Kingdom*; **Loretta Anthony-Okeke**, *University of Manchester, United Kingdom*

In the context of increasing international mobility in higher education, educators experience multiple challenges in the classroom. In the UK, policy discourses often frame international students as desirable resources. However, international students are frequently problematized as in academic deficit. Cultural reasons are posited for different patterns of participation in seminar discussions and critical engagement. This deficit narrative is neo-imperialist. A critical and ethical pedagogy should position international students as equals and as co-contributors. This article suggests that by changing pedagogical structures of traditional higher education classroom in the UK, subverting norms for epistemological interactions, international students can be empowered to engage actively and critically. This approach draws on the principles of Active Blended Learning to develop an ethical pedagogy, with equitable epistemic access for internationally mobile students. This paper explores how a module designed in keeping with ethical pedagogy (Madge, Raghuram and Noxolo, 2009) succeeded in critically engaging students.

D9
Caerphilly | **Wednesday 15:00-15:30**

Borders of Time: The temporalities of academic mobility (0072)

Judith Enriquez, *Liverpool John Moores University, United Kingdom*

Research Domain: International Perspectives and context (IPC)

This article challenges the claim that highly skilled international academics who have obtained advanced degrees and transnational identities are offered almost seamless mobility. The state border or territory is not the only line that highly skilled academics must cross as international subjects of mobility. They experience a range of insecurities to do with their immigration status. This includes, but is not limited to, the waiting and processing times associated with immigration rules and visa requirements, which could temporarily suspend mobility rights. The notion of a temporal border is enacted to explore the insecurities that highly skilled academics face. Border crossing for highly skilled migrants is not just a matter of entry passing through territorial lines of nation-states. The border has a 'thickness' that stretches through time. Simply put, it takes time to fully cross borders.

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D10

Cardiff | **Wednesday 15:00-15:30**

*Mapping the Disparate Landscapes of University Students' Experiences
with Dyslexia (0127)*

Lorraine A. Loveland-Armour, *Newman University, United Kingdom*

Research Domain: Student experiences (SE)

Dyslexia is an often misunderstood and misidentified phenomenon. For purposes of this paper, dyslexia is understood as a neurobiological difference acknowledging atypical language processing abilities combined with a myriad of cognitive strengths (Reid, 2016). This phenomenological study explores the extent to which heuristic dialogical relationships inform how dyslexic university students understand and communicate their dyslexia following late identification. It employs four distinct methods: concept mapping (Novak, 1990), photo-eliciation (Tinkler, 2013), photovoice (Latz, 2017), and photoautobiography (Loveland-Armour, 2019) to provide an in depth exploration of student experience. Initial findings suggest that participants: seek external sources for affirmation of abilities; consciously develop and apply strategies; and value the role that space plays in university studies. Monthly critical dialogues provided opportunities to deepen understanding; create a space for non-conformist research; and reveal the damage of previous educational malpractice. Transformational concepts of self emerged through reflexive interactions with photographs when reviewing how stories developed and changed in their photoautobiographies over the academic year.

E1

Beaumaris Lounge | **Wednesday 15:45-16.15**

*Mutually exclusive? Critically interrogating student and staff perceptions
of 'excellence' and 'inclusion' (0345)*

Ruth Walker, **Meg Tait**, *The University of Cambridge, United Kingdom*;
Alistair Hyde, *Cambridge University Students' Union, United Kingdom*

Research Domain: Access and widening participation (AWP)

Common pushbacks to the implementation of inclusive policies into practice are concerns about academic standards and quality - tropes familiar in the discourse of excellence. Using Little and Locke's (2008) framework for 'excellence' – as, variously, a positional good for individual students, a form of reputational advantage, a means of achieving national social and economic goals, or as an aspirational target for continuous quality enhancement – this study critically interrogates student and staff perceptions of the cognate concept of 'inclusion' at one highly-selective residential university. Through a university-wide survey followed by semi-structured focus groups and interviews with a range of institutional stakeholders, the student-staff co-researchers explore how the two terms are understood, what inter-relationships or tensions might exist between them, and their perceived impact on educational experiences and practices. The findings offer evidence of the way inclusion is critically shifting the parameters of excellence in higher education at a time of educational policy change across one institution's organisational culture, in ways which may be illuminating to the wider sector.

E2

Beaumaris 1 | **Wednesday 15:45-16:15**

*Aligning Student Aspirations and Workforce Applications: A Curriculum Design
for Widening Participation in Higher Education (0077)*

Michael Solem, **Thomas Larsen**, *Texas State University, The United States of America*

Research Domain: Access and widening participation (AWP)

The National Center for Research in Geography Education (NCRGE) is currently conducting fundamental research to address longstanding challenges facing the geography discipline with regard to achieving broader diversity and inclusion in the undergraduate curriculum and workforce. Prior research in science education suggests a positive association between conveying applications of science and students' attitudes toward science and interest in science careers. This presentation reports the results of a pilot study that explored this relationship in the context of undergraduate geography education. Surveys and interviews with students enrolled in an introductory geography course gathered data on students' career aspirations and attitudes toward geography (i.e., perceived utility of geography, interest in geography, and confidence to do geography). Next, applications of geography were conveyed to students using workforce data obtained from

a sample of geographers employed in various public and private sector positions. We then administered a post-test survey to measure potential gains in student attitudes. The outcomes of this study will inform efforts to transform the undergraduate geography curriculum in a manner that accounts for the diverse aspirations and job prospects of students.

E3

Beaumaris 2 | **Wednesday 15:45-16:15**

Out of the Box: Creativity and the Teaching-Research Nexus – The Role of the Academic Developer (0355)

Rebecca Thomas, *University of East Anglia, United Kingdom*; Florence Dujardin, *University of East Anglia, United Kingdom*

Research Domain: Access and widening participation (AWP)

Fostering creativity and criticality in relation to pedagogical practice among new lecturers can be a challenge for academic developers. A key aim in our teaching on a PgCert module on Research-Led Teaching was to disrupt perceptions of the teaching-research nexus. Seminars showed that lecturers regard themselves primarily as either researchers or practitioners. Their critical reflection on research-led teaching was limited and knowledge of relevant pedagogical research minimal. To enhance criticality, we drew upon creative arts strategies and introduced the Scholarship of Teaching and Learning to promote discussion into the thorny relations between practice, teaching and research. Lecturers were encouraged to reflect on how they socialise students into their disciplines and relevant research approaches. To generate and enliven debate, they used installations, playlets and peer teaching observations. By focusing on creative processes rather than output, the module prompted lecturers to frame ideas they could take forward in their teaching or research.

E4

Conwy 1 | **Wednesday 15:45-16:15**

Imagining the future in the present - Student career dreams and academic identity as a contested space? (0238)

Laura C. Felby, **Søren S. Bengtsen**, **Sarah Robinson**, *Centre for Teaching Development and Digital Media, Aarhus University, Denmark*

Research Domain: Academic practice, work, careers and cultures (AP)

In the current educational climate, the tensions from discourses about employability, relevance, creative and collaborative skills impact upon the student experience of higher education in a range of ways. Our research interests in doctoral supervision, career intentions and dreams and the entrepreneurial university coincide in this paper in the notion of the development of academic identity. This paper focuses on how the development of an academic identity is shaped through the discourses associated with humanities graduate employability, educational relevance and a requirement for more creative and collaborative citizens in the future. The paper draws on interviews with a variety of stakeholders within a Danish higher education institution; career support officers, supervisors, and master's and doctoral students. Initial data analysis show that the development of an academic identity is in tension from conflicting agendas that stem from the notion of 'career' which itself fragments and troubles students.

E5

Conwy 2 | **Wednesday 15:45-16:15**

To what extent do board games facilitate deep learning in higher education? (0396)

James Leinster, Michael Coffey, *Nottingham Trent University, United Kingdom*

Research Domain: Learning, teaching and assessment (LTA)

Table top educational tools are easily merged into higher education teaching practice, however, teaching practitioners hold different viewpoints on the value of board game-based tools in their professional practice, but one positive common theme that does emerge is that these types of tools and games have the potential to develop social skills, critical thinking and facilitate deeper learning. The journey from surface learning to deep learning is a complex space; this landscape is undulating, rugged, and lacking in landmarks but is navigable with the right tools and signposts. To explore this landscape, our research question is: To what extent can a board game nudge students' away from surface learning and facilitate their navigation towards becoming deep learners?

Based on cognitive engagement, social engagement, and pedagogy theories, the paper begins by defining the terms "nudge", "wayfinding" as conceptual terms that can help the learner navigate the landscape. As this research is ongoing, we will report what the latest data (qualitative and quantitative) is suggesting and the impact that we are seeing in real terms.

E6

Denbigh 1 | **Wednesday 15:45-16:15**

Evaluative Conversations: exploring the student perception of viva voce assessment on learning and success (0383)

Fabio R. Arico, *University of East Anglia, United Kingdom*; Naomi Winstone, *University of Surrey, United Kingdom*

Research Domain: Learning, teaching and assessment (LTA)

This paper presents findings from the evaluation of an assessment design aimed at developing critical-judgements and debating skills of undergraduate students. We focus on student perceptions of 'evaluative conversations' with the aim to identify barriers and enablers to the implementation of viva voce examinations. To develop our analysis, we focus on the experience of a History of Economic Thought (HET) module run at the University of East Anglia. Following a mixed-method approach, we combine quantitative and qualitative indicators of the student experience, collected through a questionnaire administered to students enrolled in the module (N=30). Our findings highlight that students who self-report underperforming in their viva voce examination recognise their lack of preparation as the cause. On the other hand, the narratives of students who believe having performed well identify: the use of exemplars, the feed-forward structure of the assessment process, and the examiner's emotionally intelligent approach, as enablers of success.

References
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E9

Caerphilly | **Wednesday 15:45-16:15**

Changing patterns of international mobility in the making of an academic community: A case study of Mexico (0386)

Yann Lebeau, *University of East Anglia, United Kingdom*; Etienne Gérard, *Centre population et développement, IRD-Université Paris Descartes, Paris, France*

Research Domain: International Perspectives and context (IPC)

Using the case of the academic profession in Mexico, this paper addresses the role of international study trajectories in structuring national academic communities. The paper draws on the statistical analysis of a dataset of over 20000 demographic, academic and mobility profiles of research active academic extracted from Mexico's National System of Researchers (Sistema Nacional de Investigadores, SNI), from which data related to higher education qualifications obtained abroad were extracted and reported to current positions in the SNI system.

Trajectories in international mobility by qualification, discipline, and country(ies) of destination are reported to periods of mobility and generations of researchers in order to answer the following question: How do international mobility patterns towards academic qualification reflect and shape 1) the evolution of the academic profession and national higher education system in Mexico and 2) its changing relations with key historical hubs of the international higher education market.

E10

Cardiff ❙ **Wednesday 15:45-16:15**

Enhancing Chinese direct entrants' cross-cultural transition: A two-phase study (0141)

Jing Luo, **Han-Huei (Crystal) Tsay**, **Yang Yang**, *University of Greenwich, London, United Kingdom*

Research Domain: Student experiences (SE)

Adaptation into UK Higher Education institutions (HEIs) is a challenging journey for many international direct entry students, due to differences in both cultures and education systems (Kember, 2001; Biggs, 1996; Wang et al., 2012). This phenomenon is much severer for Chinese Direct Entry (CDE) students, whose previous studies are granted of credit and are brought to UK universities for direct entry into the third year (Burnett, 2015; Barron & D'Annunzio-Green, 2009).

Our research design is a two-phased and evidence-informed intervention. In phase 1 interview study was conducted to identify specific needs for the intervention on cross-cultural transition. In phase 2, a series of workshops were designed, based on cross-cultural adjustment model (Oberg,1960) and scaffolding approach(Van de Pol, et al., 2010), to help students have a smooth transition in different cross-cultural stages. Dynamic and experiential learning activities in the workshops provide a practical way to help CDE students acquire skills to develop psychological capital and social network. Both qualitative and quantitative feedback showed positive results.

E11

Chepstow ❙ **Wednesday 15:45-16:15**

Bourdeusian capitals and graduate success: drivers and outcomes (0261)

Elizabete Cardoso, *Coventry University, United Kingdom*

Research Domain: Employability, enterprise and graduate careers (EE)

Graduates with similar credentials get different employment opportunities, so there's more to succeeding than education (Bathmaker et al. 2013). Success, however, is more than getting a job (Tams and Arthur 2007). Through a mixed methods approach, Bourdieu's capital theory (1986) is used in the current study to examine the role of different forms of capital on individuals' success, and reinforcing effects among them. Two research questions arise: how do capitals work, alone and together; and are wealthier business school graduates more successful? This study mostly found that: a variety of aspects compose an individual's perspective of success; people mobilise existing capitals (deliberately or not) to produce more capitals; individuals raised in financial comfort exhibit higher levels of success, in a form of "rich-parents effect"; it's possible for universities to diagnose capital profiles using a Student Capital and Success scale, and adapt development programmes to enhance capitals upon graduation and promote employability and success.

E12

Raglan ❙ **Wednesday 15:45-16:15**

A Comparative Study of Institutional Dynamics of Universities in Hong Kong, Macau and Taiwan (0243)

Yat Wai Lo, *The Education University of Hong Kong, China*

Research Domain: Management, leadership, governance and quality (MLGQ)

This presentation reports the preliminary findings of the qualitative part of a study that examines the complexity of the relationship between governance matters and the institutional and cultural settings in the higher education systems of three Chinese societies – Hong Kong, Macau and Taiwan. This qualitative research sought to explain the coordination mechanism in university governance through an analysis of data generated from 53 interviews. Evidences collected from the interviews were used to reveal the interactions and relationships amongst the various actors on governance matters and to construct a taxonomy of

institutional balance of power in the higher education systems of three Chinese societies. The presentation will conclude with future research directions, which take account of cultural issues and their connection with institutional arrangements, thereby illustrating the complex relationships between institutional forms and cultural features of higher education governance in the three societies.

F1

Beaumaris Lounge | **Wednesday 16:45-17:15**

Information Sources and Access to German Computer Sciences Programmes: The Role of Gender, Age and Social Networks (0303)

Sude Peksen, *TU Dortmund, Germany*

Research Domain: Access and widening participation (AWP)

Although student numbers in higher education are increasing, inclusion of particular groups is still not accomplished (Reay, 2016). One reason might be social capital (Bourdieu, 1974), particularly access to information and networks (Seibert, Kraimer & Liden, 2001). This paper focuses on the use of information sources for students' choice of study in Computer Science (CS) programmes in German higher education institutions (HEIs). We ask: Which information sources did CS students use for choosing their study programme at German HEIs? How do CS students evaluate these sources? Which differences can we observe by gender, age and social networks?

Based on a student survey conducted in 2018 (N=2,061), our findings show that especially conventional digital information sources, like websites, are used and evaluated as highly positive by students. Further, we find evidence that certain group of students, namely females, older students and students without prior contact with CS have difficulties finding information.

F2

Beaumaris 1 | **Wednesday 16:45-17:15**

Reconceptualising Equity through Pedagogical Methodologies (0359)

Penny Jane Burke, Matt Bunn, *University of Newcastle, Australia*

Research Domain: Access and widening participation (AWP)

Equity policy and practice mis/frames equity through deficit imaginaries, particularly when devoid of rich conceptual insights. This paper presents a collaborative re-search project framed by Pedagogical Methodologies (PMs) (Burke, Crozier and Misiaszek, 2017; Burke and Lumb, 2018) aiming to reconceptualise equity through the insights emerging from critical, post/structural and feminist theories of social justice. The paper argues that hegemonic discourses and methodologies limit our pedagogical imaginations and constrain what is re/cognisable. Drawing on interviews, reflections and artefacts generated through participatory, praxis-based PMs in the context of equity programs and projects facilitated by the Centre of Excellence for Equity in Higher Education (CEEHE), this paper examines and interrogates the values, assumptions and perspectives across contested spaces of equity research and practice. The paper seeks to contribute to creative ways of reframing equity work in and through higher education, drawing on the experiences and perspectives of diverse participants engaged in such processes.

F3

Beaumaris 2 | **Wednesday 16:45-17:15**

Breaking the fourth wall: Using ethnographic fiction in research (0195)

Suzanne Nolan, *University of Suffolk, United Kingdom*

Research Domain: Access and widening participation (AWP)

There are a variety of ways to refer to the use of fiction to represent data gathered in the pursuit of research: ethnofiction (Coates, 2019), 'neo-ethnography' (Varzi, 2014), ethnographic fiction (Narrayan, 1999), narrative fiction (Cohen, 1998), critical storytelling (Barone, 1992), among other terms. These approaches seek to give a voice to the story that data is compelled to tell (Bell, 2015), to reflect how the data 'speaks' about the subject (Dourish & Cruz, 2018).

This paper will explore the ways in which researchers can and do use ethnographic fiction to represent their work, and how this can enrich the narrative of the data presented and of the experiences of our research subjects. Finally, it will discuss ways in which we can best communicate the value of this methodological approach to colleagues, and to students in our endeavour to incorporate research-led teaching into our practice.

F4

Conwy 1 | **Wednesday 16:45-17:15**

The Risks associated with academic work: An analysis of trends 2008-2014 (0253)

Siobhan Wray, *University of Lincoln, United Kingdom*; **Gail Kinman**, *University of Bedfordshire, United Kingdom*

Research Domain: Academic practice, work, careers and cultures (AP)

An examination of the contemporary nature of academic work depicts a profession associated with increasing demands, role and work-life conflict, high levels of presenteesim and psychological distress. A number of studies have examined a range of stressors and strains associated with work in UK higher education institutions, however, differences in measures, and samples make comparison across studies and time frames difficult.

The current study aims to address these limitations by utilising a benchmarking to assess the level of risk associated with academic work, across three waves of nationally collected data in 2008, 2012 and 2014. The study presents data across seven hazard categories identified as key indicators of work-related stress by the Health and Safety Executive in 2008, 2012 and 2014. Comparisons against benchmark data and HSE hazard categories are made. Results are discussed with reference to the current UK Higher education context and directions for future research presented.

F5

Conwy 2 | **Wednesday 16:45-17:15**

The Use of Co-design Approach in Learning and Teaching: A Case Study of Two European Universities (0086)

Feng Su, **Namrata Rao**, *Liverpool Hope University, United Kingdom*; **June Srichinda**, *Université Catholique de Lille, France*; **Jean-Charles Cailliez**, *Université Catholique de Lille, France*; **John Bennett**, *Liverpool Hope University, United Kingdom*

Research Domain: Learning, teaching and assessment (LTA)

There has been a drive within higher education to engage creative and participatory approach in various aspects of learning and teaching to enhance practice. This paper evaluates such an approach, the co-design approach, adopted in a French and an English university. Co-design involves participants co-creating ideas and concepts in the design process where their common goal is to improve learning and teaching practice. In this study, the English university uses the co-design approach for its curriculum design and enhancement; whereas the French university engages this approach to help staff develop innovative teaching practice. The study explores academics' views on the value offered by the participatory co-design approach to their academic practice. We contend that a careful well planned use of co-design in various teaching and learning process creates a social environment that engages the various stakeholders (academics, students, employers, etc.) in a creative dialogue that helps promote learning and teaching excellence.

F6

Denbigh 1 | **Wednesday 16:45-17:15**

A crucial graduate attribute? Embedding feedback literacy into curricula across higher education (0385)

Kieran Balloo, **Naomi Winstone**, *University of Surrey, United Kingdom*; David Carless, *The University of Hong Kong, China*

Research Domain: Learning, teaching and assessment (LTA)

Students' capacities for using feedback form part of their feedback literacy, which can be viewed as a core graduate attribute. Since National Qualifications Frameworks (NQFs) and subject-level benchmark statements (SBSs) provide guidance about graduate or threshold outcomes, we coded a sample of these frameworks for evidence of concepts pertaining to feedback literacy. Of the four key features of feedback literacy identified by Carless and Boud (2018), only 'Managing Affect' and 'Making Judgements' were identified in the NQFs, whereas 'Appreciating Feedback' and 'Taking Action' were not present. All features were present in the SBSs, with 'Making Judgements' coded most frequently and 'Appreciating Feedback' least frequently. Indicators of feedback literacy were identified in 'applied' disciplines more than 'pure' disciplines. We highlight the need for integrating more aspects of feedback literacy into 'pure' disciplinary curricula, as well as finding ways for encouraging students to appreciate feedback in all its forms whilst taking action.

F7

Denbigh 2 | **Wednesday 16:45-17:15**

Learning & teaching in policy and practice: Where has all the criticality gone? (0406)

Sarah Horrod, *Kingston University, United Kingdom*

Research Domain: Higher education policy (HEP)

Learning & teaching (L&T) is increasingly foregrounded in English HEIs but is there a lack of criticality towards policy representations of good teaching? This paper focuses on national policy on L&T and its recontextualisation. Drawing on an interdisciplinary framework from the sociology of pedagogy and critical discourse studies, I argue for the contribution that detailed textual analysis of policy can make to understanding the forms of argumentation drawn on to legitimise policy proposals. I trace how national policy discourses become embedded in institutional discourses and explore the connections between policy and practice. In this talk, I focus on the way that teaching and learning are discussed. Findings confirm that representations of L&T are never value-free but instead reflect the current context. Are we therefore too compliant in accepting these visions of good learning & teaching practices? In doing so, we may perpetuate a narrow, detrimental view of a university education.

F8

Caldicot | **Wednesday 16:45-17:15**

Giving up and getting lost in Hanoi: re-imagining transnational higher education with post-qualitative practices in a UK, Vietnam TNE partnership (0031)

Alex Kendall, Louise Lambert, Stuart Mitchell, *Birmingham City University, United Kingdom*

Research Domain: Research Domain: International Perspectives and context (IPC)

In this paper we share the outcomes of a research capacity project between academics and doctoral students at four institutions in the UK and Vietnam. We problematize 'common sense' transference of pedagogical and research practices grounded in philosophical traditions that un/consciously privilege colonising ways of being and doing in transnational higher education partnerships (TNHE). We explore ethics, complexities and risks associated with working across borders in the context of global education markets in which import/export of higher education capitals have real 'affects' for HE cultures broadly and higher education workers specifically. We describe our experience of putting to work Lather's modality of 'getting lost' (2007) and follow the contours of this concept (Mazzei, 2017) to disorientate ourselves with thinking from 'the posts' and mobilise fresh thinking about identities, professionalisms and pedagogies in the contexts of international partnerships opening up possibilities for messier, flatter, more 'response-able' (Barad, 2007) cross border entanglements.

F9

Caerphilly | **Wednesday 16:45-17:15**

The challenges of developing university-industry partnerships: Innovation under constraint (0291)

Dilrabo Jonbekova, *Nazarbayev University, Kazakhstan*

Research Domain: International Perspectives and context (IPC)

This paper focuses on challenges to developing university-industry partnerships in post-Soviet Kazakhstan. It aims to identify key constraints to university and industry engagement through the perspectives obtained from university stakeholders, and maps the way in which existing collaborations reflect and respond to the government's agenda for innovation in higher education and a strengthened economy. The aim of the paper is to build on previous literature related to university-industry collaboration and to identify specific factors that can contribute to the development of more successful and sustainable collaborations. Drawing on case studies at two universities, findings show that there is progress in universities developing beneficial partnerships. However, we argue that internal institutional barriers and persistence of Soviet style central control of higher education institutions in Kazakhstan, together with policy makers dictating the agenda for partnerships are creating challenges that hinder innovation, which is one key goal for university-industry collaboration.

F10

Cardiff I **Wednesday 16:45-17:15**

Understanding the Black and Minority Ethnic (BME) student experience (0266)

Joanna MacDonnell, **Amandip Bisel**, *University of Brighton, United Kingdom*

Research Domain: Student experiences (SE)

There is a significant attainment gap between white-British and British-BME students at UK universities, even after controlling for academic qualifications upon entry. The gap is particularly stark for black students.

The University of Brighton has recently undertaken a university-wide study to identify factors contributing to the British-BME attainment gap from the perspective of the students that it impacts.

This session will highlight some of the key findings from the study and provide an opportunity to discuss and promote:

• Some of the positive and negative factors that may impact the BME student experience;
• Interventions that have benefitted current BME students that have the potential to be replicated more widely;
• A better understanding of how student perspective is formed/impacted and provide an opportunity to discuss how/what we communicate to shape this perspective more accurately.
• Potential new interventions to improve the BME student experience and better support attainment to reduce the attainment gap.

F11

Chepstow I **Wednesday 16:45-17:15**

Using graduate capital to understand Chinese PhDs' self-perceived employability (0142)

Manli Xu, *University of Southampton, United Kingdom*

Research Domain: Employability, enterprise and graduate careers (EE)

This study employed a mixed method approach to explore Chinese PhDs' self-perceived employability which associated with how they understand to play the graduate labour market entry game in a more intense 'war for talent'. Utilising Tomlinson's graduate capital approach (i.e. human, social, cultural, identity and psychological capital), this study assessed Chinese PhDs' (N=234) perceptions of employability and the key dimensions of each form of capital via validated psychometric instruments. Semi-structured interviews were conducted with PhDs (N=31) who completed the survey and indicated their interests to participate the follow-up study. The findings highlighted the positive correlation between forms of capital and Chinese PhDs' self-perceived employability. The evidence also showed PhDs' possession of forms of capital conferred advantageous onto their employability and career transition. A thorough understanding of Chinese PhDs' self-perceived employability may bring practical implications for relevant stakeholders when consider to embed graduate capital into PhD employability strategy.

F12

Raglan I **Wednesday 16:45-17:15**

Reacting to restriction in the neo-liberal University: Management and EU Staff Response to Brexit (0067)

Renee Luthra, *University of Essex, United Kingdom*

Research Domain: Management, leadership, governance and quality (MLGQ)

The decision to leave the European Union created tremendous uncertainty about the future rights of EU nationals living in the UK. Drawing on interviews in higher education – a sector reliant on EU labour - this paper examines how upper management and EU staff respond to a political environment that is hostile to migration.

Interviews reveal how perceptions of professional and institutional mission, as well as economic demands, shape the response of university management and the experiences of EU employees. Professional service staff and academics from EU countries with less autonomous university sectors were generally more satisfied with their University's response to Brexit. EU academics who were most dissatisfied with the commercialization of higher education were also the most dissatisfied with management response to Brexit. At the institutional level, the highest prestige university was the most concerned and proactive in response to the Brexit vote, due to its more complete adoption of a neo-liberal employment model that relies on ready access to the EU to fulfil contingent labour contracts.

CONFERENCE PROGRAMME IN FULL

Thursday 12 December 2019

SYMPOSIUM G1

G1

Beaumaris Lounge | **Thursday 09:00-10:15**

How can we meaningfully listen to students' voices to shape widening participation policy and practice?

Chair: **Richard Waller**, *University of the West of England, United Kingdom*

Research Domain: Access and widening participation (AWP)

Symposium Rationale

This symposium seeks to explore the complex notion of student voice, and how we best access it to inform widening participation policy and practice at local and national levels. It showcases two innovative approaches to accessing the voices of those sometimes deemed 'hard to reach' through the usual channels of communication with the student body, and from whom we rarely hear in higher education.

The symposium builds upon a 2018 joint SRHE/OFFA seminar on 'listening to student voices to shape policy and practice', at which two of this symposium's participants (Emma Heron and Liz Austen) gave presentations. The third contribution to this symposium is from someone who attended the original seminar (Richard Waller) and who employed the innovative approaches in an ongoing SRHE funded research project, White working class young men's engagement with higher education: Accessing voices of the 'hard to reach' and (frequently) 'left behind' [RA1837], which is running throughout 2019.

The symposium will consist of three discrete presentations and a discussion with delegates. It will begin with a detailed outlining of the two innovative approaches (Listening Rooms and Digital Storytelling), highlighting how they have been used by the seminar's participants. This will include an exploration of lessons learned regarding their utility in accessing the voices of 'non-traditional' higher education students in one setting, Sheffield Hallam University.

The third presentation will be from an SRHE funded research project into a group seldom heard from in terms of student voices in higher education – white working class young men. This ongoing work employs a variety of data gathering approaches, including both of those outlined earlier and focus groups employing the artefacts produced through Digital Storytelling as discussion prompts. Key points and issues arising from the focus groups then formed the basis of the Listening Rooms phase of this project.

The final phase of the symposium will be a discussion led by the convenor and participants into how useful the approaches outlined are in the context of informing widening participation policy and practice on both a local and national level. The value of the approaches outlined in accessing student voices more widely in higher education will also be explored. Consideration will be also be given to the question of what other higher education contexts and settings might benefit from such an approach to research e.g. how might it aid us to access staff voices or those of those students we would not consider 'hard to reach'?

G1.1   Beaumaris Lounge | **Thursday 09:00-10:15**

White working class young men's engagement with higher education: Accessing voices of the 'hard to reach' and (frequently) 'left behind' (0444)

Richard Waller, *University of the West of England, United Kingdom*

This paper reports on an ongoing SRHE funded research project [RA1837] which aimed to access and listen to the voices of a group of under-represented and rarely heard university students, white working class young men. The project, which runs across 2019 did so through employing a range of qualitative approaches I consider more appropriate than 'traditional' research approaches for the group in question given their 'hard to reach' status. In particular this included trialling innovative research methods showcased in a 2018 joint SRHE/OFFA workshop How can we meaningfully listen to students' voices to shape policy and practice? The methods employed were Digital Storytelling and Listening Rooms, developed by Dr Liz Austen and Dr Emma Heron (both SHU) respectively.

G1.2   Beaumaris Lounge | **Thursday 09:00-10:15**

Digital Storytelling: A qualitative methodology for amplifying hidden voices in higher education (0447)

Liz Austen, *Sheffield Hallam University, United Kingdom*

This paper provides an overview of how digital storytelling is being used in higher education research. A history of this approach will be provided, before a detailed discussion of how digital stories can become data. This qualitative approach is of particular use for amplifying, illuminating and empowering voices which are often marginalised in normalised institutional research methodologies. Those attending will be introduced to a range of resources which will allow them to explore and adopt this methodology in their own institutional context.

G1.3   Beaumaris Lounge | **Thursday 09:00-10:15**

Listening Rooms: A qualitative method for better listening (0448)

Emma Heron, *Sheffield Hallam University, United Kingdom*

This paper provides an overview of how Listening Rooms is being used in and by Higher Education Institutions to research and understand better participant experiences. Inspiration behind this approach will be provided, before a detailed discussion of how the method has been used extensively to enable stakeholders in education to gain insight into experiences that matter. The paper will then demonstrate how much participants have valued the method as a way of sharing experiences and of 'doing' research. Those attending will be introduced to the simple 'kit' required for undertaking Listening Rooms which will allow them to explore and adopt this methodology in their own institutional context.

G2   Beaumaris 1 | **Thursday 09:00-10.15**

What Do Universities Mean By 'Fair' Admissions? (0202)

Mandy Powell, **Vikki Boliver**, *Durham University, United Kingdom*

Research Domain: Access and widening participation (AWP)

This set of two papers presents findings from a Nuffield Foundation funded study of the idea of 'fairness' in undergraduate admissions policy and practice. Both papers draw from a sample of universities offering highly selective degree programmes across England. The first paper will focus on access agreements and the second on in-depth interviews with Heads of Admissions. We draw on Boltanski & Thevenot's work on the ways in which social actors (individuals and/or organisations/institutions) develop criteria for the placement of people or things in 'orders of worth' (2006 [1992]) to select applicants within different institutional contexts (Reay, Crozier & Clayton, 2010; SPA, 2012). We evidence the typically conservative nature of conceptualisations and operationalisations of 'fairness' and show how these ineluctably misrecognise the capitals (Burke & McManus, 2011) of prospective students from 'non-traditional' backgrounds. In addition, we evidence the ways in which admissions processes work to justify selection decisions.

G3

Beaumaris 2 I **Thursday 09:00-09:30**

What a university is for? Management degree apprenticeships (0025)

Lynn M. Martin, *Anglia Ruskin University, United Kingdom*

Research Domain: Academic practice, work, careers and cultures (AP)

This paper explores the way in which universities are interpreted by those involved in new degree apprenticeships in management at 2 UK universities. Data was collected from private sector partners, professional body representatives, apprentices and university staff, all involved in new degree apprenticeships in management. Views were collected as part of a qualitative study, carried out over 12 months, which involved quarterly semi-structured interviews plus reflective logs and progress reports. In exploring their views of the delivery of new workplace-focused curriculum, the study raises questions about the role of higher education and its underlying 'worth' or purpose. . Over the period of data collection, apprentices' view of the university changed. While they began by seeing the university as being mainly a route to the final degree more cheaply than the alternatives, they came to describe the institution as a source of knowledge and of broader ideas and opportunities. Private sector, university staff, however, and professional body representatives emphasised the compliance role of the university

G4

Conwy 1 I **Thursday 09:00-09:30**

Development of Doctoral Students as Academic Teachers in an Era of Precarity (0082)

Namrata Rao, *Liverpool Hope University, United Kingdom*; **Rille Raaper**, *Durham University, United Kingdom*; **Anesa Hosein**, *University of Surrey, United Kingdom*

Research Domain: Academic practice, work, careers and cultures (AP)

With increased pressures of the performativity culture within teaching, higher education institutions (HEIs) are obliged to create a more individualised student learning experience. To this end, doctoral students are increasingly being engaged in teaching roles to negotiate the shortfall in teaching staff and/or to release the permanent staff from teaching pressures to do research. Whilst there is evidence of doctoral students being engaged in teaching roles, there appears to be limited literature highlighting the support offered to them in undertaking these roles. This paper draws on data from a small-scale study undertaken in two UK HEIs to explore the doctoral students' experiences of becoming a teacher in a neoliberal culture of performativity and the support mechanisms available and challenges faced in undertaking this role. The paper seeks to highlight the structural inequalities faced by these marginalised emerging professionals in accessing support for their teaching roles and in developing their teacher identity.

G5

Conwy 2 I **Thursday 09:00-09:30**

Contract Cheating as Part of the Assessment Help-Seeking Continuum: Insight from a Principal Components Analysis of a Student Survey (0427)

Anke C. Buttner, *University of Birmingham, United Kingdom*

Research Domain: Learning, teaching and assessment (LTA)

Contract cheating has been increasingly researched over the last few years, looking to help in detecting such assignments, to design assessments to avoid this form of malpractice, and to understand why students' behaviour with respect to contract cheating. We took a view of contract cheating as an extreme form of students' help-seeking behaviour when working on their assignments. Using principal component analysis on the results of a survey about the assessment experience at university to explore the structure of students' perceptions of assessment processes and how they intersect with questionable assessment practices, we conclude that students' key concerns are with being able to perform their assessment tasks effectively and to enhance their learning. Questionable assessment practices form part of students' conceptualisations of the assessment experience, but to a lesser extent than the opportunity to work with peers and staff.

G6

Denbigh 1 | **Thursday 09:00-09:30**

Reconceptualising Assessment and Feedback to Promote Student Wellbeing (0252)

Jennifer L. Hill, **Harry West**, *University of the West of England, United Kingdom*

Research Domain: Learning, teaching and assessment (LTA)

We present results from a three-year qualitative enquiry, exploring changing student emotions and learning behaviours linked to a student-teacher dialogic assessment approach implemented in a second year undergraduate course at a large teaching-oriented British university. The approach uncovered the inherently emotional experience for students of receiving assessment commentary. Through dialogic feed-forward meetings, negative emotions such as apprehension and anxiety were transformed into positive emotions such as enthusiasm and pleasure. The relational interactions and collaborative reflections in the meeting also had longer-term effects on student self-regulatory and self-efficacious behaviours, relating not only to the specific assessment task but beyond to other second year assignments and into their third year of study. By creating a safe and nurturing learning environment, positive beliefs were built and/or strengthened, empowering students to develop resilient academic behaviours, boosting learning outcomes, and maximising the potential for sustainable learning and academic success. We conclude with implications for practice.

SYMPOSIUM G7

G7

Denbigh 2 | **Thursday 09:00-10:15**

Teaching Excellence and Diversity Deficits: Critiquing the Teaching Excellence Framework

Chair: **Amanda French**, *Birmingham City University, United Kingdom*

Research Domain: Higher education policy (HEP)

Symposium Rationale

The introduction of the Teaching Excellence Framework (TEF) in 2016 marked a key turning point for higher education (HE) in the UK, Never before has the quality of HE teaching been subjected to such external scrutiny, culminating in high stakes assessment outcomes for institutions through the TEF's medal ranking system of gold, silver and bronze. This symposium invites broader considerations of the relationship between teaching excellence and diversity with four papers offering distinctive critical viewpoints on the TEF's diversity and deficits and silences. In the opening paper: "Wishing won't make it so": Deliverology, TEF and the wicked problem of inclusive teaching excellence, Julian Crockford argues that teaching excellence and inclusivity challenges articulated, albeit loosely and selectively, by TEF metrics throw up a range of highly complex, context-dependent issues for which no macro-level solutions currently exist. As such, the TEF begins to look like a largely performative policy act, through which policymakers can 'perform' a concern with HE inclusion and social mobility, without having to engage directly with those challenges. Kate Carruthers Thomas continues with the theme of performativity in her paper: Teaching excellence as 'institutional polishing', arguing that the performativity of excellence in frameworks such as TEF bear comparison with 'the labour of creating shiny surfaces' (Ahmed 2017 p102). She draws on analyses predating the TEF: of performativity (Ball 2003) and quality assurance (Morley 2010), to identify microprocesses and power structures involved in performing excellence through the TEF. Dr Amanda French's paper It's not always about how well you teach, but who you are, explores how the TEF uses student evaluations to measure teaching quality in HE yet remains largely silent on how those student evaluations play out differently for different groups of teaching staff. Dr French argues that this silence is problematic as research has shown that student evaluations are inevitably informed by gendered, raced and classed judgements, which disadvantage female and BAME academic staff amongst others. In the concluding paper, Queering the TEF, Brendan Bartram portrays TEF as a constraining exercise that restrains diversity and limits potential. He argues that this can be powerfully questioned and disrupted through the use of queer theory in relation to pedagogy (Fraser and Lamble 2015). More usually linked with gender and sexuality studies, a queer lens helps to question and contest the essentialising logics behind the TEF.

G7.1   Denbigh 2 | **Thursday 09:00-10:15**

Queering the TEF (0194)

Brendan Bartram, *University of Wolverhampton, United Kingdom*

It may initially seem difficult to argue with the sentiments enshrined in the rhetoric surrounding the TEF – raising the status of teaching, re-balancing its relationship with research, and incentivising institutions to focus on the quality of teaching. Clearly, these are laudable aspirations that will chime with anyone who believes in the importance of students experiencing an education that enriches them and their potential. Drawing on Fraser and Lamble's (2015) use of queer theory in relation to pedagogy, however, this paper aims to expose the TEF as a constraining exercise that restrains diversity and limits potential. Although queer theory is more usually linked with gender and sexuality studies, the queer lens used here helps us to question and contest the essentialising logics behind the TEF, and its effects in HE classrooms. This queer analysis can thus be helpful as a politically generative exercise in opening up space for new possibilities

G7.2   Denbigh 2 | **Thursday 09:00-10:15**

"Wishing won't make it so": Deliverology, TEF and the wicked problem of inclusive teaching excellence. (0198)

Julian Crockford, *University of Sheffield, United Kingdom*

In official commentary, the TEF is explicitly positioned as a policy lever, designed to force HE providers to raise the standards of their teaching. The assessment methodology used to determine institutional ratings, however, is complex and opaque and at the same time, there is a high level of abstraction between the metrics underpinning the framework and teaching practice on the ground. Moreover, the HE sector, has long acknowledged that the pedagogic inclusivity challenges targeted by TEF split-metrics are highly complex, context-dependent wicked problems (Bore and Wright 2009). All of these issues mean that there can be no straightforward transmission of the regulatory force transmitted by the TEF to drive provider behaviour. From this perspective, the TEF appears to function as a purely performative policy act, responding to the political need to acknowledge HE inclusion and social mobility challenges, whilst at the same time shielding its architects from the highly complex challenges it throws up. I conclude, nonetheless, on a note of optimism by suggesting that the very complexity and indeterminateness of the TEF, combined with the regulatory pressure on institutions to formulate a response, might open up institutional spaces which learning and teaching practitioners can occupy to research, test and develop ways of delivering inclusive learning and teaching.

G7.3   Denbigh 2 | **Thursday 09:00-10:15**

'It's not always about how well you teach, but who you are': Can student evaluations ever deliver a fair assessment of academic labour in higher education? (0200)

Amanda French, *Birmingham City University, United Kingdom*

This paper will provide a timely and focussed examination of the gendered, raced and classed implications of different kinds of student evaluations on the TEF. These include, not only the National Student Survey (NSS) which is one of the matrixes used to calculate each HEI's benchmark rating, but also the vast array of in-house formal and informal student evaluations which ask students questions about the teaching they have received on individual modules and programmes as well as broader issues such as cross-university resources and facilities. This increasingly influential student feedback currently informs the 'additional contextual information' document that universities produce for the TEF and will in the future be a key component of the Subject TEFs currently being piloted across the sector. The presentation will conclude by suggesting how HEI's can challenge and change the propensity of student evaluations to reinforce extant structural inequalities and competitive hierarchies in the sector.

G7.4   Denbigh 2 | **Thursday 09:00-10:15**

Teaching excellence as 'institutional polishing'? (0201)

Kate Carruthers Thomas, *Birmingham City University, United Kingdom*

This paper proposes that the performativity of 'excellence' in frameworks such as the Teaching Excellence Framework (TEF) may bear comparison with what Ahmed describes as 'instititutional polishing': the labour of creating shiny surfaces (Ahmed 2017 p102). The TEF explicitly states its concern with the way teaching provision reflects the needs of students from diverse backgrounds and how this is reflected in the learning gain and student outcomes of 'disadvantaged' students. Yet Ahmed has also described the enacting of equality and diversity within higher education institutions as 'institutional speech acts' which 'do not go beyond pluralist understandings of diversity and are non-performative in the sense that they fail to deliver what they have promised' (Ahmed 2006, p.764). The paper therefore also proposes that excellence in the context of the TEF is problematised by its association with 'diversity'.

G8

Caldicot | **Thursday 09:00-09:30**

The Italian War of English: Globalisation, Internationalisation Trends and National Nuances (0186)

Michelangela Verardi, University of Bath, United Kingdom

Research Domain: International Perspectives and context (IPC)

This paper will focus on one particular policy for internationalization in Higher Education: the compulsory use of English as a teaching language. The judicial case of the Politecnico of Milan will be analysed through organizational lenses: the Isomorphic response to the processes of change; the idiosyncratic reactions of maximum self-protection; the theory of Allomorphism. Then, it will conclude with some suggestions for internal governance mechanisms. This case suggests the importance, for the leaders of institutions based on collective mechanisms, of structuring early stages consensus-building systems: evaluating the potential dispute risks, managing conflicts and leading the implementation phase. The external forces which push the institutions to radical changes, at the same time 'casting out' the actors and the stakeholders who do not feel part of the change itself, need a mediation that, instead of coming from outside the institutions, should be built inside the institutions themselves.

G9

Caerphilly | **Thursday 09:00-09:30**

Accelerated degrees – an institutional experience – the (beyond NSS) student perspective (0163)

Andrea J. Cameron, *Abertay University, United Kingdom*

Research Domain: Student experiences (SE)

Accelerated degrees have existed within global higher education for many decades, but have become topical in the UK due to Government desires for more universities to offer degree study in this format (UK Government, 2017; DfE, 2019). More flexible learner models to match more diverse student populations are some of the underpinning drivers.

Abertay University has piloted a suite of accelerated degree programmes since 2015 with built-in annual reviews designed to examine the staff and student experience of engagement with this study route. In 2019 a more in-depth survey was instigated to provide a broader understanding of motivators for students pursuing the accelerated pathway, as well as ascertaining (through qualitative dialogue) a description of their study experience. Responses were compared with those on the non-accelerated forms of the same degree programmes. This session will provide Abertay context to this study route and explore the student experience from a non-NSS perspective.

G10

Cardiff | **Thursday 09:00-09:30**

New Doctoral Supervisors in Emotional Challenging Situations (0244)

Cecilia Almlöv, **Ann Grubbström**, *Swedish University of Agricultural Sciences, Sweden*

Research Domain: Postgraduate Scholarship and Practice (PGSP)

Many universities offer future doctoral supervisors training in order to develop the knowledge and skills required in order to succeed in this role. Yet often times, an unexperienced supervisor will face various emotionally challenging situations and must develop own coping strategies. Despite the importance and impact these challenges represent for new supervisors, relatively few studies have been carried out in this area. This paper presents the preliminary results of a newly started interview and focus group study focusing on emotionally challenging situations in doctoral supervision. Interviews with new supervisors have been carried out in universities both in Sweden and in Mozambique. By analysing and looking more in detail at what these concrete situations might look like, we can broaden our practical knowledge about how to effectively manage them, while also widening our theoretical concepts when interviewing new supervisors from very different research settings.

G11

Chepstow | **Thursday 09:00-09:30**

Higher Education for a Collective Approach to Work (0373)

Peter E. Kahn, *University of Liverpool, United Kingdom*; Mariangela Lundgren-Resenterra, *University of Applied Sciences and Arts of Western Switzerland, Geneva, Switzerland*

Research Domain: Employability, enterprise and graduate careers (EE)

Present approaches to employability within higher education presently prioritise supply-side considerations, with higher education institutions looking to equip graduates with skills appropriate to the available employment opportunities. Such approaches, though, fail to take into account the role that collectivities play within working life, and the possibilities for graduates to pursue projects other than just focused on self interest and economic rewards. This study explores the role that collectivities play in work, and the ways in which higher education is able to prepare students to make contributions to collective agendas through their work. It identifies a set of causal tendencies by which Higher Education can support different forms of interaction within collectivities, leading either to the elaboration or reproduction of the collectivities. In this way we address whether there are ways for Higher Education to contribute more directly to establishing flourishing societies.

G12

Raglan | **Thursday 09:00-09:30**

Preliminary findings regarding English university governing body composition (0366)

Alison T. Wheaton, *UCL Institute of Education, London, United Kingdom*

Research Domain: Management, leadership, governance and quality (MLGQ)

University governing bodies are largely overlooked in governance research. Existing governing body discourse is largely conceptual and normative (Horvath 2017). Little empirical work has been done and most of it is out of date. Yet, the role of English university governing bodies is receiving more attention from regulators and stakeholders.

This paper reviews preliminary findings regarding the composition of England's 120 university governing bodies. It forms part of doctoral research into the roles of university governing bodies, partly framed by governance theories seldom considered in an academic environment. The research is based on publicly available information regarding structures and characteristics of 2,261 governing body members. It considers possible links between roles and characteristics. It then examines structural differences and provides thought-provoking insights regarding governing body diversity in terms of gender, ethnicity, qualifications, and sector experience.

H3

Beaumaris 2 | **Thursday 09:45-10:15**

Mentors matter! Building a mentoring culture throughout academic practice. (0234)

Kay Guccione, *University of Sheffield, United Kingdom*

Research Domain: Academic practice, work, careers and cultures (AP)

Mentoring is popular with Higher Education developers for assisting early career academics to evaluate their position and plan for success in competitive academic job markets. The academic may thus be confronted by several programmes offering development in different areas of academic practice. Mentoring skills encourage reflection, sense-making, and problem solving and can be further employed by mentors across a wide range of academic practices includingorganisational leadership, research leadership, and teaching. Experienced mentors also act as 'champions' who influence within their Departments to promote and create new structures for mentoring for staff and students. This paper argues that as well as developing new staff holistically within a programme, we must support senior staff to utilise their mentoring skills as part of a congruent 'integrated academic practice' beyond the programme. It also demonstrates the importance of good mentoring experiences in seeding the growth of a developmental research culture in higher education.

H4

Conwy 1 | **Thursday 09:45-10:15**

Conformity unquestioned: Career futures in biotechnology (0228)

Oili-Helena Ylijoki, *Tampere University, Finland*

Research Domain: Academic practice, work, careers and cultures (AP)

This paper explores career futures in biotechnology. Drawing upon conceptualisations by Adam and Groves (2007), the focus is on the dynamics between "the present future" and "the future present" in academics' career imaginaries. The questions addressed include: How many and what kinds of futures there are? How are they related to the present? What kind of temporality is needed to get to the future? The empirical basis comprises focused interviews with female academics in biotechnology at one Finnish university.

The career imaginaries include two options: a tenure track with a linear and vertical career path, and a fixed-term and horizontal employment as an academic entrepreneur. Career envisioning in biotechnology is overshadowed by the power of the nearby discipline, medicine, which creates unequal conditions for career building. This points to intersections of gender, disciplinary hierarchies and university's institutional structures.

References
Adam, B. & Groves C. 2007. Future Matters. Leiden: Brill.

H5

Conwy 2 | **Thursday 09:45-10:15**

Critical thinking and critical being: interpretations of criticality among groups of diverse initial teacher education (ITE) students (0070)

Jalpa Ruparelia, *University of Nottingham, United Kingdom*

Research Domain: Learning, teaching and assessment (LTA)

Taking a qualitative, phenomenological approach, this paper examines 'international' students' interpretations of criticality on an ITE programme as they develop understanding of becoming critically reflective educators. Rooted in critical pedagogy, the study characterises criticality as falling into definitions of critical thinking and critical being. Following semi-structured interviews, the study shares the findings for a group of mature, diverse students who were educated in a number of countries, and who seemed to initially 'struggle' with criticality on the British ITE programme. Using interpretative phenomenological analysis, the paper concludes that criticality is a familiar concept for all, but affective factors play a part in how students engage with it. Rather than start with a deficit model that 'international' students lack the ability to be critical, it is suggested that students benefit from opportunities and spaces to share their previous educational and life experiences to value their understanding of criticality.

H6

Denbigh 1 | **Thursday 09:45-10:15**

What Triggers Students' Interest During Lectures? (0112)

Kathleen M. Quinlan, *Centre for the Study of Higher Education, University of Kent, United Kingdom*

Research Domain: Learning, teaching and assessment (LTA)

Lecturing is often touted as a means to inspire students' interest, yet many lectures fail to do so (Bligh, 1998). Stimulating interest, such as through good teaching, is vital to education, as a person's interest influences their attention, goals, ability to self-regulate, study strategies, and levels of learning (Renninger & Hidi, 2016; Rotgans & Schmidt, 2011a). This study examined what triggers students' situational interest during lectures. Students (N=706) in 12 different one-hour first year lectures were surveyed at the end of the lecture. They described the moment they were most interested and rated their situational and individual interest, and features of the content, presentation, and teachers' behaviour during that moment. Regression analyses showed that novelty, cognitive activation, cognitive incongruity, and relevance all positively predicted situational interest, as did students' perceptions of their teachers' enthusiasm, approachability and knowledge. Overchallenge was negatively associated with situational interest. The results suggest that lecturers need to attend to their relationship with students by demonstrating enthusiasm and friendliness. However, they need not entertain; stimulating thinking is more important to engaging students' interest. Teachers also need to help students see the real-life implications of content.

H8

Caldicot | **Thursday 09:45-10:15**

From 'Geopolitics of Being' towards Inter-being: Envisioning the 'In/visibles' in the Globalization of Higher Education (0232)

Riyad A. Shahjahan, *Michigan State University, The United States of America*

Research Domain: International Perspectives and context (IPC)

Amid the growing debate about globalization of higher education (HE), remaining absent is an analysis of the onto-epistemic grammar underlying the articulation of this global phenomenon. This essay posits that our understanding of the nature of globalization of HE cannot be separated from questions of a) emotions, b) temporality, and c) ontology. Drawing on the extant literature on globalization of HE to date and personal experiences, it demonstrates the efficacy of these above three concepts, and argues that our understanding of globalization of HE insidiously perpetuates a geopolitics of being, and constrains us from knowing/embodying inter-being. It suggests pursuing inter-being as an alternative to the prevailing onto-epistemic grammar, embedded in fixed notions of human progress and coloniality of knowledge. By refusing to tame uncertainty or provide 'probable outcomes', this essay intends to provoke and imagine alternative ways of knowing/being.

H9

Caerphilly | **Thursday 09:45-10:15**

Does gratitude increase word-of-mouth amongst students? (0457)

Fiona Cownie, *University of Bournemouth, United Kingdom*; **James Haft**, *Chulalongkorn University, Bangkok, Thailand*; **Van Vu**, *Academy of Journalism and Communication, Hanoi, Vietnam*; **Natalia Sonata**, *Binus International University, Jakarta, Indonesia*; **Monsak Chaiveeradech**, *Thammasat University Bangkok, Thailand*; **John Beavis**, *University of Bournemouth, United Kingdom*

Research Domain: Student experiences (SE)

Gratitude is a powerful mediating variable within relational exchanges, driving important relational outcomes. This study examines the impact of gratitude on students' word-of-mouth drawing from the work of Fazal-e-Hasan et al. (2017), Morgan et al. (2016) and Beatty et al. (2016). The research engages with a sample of 499 university students studying within UK and SE Asia and compares outcomes across these two groupings. Using online survey and Structural Equation Modelling, this is the first study to evidence the power of feelings of gratitude as a driver of positive word-of-mouth within the context of HE. This strong relationship is evidenced within both the UK and ASEAN contexts.

Beatty, S., Reynolds, K., Noble, S., and Harrison, M. 2012. Understanding the relationships between commitment and voice: hypotheses, empirical evidence and directions for future research. Journal of Service Research. 15(3): 296-315.

Fazal-e-Hasan, S., Lings, I., Mortimer, G; Neale, L. 2017 How gratitude influences customer word-of-mouth intentions and involvement: the mediating role of affective commitment. Journal of Marketing Theory & Practice. 25 (2): 200-211.

Morgan, B., Gulliford, L. and Kristjansson, K. 2016 A new approach to measuring moral virtues: The multi-component gratitude measure. Personality and Individual Differences, 107: 179-189.

H10

Cardiff | **Thursday 09:45-10:15**

Exploring the Acculturation of Transnational Education Students into a UK Professional Doctorate (0398)

Karen Smith, Claire Dickerson, Joy Jarvis, *University of Hertfordshire, United Kingdom*

Research Domain: Postgraduate Scholarship and Practice (PGSP)

This paper reports on research tracking the acculturation experiences of short-term sojourner Chinese students into a UK professional doctorate transnational education programme. During their initial six-month immersive and intensive stay in the UK, the experiences of eight Chinese students were captured using innovative data collection methods. The research combined visual methods (weekly 'postcards home'), photo-elicitation interviews to access experiences of acculturation and focus groups to reflect on collective transition journeys. Preliminary findings highlight the interplay of academic, social and personal challenges that epitomise transition for many international students; the value of the collective mapping of cohort journeys to indicate pressure points during this initial period of study; and the impact of the approach to data collection on the participants' reflexivity and their development as practitioner researchers. The findings contribute to understanding of how to best support international students' acculturation into professional doctorates that are delivered within dual-location, transnational education models.

H11

Chepstow | **Thursday 09:45-10:15**

A visual journey of graduate identity construction (0122)

Emma Mullen, *University of Greenwich, United Kingdom*

Research Domain: Employability, enterprise and graduate careers (EE)

This paper details three case study vignettes of recent graduates as they transition from university into their first post-graduation position, reporting their experiences and reflections on their transition. Visual-elicitation interviews (Warhurst and Black, 2015) were utilised as the data collection method, incorporating interpretation of visual images by the research participants (Collier and Collier, 1986). Each case study is explored through the lens of Holmes's Graduate Identity 'five modalities' framework (2001, 2015), with accompanying images drawn from visual diaries populated by the participants throughout their first year of graduate employment. The findings hold implications for a range of stakeholders, such as uncovering insights into typical struggles and expectations during the initial stages of graduate employment, which would be of interest to both employers and HE providers. Use of visual methodologies also responds to SRHE's priorities around developing and widening of research methodologies in the field.

H12

Raglan | **Thursday 09:45-10:15**

Cutting knots and riding hobby horses: alignment in educational innovation (0156)

Remco Coppoolse, **Josca Snoei**, *Utrecht University, The Netherlands*

Research Domain: Management, leadership, governance and quality (MLGQ)

Educational innovations rarely lead to intended outcomes due to poor alignment. Themes of alignment between actors influencing the process of an education innovation is investigated.

Exemplary moments have been reconstructed using the learning history method. The input for the learning history came from a survey, interviews and contemplative dialogue.

Themes in which alignment is released: **(1)** working together and **(2)** directionally stable and supportive leadership. Themes were alignment fails: **(1)** lack of clarity in decision-making, **(2)** separation between actors with dominant archetypes, **(3)** disagreement on the task between performers and directors, **(4)** disagreement due to content discussions and **(5)** communication clumsiness. Preliminary findings suggest four underlying mechanisms influencing the alignment in innovation. This case study emphasizes the importance of

understanding underlying actor perspectives formed by cognitive frames for a better understanding of alignment in complex educational innovation.

J1
Caernarfon Suite | **Thursday 10:30-11:00**

Diversification of Master's Degree in Hong Kong (0289)

Jisun Jung, *The University of Hong Kong, China*

Research Domain: Postgraduate Scholarship and Practice (PGSP)

Coursework based taught master's degrees have rapidly expanded globally in the last three to four decades with various programmes, modes of delivery, and diverse student profiles. This study aims to address the issue of student access and programme diversity in Hong Kong master's education. The research questions are as follows: How have students' profiles regarding origins, family backgrounds, and working experiences changed in master's programmes in Hong Kong? How have master's degree programmes diversified and what typology can be made in master's programmes in Hong Kong? Using the massification and diversification framework, the study will present how student profile has been diversified in master's degree and what typology of master's programmes exist in terms of degree titles, educational focus, student profile, and international orientation. The document analysis that were collected from government statistics and university websites will be applied.

The fieldwork of this study has just been completed with 50 participants across 5 countries. The researcher is in the process of transcribing the qualitative data collected. Findings will be discussed during the conference.

J2
Caernarfon Suite | **Thursday 10:30-11:00**

Critical thinking in business education: using creative and innovative assessment approaches (0154)

Angelito Calma, *The University of Melbourne, Australia*; Kate Kye Hyun Kim, *University College London, United Kingdom*

Research Domain: Employability, enterprise and graduate careers (EE)

Critical thinking is not only an important skill in everyday life but also in the development of academic skills. In the 21st business education, critical thinking is an important part of teaching, learning and assessment. Critical thinking has been described primarily as a type of high-order thinking that involves controlled reflective thought that utilises active argumentation, logical reasoning, inferencing and appraisal of information in making value judgements. Critical thinking is broadly recognised as an important attribute that business schools' students should gain to be successful in an increasingly globalised economy. However, there has been little discussion about a widely-accepted method of teaching, learning or assessing it in business education. This presenttaion will focus on a systematic understanding of how different teaching strategies contribute to increasing critical thinking skills in different courses and levels. It uses more than 700 articles that study critical thinking in business education, a first of its kind that investigates the whole literature on critical thinking in business education. The implications of this for the business school community and beyond can be significant.

J3
Caernarfon Suite | **Thursday 10:30-11:00**

Creativity Through Commonwealth Collaboration: An Evaluation of Split-site Doctoral Scholarships and the role of UK Universities (0429)

William Bramwell, Brendan Harrison, *Commonwealth Scholarship Commission, United Kingdom*

Research Domain: International Perspectives and context (IPC)

The Commonwealth Scholarship Commission (CSC) offers Split-Site scholarships to students from Commonwealth countries to spend 12 months of their PhD programme conducting research at a UK-based university. The programme supports development-oriented research by facilitating access to UK-based equipment and expertise while strengthening collaborations between (home) universities in the Global South and (host) UK partners.

Drawing upon 330 survey responses and 70 interviews with students and supervisors, this paper presents findings from the CSC's evaluation of the programme. It demonstrates how, and the creative ways through which, the sharing of resources and knowledge has most effectively occurred and identifies the institutional policies and practices that have best supported research targeted towards development impact. In doing so, this paper underscores the key pathways and barriers to facilitating these collaborations whilst foregrounding the innovative role of UK universities engaged in research intended to address global challenges.

J4

Caernarfon Suite | **Thursday 10:30-11:00**

Complicit Reproductions in the Global South: Courting World Class Universities and Global Rankings (0301)

Jack Lee, *University of Bath, United Kingdom*; Rajani Naidoo, *University of Bath, United Kingdom*

Research Domain: International Perspectives and context (IPC)

The proliferation of rankings has led to vigorous debates about world-class universities (WCUs) and convergence in higher education. Specifically, the narrow metrics of rankings celebrate research and reputation. Many policymakers argue that WCUs are essential to a country's economic competitiveness. Although rankings attract scrutiny, their uptake in the Global South receives little attention. Through policy analysis, we demonstrate that policymakers in Malaysia and Kazakhstan are complicit in amplifying the power of rankings. Theories of colonialism (Alatas, 1956) and reproduction (Bourdieu, 1986) guide our comparative analysis. We argue for a more nuanced view of domination beyond the binary division of global pressures and local passivity.

Alatas, S. H. (1956). Some fundamental problems of colonialism. Eastern World, November.
Bourdieu, P. (1986). The forms of capital. In G. Richardson, Handbook of theory and research for the sociology of education. NY: Greenwood.

J5

Caernarfon Suite | **Thursday 10:30-11:00**

Self-formation in international student mobility: A comparative biographical study of Turkish international higher education graduates (0192)

Yusuf I. Oldac, Maia Chankseliani, Nigel Fancourt, *University of Oxford, United Kingdom*

Research Domain: International Perspectives and context (IPC)

This biographical study investigates how internationally mobile students develop human capital, social capital and civic values while studying abroad and how these link with their perceived contributions to their home country. The study uses the framework proposed by Marginson (2014) that international higher education contributes to student self-formation.

The study adopts a biographical approach and focuses on the important moments in the lives of Turkish international education graduates (see Goodson & Sikes, 2001; Roberts, 2002). Semi-structured interviews and life timeline forms designed accordingly with this approach were used for data collection. Designed as a comparative research, the study's fieldwork took place in five countries. Several criteria were used in the selection of these countries.

J6

Caernarfon Suite | **Thursday 10:30-11:00**

Evaluating the fairness of admissions to UK higher education (0342)

Pallavi AB. Amitava Banerjee, *University of Exeter, United Kingdom*;
Vikki Boliver, Stephen Gorard, *Durham University, United Kingdom*

Research Domain: Higher education policy (HEP)

The concern to promote fair access to higher education remains high on the UK policy agenda, with the 2016 Higher Education White Paper setting out challenging targets for increasing the numbers of students from lower socioeconomic backgrounds and ethnic minority groups entering UK universities generally, and highly selective degree programmes in particular (DBIS 2016). An essential ingredient of fair access is fair admission, commonly defined as equal chances of admission for equally well-qualified applicants regardless of social background. At present, the evidence regarding the fairness of current admissions decision-making practices is mixed. This paper exploits UCAS data to explore the question of fair admissions in definitive detail

J7

Caernarfon Suite | **Thursday 10:30-11:00**

Towards An Information Systems Security Governance for Repositioning Polytechnics in Zimbabwe: A case of Harare Polytechnic. (0225)

Tafadzwa Mudondo, Sinikiwe Mudondo, *Harare Polytechnic, Zimbabwe*

Research Domain: Employability, enterprise and graduate careers (EE)

This research study is anchored on investigating the current information systems governance in polytechnics in Zimbabwe to facilitate the development of an information system security governance framework. Information security philosophy should permeate throughout institutions as a result of executive management influence. The development of sound and robust information systems security governance procedures and policies must enhance the viability and reliability and ensure customer satisfaction. The theoretical underpinning will be anchored on designing an information system security framework. The researcher looks at scholarly articles and books, so as to navigate relevant Knowledge Management Systems in order to come up with an information systems security governance frameworks for polytechnics in Zimbabwe. This study, will be conducted as a case study grounded on Harare polytechnic. The researcher, will navigate, evaluate, and recommend appropriate framework for Information System Security Governance in Zimbabwe's polytechnics, the case of Harare Polytechnic.

J8

Caernarfon Suite | **Thursday 10:30-11:00**

Funding Higher Education in Indonesia 0293)

Muhammad Arifin A. Pelawi, *University of Glasgow, United Kingdom*

Research Domain: Higher education policy (HEP)

Indonesia in 2013 created an innovative funding policy for public HEI called UKT. In this policy, student pay tuition fee based on their socio-economic status. The difference between the tuition fee and the standard cost paid by government. The policy have goal for providing sufficient funding to public HEI and promote equity of participation. The aim of this research is to evaluate the implementation of this policy on funding and equity. I do interview to 32 participants from 3 sample of public HEI. My finding suggested that the government do not have financial resources to finances this policy. Thus, public HEI must do efficiency and focus more on activity that help their recognition instead instil competency to their students. Besides that, my finding also suggested that equity is only agenda on paper as it is harm the recognition activity.

J9

Caernarfon Suite | **Thursday 10:30-11:00**

Students as Consumers, Students as Product in the Age of Liquid Modernity: a Critical Appraisal Through the Lenses of Zygmunt Bauman and Critical Pedagogy (0138)

Marios Hadjianastasis, *University of Birmingham, United Kingdom*

Research Domain: Academic practice,work, careers and cultures (AP)

In the age of commodification of higher education, students are often pitched as the consumers of higher education (Brancaleone & O'Brien, 2011), with elaborate systems of marketing and recruitment present in higher education institutions to 'compete' for 'customers'. This paper aims to re-centre the debate on higher education by questioning the nature and purposes of HEIs, and ultimately their 'product'. This paper aims to critically discuss the repositioning of students as the product of higher education, seemingly on offer for consumption by the market. In order to offer a framework for this discussion, the topic is viewed through the lens of Zygmunt Bauman and his thesis on liquid modernity (Bauman, 2000. 2007, 2011). The paper offers also hope and recommendations for future action within the 'unclaimed liminal spaces' within curricula, underpinned by critical pedagogy.

J10

Caernarfon Suite **|** **Thursday 10:30-11:00**

The Pixarification of Higher Education (0302)

John Preston, *University of Essex, United Kingdom*

Research Domain: Academic practice, work, careers and cultures (AP)

Pixar is an animation company that is known for producing stories where objects (such as cars, toys and lamps) have human level sentience. Pixarfication in practice is a system where there is complete subsumption to commodity production and where commodities are ascribed, sentience. The concept of Pixarfication was developed through ethnographic and document analysis of advanced learning environments (Higher Education, manufacturing industries and research facilities) where AI, humans and robots work and learn together.

A discourse analysis of policy reports in the United Kingdom found that in HE data had become a 'data persona' that is ascribed sentience. Data acts pedagogically in terms of offering us 'insights' or 'telling stories' about our institutions. Data 'sees us' at the level of the institution, the department and the individual. Pixarfication (like McDonalidisation and Disneyisation) provides a new, creative, paradigm to understand contemporary HE.

J11

Caernarfon Suite **|** **Thursday 10:30-11:00**

Engaging and Empowering Students Through Inter- and Intra-Module Continuity (0371)

Rebecca Lees, **Barry Avery**, **Daniel Russell**, *Kingston University, United Kingdom*

Research Domain: Learning, teaching and assessment (LTA)

This study reflects on an integrative assessment approach designed to achieve inter- and intra-module continuity to improve student engagement and empowerment, and ultimately performance. It builds upon a previous study that utilised a shared context for one assessment element on an informatics module delivered to marketing students, and extends this to provide a constant point of marketing focus to explore quantitative theories and information management principles within an informatics module.

Guided by Bigg's theory of Constructive Alignment, this approach provided both inter-module continuity, utilising a common language and context to enable students to make bi-directional links between the modules, along with intra-module continuity within the informatics module by using the same assessment context across the statistical and information management content areas. The resulting strategy demonstrated improvements in both performance, evaluation and satisfaction metrics, particularly those related to assessment and learning.

J12

Caernarfon Suite **|** **Thursday 10:30-11:00**

Consider the role and value of authentic assessment in a contemporary HE assessment framework (0152)

Kevin H. Ashford-Rowe, *Queensland University of Technology, Australia*

Research Domain: The Digital University and new learning technologies (DU)

There is currently a debate around contract cheating in HE, This has in many respects evolved from the current often from an essay or exam driven paradigm. Clearly, Universities and their national quality assurance organisations need to be able to respond to these concerns in order to guarantee the quality of what is an increasingly international commodity. However, as well as a legislative approach to these types of challenges, many are considering a range of alternative mechanisms that could lead to higher standards of academic integrity and, moreover, make it increasingly more difficult to 'cheat' in assessment. It is to this end that this session proposes to consider the question as to whether one counter to this, and in support of an educationally designed response might be to determine whether the assessment regimes of modern Universities be less exam driven and more focussed upon the greater use of authentic approaches to assessment.

J13

Caernarfon Suite l **Thursday 10:30-11:00**

Academic Staff and Students Perceptions and Attitudes towards Blended Learning (0404)

Rosalyn Collings, *University of Wolverhampton, United Kingdom*; Rachel Maunder, Katere Pourseied, *University of Northampton, United Kingdom*

Research Domain: The Digital University and new learning technologies (DU)

Meta-analysis studies highlight that achievement outcomes are significantly improved with the presence of blended learning (Bernard et al, 2014; Means et al, 2013) although perceptions amongst students is mixed (Shantakumari et al, 2015). There is a dearth of research from the academic's perspective and therefore this study considered both sides during a significant pedagogic shift at a new University within the UK. 40 Psychology Level 5 students and 35 Academic Staff completed ran online mixed methods survey. Responses highlighted student and staff concerns about increased workloads; student fears around decreased contact with staff and staff concerns about academic disengagement. Results are discussed in line with interventions to enhance perceptions of blended learning, engagement in activities and digital pedagogy.

Bernard, R.M., Borokhovski, E., Schmid, R.F., Tamin, R.M., & Abrami, P.C. (2014). A Meta-Anlaysis of Blended Learning and Technology Use in Higher Education: From the General to the Applied. Journal of Computing in Higher Education.
Means, B., Toyama, Y., Murphy, R., & Baki, M. (2013). The Effectiveness of Online and Blended Learning: A Meta-Analysis of the Empirical Literature. Teachers College Record, 115.
Shantakumari, N., & Sajith, P. (2015). Blended learning: The student viewpoint. Annals of Medical and Health Sciences Research, 5(5), 323-328.

J14

Caernarfon Suite l **Thursday 10:30-11:00**

Using Q methodology to understand the perspectives of degree apprentices (0327)

Ella Taylor-Smith, Khristin Fabian, Debbie Meharg, *Edinburgh Napier University, United Kingdom*

Research Domain: Employability, enterprise and graduate careers (EE)

In the UK, degree apprenticeships enable people to study for a degree, while in full-time employment. Apprentices study modules at university and also gain credits through work-based learning. This study uses Q methodology to explore the experiences of second year degree apprentices, especially their perceptions of the relationship between their paid work and university study. Participants (degree apprentices) were asked to sort cards containing texts about their experiences of the degree apprenticeship (work and study) in a special grid, according to how strongly they agreed or disagreed with the statements. Analysis of their ratings identified three sets of shared outlooks (factors), which were designated Work-Based Students, Upskillers, and New Workers. Personas (fictional characters) were created from these factors. These can be used to take account of the diverse contexts and needs of the apprentices within the evolving implementation (e.g., modules, support, communication) of these new degrees.

J15

Caernarfon Suite l **Thursday 10:30-11:00**

Assessment Choice and Student Anxiety: Widening the Very Gap We Are Seeking to Close? (0339)

Sara Bird, Laura Bennett, *University of the West of England, United Kingdom*

Research Domain: Learning, teaching and assessment (LTA)

Choice of assessment topic and/or mode can facilitate inclusive assessment, allowing students to choose topics reflecting their interests and backgrounds, and choose formats that support strong performance and benefit learning. O'Neill (2011) found that choice reduced anxiety related to assessment in a research-intensive university, in contrast to observations of greater anxiety associated with choice in a post-1992 university with a diverse student population. We share two pilot studies conducted with students and staff that suggest choice of assessment can increase anxiety for certain student groups. We outline proposals for appropriate support to minimise anxiety related to assessment choice. We also invite colleagues to support a large-scale survey engaging diverse student groups to determine whether choice increases attainment gaps for some groups, rather than reducing them as the approach intends.

O'Neill, G. (2011). A practitioner's guide to choice of assessment methods within a module: Case studies for University College Dublin. Dublin.

POSTERS

J16

Caernarfon Suite | **Thursday 10:30-11:00**

New economies of student engagement using a digital curation learning-cycle (0361)

Raphael Hallett, *Keele University, United Kingdom;* **Nick Grindle**, *University College London, United Kingdom*

Research Domain: Student Experiences (SE)

Students experiencing psychological difficulties are less likely to be engaged with learning. However, the age at which most students attend higher education coincides with the peak age for mental health problems. Mindfulness trains individuals to become aware of their stream of thoughts and feelings, and to recognise when they become entangled in deleterious thinking patterns. Mindfulness is a set of mind and body focused practices, often involving meditation (e.g. guided bodyscans) and yoga. Initial qualitative findings reveal that students perceive that mindfulness practice cultivates enthusiasm and interest in their learning, while making them more resilient to setbacks. Further, students report experiencing positive affect and being more satisfied with university life. However, university support and relationship satisfaction emerge as contingency factors. Next steps involve quantitative research using experiments and surveys to examine student trait and state mindfulness. Finally, another qualitative investigation exploring barriers to participating in mindfulness training will be undertaken.

J17

Caernarfon Suite | **Thursday 10:30-11:00**

An investigation of self-efficacy: Can it help us to understand and improve the retention and progression of our students in the era of TEF? (0074)

Liz Warren, **Dawn Reilly**, *University of Greenwich, United Kingdom*

Research Domain: Student Experiences (SE)

Retention and progression issues are complex problems which are facing the sector. Therefore the academic self-efficacy of our students is something we need to explore to determine if we can provide more suitable support mechanisms and delivery modes of our traditional degrees. This study examines the self-efficacy of year one students and is the initial phase of a longitudinal project, tracking students through their programmes to learn which factors affect students' academic self-efficacy and the points at which our programmes have a positive or negative effect on the self-efficacy of particular sub-groups. We can then observe when and if any differences in self-efficacy arise across sub-groups, informing our understanding of the attainment gap for black and minority ethnic students (McDuff et al, 2018) and enabling us to monitor any difference in self-efficacy for the students with lower entry qualifications who progress to year one via the foundation year of our Extended programmes (Harwood, 2016).

J18

Caernarfon Suite | **Thursday 10:30-11:00**

Institutional Strategy and Knowledge Sharing in Higher Education (0151)

Hidehiro Nakajima, *Nagoya University, Japan*

Research Domain: Management, leadership, governance and quality (MLGQ)

Organizational reform is often discussed from the perspective of leadership and management, but most of previous studies have pointed out the interpretation and learning by members are crucial for organizational change. This study aims to describe the process of carrying out the institutional strategies for quality improvement of teaching and research in colleges and universities as a consequence of knowledge sharing and collective understandings of the strategies among the member. Based on our qualitative surveys at two "successful" institutions, the results indicate that organizational learning capabilities determine the level of collective understandings. The results imply that shared vocabularies or learning defined in Carlile (2004) play an essential role to interpret the goals and to create shared meanings among the member. The theoretical implication of this study is that semantic boundary is crucial for knowledge transfer at the organization with ambiguous goals and objectives such as higher education institutions.

J19
Caernarfon Suite | **Thursday 10:30-11:00**

Telling the stories of what matters to Generation Z students in Higher Education (0179)

Ellie Hill, *University of Worcester, United Kingdom*

Research Domain: Student experiences (SE)

As educators in higher education, are we recognising who our undergraduate students are and what matters to them? Known as Generation Z, they are post-millennials with distinct values and characteristics. Are we making their student experience the best it can be whilst relating to their goals and beliefs?

Listening to their stories will enable the creation of a sense of meaning. Narrative inquiry will be used both as method of study and as the phenomena under study (Clandinin and Connelly, 2000). The truth of their experience will be thematically analysed and considered alongside the work of generational researchers Seemiller and Grace (2016). An exploration of values theory will also be made.

Clandinin, D.J. and Connelly, F.M. (2000) Narrative Inquiry. Experience and Story in Qualitative Research. San Francisco: Jossey-Bass.
Seemiller, C. and Grace, M. (2016) Generation Z: A Century in the Making. San Francisco: Jossey-Bass.

J20
Caernarfon Suite | **Thursday 10:30-11:00**

Assessing the extent of student part-time employment and the effects on engaging in Higher Education (0217)

Michael Larkin, *Queen's University Belfast, United Kingdom*

Research Domain: Access and widening participation (AWP)

It is accepted that many students in full-time university education have part-time jobs. Government employment data reveals that this is increasing year on year. Existing evidence shows that part-time employment can impact negatively on student progress. However, institutions do not gather detailed evidence of student commitments and the impact on attainment or progression. Many set nominal limits on working hours but do little to check this. The annual Student Academic Experience Surveys, done by Advance HE with the Higher Education Policy Institute, provides a valuable window on the extent of commitment by students and how they view their interaction with their university over recent years. This study looks at the historical trends in student part-time employment in the UK and considers the relationship to student time for study. A call is made for institutions to link attainment and progress with data on student working patterns.

J21
Caernarfon Suite | **Thursday 10:30-11:00**

Exploring the Use of Think Tank Groups to Improve Department Work Culture at a Regional University in the USA (0226)

Timothy Behrens, *University of Wisconsin-Milwaukee, The United States of America*; **Whitney Holeva-Eklund**, **Dawn Clifford**, **Robert Henderson**, **Caitlin Colleary**, *Northern Arizona University, The United States of America*

Research Domain: Academic practice, work, careers and cultures (AP)

Background: Little is known about the use of think tanks at universities, but based on the benefits observed in other fields, they could potentially be used to encourage relationships, promote faculty development, and inspire research collaborations. The purpose of this study is to explore faculty opinions of think tanks at a regional university (USA).

Methods: Faculty that participated in a think tank session during the preceding year were interviewed using succinct, conversational, open-ended questions. Two researchers labeled responses according to recurring themes; a third researcher resolved any discrepancies.

Results: Six interviews were coded. Central themes emerged: benefits with relationships, personal/professional development, and generation of research ideas. Participants also shared barriers to attendance, such as scheduling.

Conclusions: Participants in this study mentioned both professional and personal benefits. Think tanks provide a flexible environment that can encourage collaboration, create an open environment for discussion, and promote the advancement of teaching practices and research projects.

J22
Caernarfon Suite | **Thursday 10:30-11:00**

Reimagining campus spaces for academic peer learning and creativity – methods of an interdisciplinary project (0274)

Sarah Dyer, Lewis Winks, Nick Green, *University of Exeter, United Kingdom*

Research Domain: Academic practice, work, careers and cultures (AP)

This poster describes the methods used for an interdisciplinary research project investigating how campus spaces could be used to foster innovation, creativity, and peer learning in education practice.

The research involved collaboration between an urban designer (Nick) and two human geographers (Sarah and Lewis). The poster describes the methods we developed and is illustrated with images of the workbooks, photos, and maps that were produced to facilitate data collection.

J23
Caernarfon Suite | **Thursday 10:30-11:00**

"I could have graded your paper if you had met the minimum criteria of an academic paper" – Diverging academic practices in the field of practice 'examinations, proof of performance and grading' (0279)

Gundula Hiller, *University of Applied Labour Studies, Germany*

Research Domain: Learning, teaching and assessment (LTA)

The consequences of the cultural impact of teaching and learning practices are rarely discussed, although it is evident that there are problems that might have intercultural ramifications. Existing studies focus heavily on the deficits of international students when, in fact, the root cause of problems often requires a much broader lens (Ryan, 2013, p 2). By comparing field-specific social practices I have identified several cultural divergences expressed by mobile actors of different national Higher Education systems (France, USA, Germany). For this poster I will point out the highly relevant field of practice concerning examinations, grading and proof of performance. As my qualitative content-analysis-based study shows, there are various culture-based approaches to grades and performance, which can result in misunderstanding and failure for students.

Ryan, Janette (2013): Introduction. In: Ryan J. (Ed.): Cross-cultural teaching and learning for home and international students. London.

J24
Caernarfon Suite | **Thursday 10:30-11:00**

Implementing change in universities' knowledge exchange profiles: a management perspective (0494)

Federica Rossi, *Birkbeck, University of London, United Kingdom*; **Abhijit Sengupta**, *University of Kent, United Kingdom*

Research Domain: Management, leadership, governance and quality (MLGQ)

In this study, we investigate the managerial interventions that underpin different types of strategic changes in universities' knowledge exchange (KE) profiles, considering in particular patterns of KE profile specialization, KE profile diversification, and KE profile mixing. Building on control systems theory (Simons, 1994, 1995; McCarthy and Gordon, 2011), and using evidence from KE managers at 12 UK universities, we show that managerial interventions relating to belief systems, which align the behaviour of university staff to the desired KE profile, are important in order to achieve all types of changes in KE profiles; interventions relating to interaction systems are particularly important for KE profile diversification, as they enable staff to identify and grasp a wide range of KE opportunities; while interventions relating to boundary systems and diagnostic systems are particularly important for KE profile specialization and KE profile mixing, as they support staff acting in accordance with specific KE activities and achieving targets aligned with those activities.

J25

Caernarfon Suite | **Thursday 10:30-11:00**

*Diversification versus Specialization in Knowledge Exchange Strategy:
A Dynamic View of Ambidexterity in Universities. (0495)*

Federica Rossi, *Birkbeck, University of London, United Kingdom*;
Abhijit Sengupta, *University of Kent, United Kingdom*

Research Domain: Management, leadership, governance and quality (MLGQ)

This paper examines how changes in the relative importance of knowledge exchange (KE) in their overall portfolio of activities triggers moves towards diversification of their KE strategies. Using a 8-year panel data of UK universities, we find that as a university's proportion of KE income increases, it becomes more specialized in its KE profile. On the other hand, as the proportion of income from research increases, the university increasingly diversifies its KE activities. We also find that the existing levels of tangible and intangible assets that the university possesses moderate these dynamic relationships. The move towards diversification or specialization tend to be more pronounced for universities with narrower knowledge bases (intangibles) and smaller asset bases (tangibles), and vice versa, that is smaller and narrow based universities are more responsive in adapting their KE portfolio than larger and broad based ones.

J26

Caernarfon Suite | **Thursday 10:30-11:00**

Short-Term International Mobility as a Faculty Development Mechanism: Lessons from Kazakhstani higher education (0492)

Aliya Kuzhabekova, *Nazarbayev University, Kazakhstan*

Research Domain: International Perspectives and context (IPC)

Short-term faculty mobility remains largely invisible for scholars of internationalization. There is a lack of understanding about the rationale for participation in short-term mobility, the nature of experiences, individual and institutional outcomes, and the process of domestic reintegration. The purpose of the study is to understand using interview data from Kazakhstan what happens during, after, and as a result of short-term international mobility, especially in terms of development of individual and institutional research capacity. The study is framed with Anthony Giddens (1984) Structuration theory, where social structure is viewed both the medium and the outcome of social action. The study reveals that the extent to which faculty members are strategic in planning their research experiences abroad and the amount of efforts they spend on modifying their own research and institutional research environment upon return depend on two factors: individuals' motivation and ability to conduct research and university leadership support of research activities.

K1

Beaumaris Lounge | **Thursday 11:30-12:00**

Is Geography for Me? Evaluating the impact of a pilot widening participation intervention aimed to encourage Black, Asian, and Minority Ethnic (BAME) participants to consider studying geography at The University of Manchester. (0123)

Danielle C. Chavrimootoo, *Kingston University, United Kingdom*

Research Domain: Access and widening participation (AWP)

The intervention was designed to enthuse participants to consider studying geography at The University of Manchester. The intervention included culturally relevant content and, culturally responsive teaching approaches delivered by a majority BAME project team. The study adopted a participatory action research approach and, four major themes emerged from research data, perceptions of geography, experiences of geography, how geography relates to ethnic identity and, understanding geography at university. Participants felt that teaching and learning strategies need to be engaging, interactive and culturally relevant in order to attract more BAME participants to study geography at university. The post intervention feedback confirmed pupils had developed an interest in the subject and were surprised at the type of jobs accessible if you studied geography. Recommendations include pre-GCSE entry engagement through school outreach and community work to influence family aspirations and knowledge of careers in geography to assess if this results in more BAME applications

K2

Beaumaris 1 **|** **Thursday 11:30-12:00**

Widening participation vs. 'academic excellence': The impact of learning and teaching cultures and epistemic assumptions on BTEC holders' sense of belonging in a research intensive institution (0409)

Zoe Baker, *Sheffield Hallam University, United Kingdom*

Research Domain: Access and widening participation (AWP)

While Business and Technology Education Council (BTEC) qualifications holders have been contributing to an expanding HE population in England (Katartzi and Hayward, 2019), studies have highlighted a relationship between vocational education backgrounds and lower rates of retention (Ertl et al. 2010). This extends to institution type, with BTEC students having the lowest degree completion rates in research intensive institutions (Kelly, 2017; Shields and Masardo, 2017). Drawing on findings from a qualitative case study exploring the HE experiences of students holding BTEC qualifications at a research intensive institution, this paper will illustrate and discuss how departmental cultures can exert a pronounced influence on students' perceptions of their own academic abilities and sense of belonging. This highlights the power of inclusive learning and teaching cultures in having the potential to ensure more equitable academic experiences for these students, and in making a contribution towards a reduction in the reproduction of inequalities in the HE landscape.

K3

Beaumaris 2 **|** **Thursday 11:30-12:00**

A Critical and Hauntological Perspective on New-build HE Spaces (0262)

Rob Smith, *Birmingham City University, United Kingdom*

Research Domain: Academic practice, work, careers and cultures (AP)

The expansion of university estates over the last ten years can be viewed as a phenomenon connected to the 'massification' of HE (Leach 2013) but also to its commodification as HEIs compete for students in a mass-marketised (Tomlinson 2017) environment where income depends on student numbers. But what do these newly built HE spaces tell us about the meaning and connected activities of teaching & learning and working in higher education?

This paper draws on research carried out at a West Midlands modern university and contrasts the rhythms and 'feel' of two of its campuses through the use of walking interviews with staff and timelapse photography. Data from the campuses (one is now demolished) is contrasted providing insights into how 'conceived' HE space (Lefebvre 1991) is changing before a theoretical commentary is developed about some of the hauntological (Fisher 2009, Gordon 2008) consequences of these changes.

K5

Conwy 2 **|** **Thursday 11:30-12:00**

Undergraduate Research and the Attainment Gap: Analysing the Impact of Undergraduate Research on Disadvantaged Groups (0331)

Jonathan Parker, *Keele University, United Kingdom*

Research Domain: Learning, teaching and assessment (LTA)

This study analyses the impact of undergraduate research on student attainment for disadvantaged groups, particularly BAME, disabled, and international students. Previous research has found that undergraduate research provides greater benefits to students from these groups, largely using student survey evidence. This study tests impact by analysing grades in credit-bearing modules. Six cohorts of students from 2011 to 2017 at a mid-sized UK university are analysed in degrees across the sciences, social sciences, and humanities, providing a sample of over 6000 students. The analysis compares research project grades to other final year grades to gauge the improvement for students' achievement and conducts a multiple regression to analyse what factors affect this gain. It finds significant and substantial attainment gaps for international students, Asian students, but not for disabled or Black students. This gap highlights the needs for a better understanding of the students experience around this key aspect of undergraduate education.

K6

Denbigh 1 **|** **Thursday 11:30-12:00**

Fostering Professional Thinking In Early Learning Dietetics Lectures Through Flipped Learning (0078)

Joyce HL. Koh, Nikki Scott, Angela Lucas, Minako Kataoka, Sue MacDonell, *University of Otago, New Zealand*

Research Domain: Learning, teaching and assessment (LTA)

Flipped learning changes the lecture experience because students do self-directed learning before class and class-time is used for active learning (Bergmann, 2012). Flipped learning increases opportunities for interaction and critical thinking (O'Flaherty & Phillips, 2015). Professional thinking captures how professionals solve problems within their contexts of practice. This study illustrates how flipped learning can support professional thinking during lectures for Dietetics students when anchored upon clinical events and learning activities that support clinical reasoning, evidence-based practice, professional dialogue, and reflective practice. This will be exemplified through four flipped learning lessons.

References
Bergmann, J. (2012). Flip your classroom: reach every student in every class every day (1st ed. ed.). Eugene, Or. : Alexandria, Va.: International Society for Technology in Education, ASCD.
O'Flaherty, J., & Phillips, C. (2015). The use of flipped classrooms in higher education: A scoping review. The internet and higher education, 25, 85-95. doi:https://doi.org/10.1016/j.iheduc.2015.02.002

K7

Denbigh 2 **|** **Thursday 11:30-12:00**

Free-tuition policy in higher education in Chile: a clash of bargaining narratives (0224)

Daniela Ximena Veliz Calderon, Astrid Pickenpack, *Pontificia Universidad Católica de Chile, Chile*; **Carolina Guzman-Valenzuela**, *Universidad de Chile, Chile*

Research Domain: Higher education policy (HEP)

Chile experienced massive student protests against market-based education in 2011. In response, the Chilean president Bachelet (centre-left party) proposed to make higher education tuition-free for all students from the bottom 50 percent of the income distribution in 2013. Bachelet won the presidential election partly on her alignment with the students' demands, specifically with her free tuition proposal, who was partially achieved during her presidential term 2014-2018 (Delisle & Bernasconi, 2018). Since 2011, there have been heated debates about how to finance free tuition fees and whether is a 'fair' policy. Drawing on policy system theories about reforms and free tuition fees, the narratives from 14 policymakers and experts on the Chilen free-tuition fee policy are examined.

K8

Caldicot | **Thursday 11:30-12:00**

The empirical state of academization in Swiss higher education: the case of universities of applied sciences and arts and universities of teacher education. (0046)

Sheron Baumann, *Lucerne University of Applied Sciences and Arts LUASA, Switzerland*; **Melanie Elderton**, *University of Teacher Education Lucerne PHLu, Switzerland*

Research Domain: International Perspectives and context (IPC)

Relatively recent reforms of the Swiss higher education system have elevated former institutions of vocational training and education to the tertiary level and tasked them with the same public remit more traditional universities have to fulfil. The integration of research by the new universities of applied sciences and arts (UASes) and universities of teacher education (UTEs) necessitates staff with different competencies favouring academics. This prompted concerns that processes of academization could lead to a gap between the demand of society and industry for highly educated practitioners and the education provided by the new institutions.

In order to create an empirical insight into the basis of these concerns, we calculated and compared degrees of academization in 'hard' and 'soft' disciplines that constitute Swiss non-traditional universities. The results lead to the conclusion that there is evidence supporting the mentioned concerns. However, more research is needed to understand why academization occurs, why its pattern varies in different disciplines and what it means for the education of practitioners.

K9

Caerphilly | **Thursday 11:30-12:00**

Student Satisfaction in Higher Education: A Multilevel Analysis. (0230)

Alison F. Ritchie, *University of Central Lancashire, United Kingdom*

Research Domain: Student experiences (SE)

The current study investigated which individual and institutional factors are the strongest predictors of students' overall satisfaction in UK Higher Education. The existing literature tends to focus on factors at one level and at a single institution or course (Bell & Brooks, 2016). The current study analysed the Student Academic Experience Survey data and examined individual and institutional level factors simultaneously. Hierarchical Linear Modelling was used to determine the factors which best predict students' overall satisfaction with their Higher Education. The results revealed that factors at the individual level were the greatest predictors of student satisfaction and that the strongest predictor was a students' life satisfaction rating. Thus, it was concluded that student satisfaction is a multidimensional phenomenon which can primarily be predicted by factors at the individual level. It is suggested that it is important for institutions to invest in students' personal wellbeing as well as their academic needs.

K10

Cardiff | **Thursday 11:30-12:00**

Professional Development of Doctoral Supervisors: a Systematic Literature Review (0196)

Isabel Huet, Diogo Casanova, *University of West London, United Kingdom*

Research Domain: Research Domain: Postgraduate Scholarship and Practice (PGSP)

Research evidence indicates that the quality of doctoral supervision has a direct impact on student progression and attrition rates but very few studies have been written about the professional development of doctoral supervisors. Understanding how the professional development of supervisors occur and how learning takes place in the workplace led us to conduct a systematic literature review. This review included manuscripts published in English between January 2000 and March 2018 and after applying the excluding criteria eighteen manuscripts were analysed following a deductive and inductive approach. During the process of data analysis, it became clear that professional development occurred in different shapes and forms leading to formal or informal workplace learning, and that national and institutional policies played a major role in the direction and purpose of this training as well as on supervisors' motivation.

K11

Chepstow **|** **Thursday 11:30-12:00**

Reconceptualising the value of Humanities degrees (0139)

James Robson, **Emily Murphy**, *University of Oxford, United Kingdom*

Research Domain: Employability, enterprise and graduate careers (EE)

This working paper presents emerging findings from a large empirical study focused on understanding the value of Humanities degrees in terms of individual labour market outcomes and wider social, economic and political impact. The paper presents a case study of Oxford University's Humanities Division. A four-phased multiple-methods design was adopted, combining quantitative analysis of a large-scale dataset of alumni records and LEO data with in-depth qualitative interviews with graduates, students and employers. Emerging findings highlight an urgent need to reconceptualize the way degree value is understood, moving beyond reductive language of financial returns, taking into account the complexities of individuals' degree choice, their motivations, aspirations, values, and the way they navigate the labour market. A key part of this complexity involves understanding value as a combination of subject knowledge and employability skills, with graduates seeing skills as only being meaningful within an epistemological framework developed through in-depth Humanities subject knowledge.

K12

Raglan **|** **Thursday 11:30-12:00**

Whatever works works. Different ways for external stakeholders to contribute to quality and relevance assurance in higher education in Sweden. (0320)

Per Fagrell, *KTH Royal Institute of Technology, Sweden*;
Anna Fahlgren, *Svante Gunnarsson, Linköping University, Sweden*

Research Domain: Management, leadership, governance and quality (MLGQ)

This paper reports the preliminary results of a study of university-business collaboration in education in Sweden. At seven higher education programmes, associated external stakeholders, mainly in advisory boards or similar, have been interviewed. The focus for the interviews has been to explore the external stakeholders' ability to have an impact on the development of courses and programmes and their perceived role in the quality assurance process. The preliminary results of the study are mainly twofold; firstly, the diversity of the nature (settings, traditions, the ability to have an impact, etc.) of the seven different collaboration cases are immense and hardly comparable, secondly, the collaboration in the cases with mandatory internship (nursing education, teacher education) revolves almost exclusively around the internship periods. A preliminary conclusion is that the external stakeholders in the study are not aware whether they are a part of a systematic quality assurance process or not.

L1

Beaumaris Lounge **|** **Thursday 14:15-14:45**

The inequality gap: a realist critique (0105)

Suellen B. Shay, *University of Cape Town, South Africa*

Research Domain: Access and widening participation (AWP)

As higher education has globally massified, the benefits have not been equally shared. Higher education has expanded without equity of success manifest in what is called the "achievement gap" or the "attainment gap". Like all metaphors, the 'gap' is problematic. The study seeks to develop an empirical and conceptual understanding of the performance gap on 'high risk courses' at a South African elite institution. It seeks specifically to understand for whom is the high risk course (not) working, and why? The study draws on theoretical tools from Basil Bernstein and Karl Maton to move from description to explanation. The study reveals a long-standing contestation, or 'code clash', in what the courses value. Some students succeed despite this 'code clash'. Others are casualties of the 'clash'. This would suggest that addressing the contestation in the regulative discourse of the curriculum structure points to a promising solution for high failure rates.

L2

Beaumaris 1 l **Thursday 14:15-14:45**

Widening participation in England: policy phases from 'diversity as a good'
to 'competitive differentiation' (0338)

Colin McCaig, *Sheffield Hallam University, United Kingdom*

Research Domain: Access and widening participation (AWP)

This paper is derived from a critical policy discourse analysis (PDA) (Fairclough and Fairclough 2013) of sixteen policy documents covering a thirty-year period (1986-2016) that identified five distinct stages in the development of the marketised English HE sector. It takes as its focus the changing role of widening participation policy (WP) as envisioned, rationalised and justified by government policymakers over time, and locates this uneven development throughout various stage from 'diversity as a good' (Stage 2) in the 1990s to WP's role in the 'competitive differentiation' of HE (Stage 3 & 4) and into the new regime of 'risk and exit' (Stage 5). PDA is employed to analyse use of argumentation in policy documents that may not share the same context, but that change the frame of reference and often employ change discourses of persuasion, for example as in changing arguments to justify marketisation of HE system. The paper traces these discourse shifts as they impact WP policy over time.

Fairclough, I and Fairclough, N (2013) Political Discourse Analysis: A Method for Advanced Students. Routledge, London

L3

Beaumaris 2 l **Thursday 14:15-14:45**

"Build Me a Store": Creative Digital Authentic Assessments (0377)

Sarah Montano, **Nicki Newman**, *University of Birmingham, United Kingdom*

Research Domain: Academic practice, work, careers and cultures (AP)

Recently, the W.E.F. (2018) and QS (2018) have identified that creativity is valued and required by graduate employers, but students are lacking this core skill. Indeed, it is argued that as creativity is a "Human Skill" graduates will need to demonstrate to employers, that they have acquired creativity within their degree (W.E.F. 2018: ix). In this paper we argue that creativity, as an employability skill, can be developed by innovative digital assessments. Barber et al. (2013) urged for universities to take advantage of technological opportunities yet how this call can be answered, is underdeveloped. The researchers identified a digitally integrated solution (Kennedy et al. 2008) that would enable students to acquire creativity, digital and practical retail skills within an enhanced learning environment. We argue there is space for innovative creativity, within formalised university structures, that stimulates and excites students.

References
Barber et al. (2013) An Avalanche is Coming: Higher Education and the Revolution Ahead. Institute for Public Policy
    Research.
Kennedy et al. (2008) First Year Students' Experiences with Technology: Are They Really Digital Natives? Australasian
    Journal of Educational Technology; 24(1): 108-122.
QS (2018) The Global Skills Gap in the 21stCentury
World Economic Forum (2018) The Future of Jobs Report

SYMPOSIUM L4

L4

Conwy 1 I **Thursday 14:15-15:30**

The rise of the Dual Professional: from practitioner to lecturer

Chair: **Fran Beaton**, *University of Kent, United Kingdom*

Research Domain: Academic practice, work, careers and cultures (AP)

Symposium Rationale
The university workforce, including Early Career Academics (ECA) is changing. Teichler et al. (2013) review this internationally, while employment in Australian universities is increasingly casualised (Bosanquet et al, 2017). In the UK, Locke et al (2016) identify a growing proportion of people moving into higher education from professional practice: people embarking on a second (or parallel) career as a HE educator after (or combined with) a first career in e.g. performing arts or social work. These dual professionals are experts in their field, yet ECAs in their new environment.

Dual professionals' experience is immensely valuable. It exposes students to workplace expertise, promoting the integration of workplace-like approaches into the curriculum. It helps frame responses to value-for-money discourse about degrees e.g. Belfield et al (2018), graduates' job-readiness e.g. Moore and Morton (2017); Tomlinson (2017), and helps bridge 'the disparity between industry needs and higher education provision' (Jackson 2013:778).

Early career academics' educational, cultural and life experiences influence their approach to the nature of academic life and work (Fanghanel 2011; Teichler et al. 2013; Wohrer 2014). Those from workplaces with different beliefs and practices may experience bemusement, disconnection or disorientation in a university setting. Institutions need to be creative in supporting these individuals as they simultaneously attempt to make sense of their HE educator's role, maintain legitimacy in their professional one, and address the creative challenges of reframing their identity.

Are institutions and individuals prepared to be that creative?
What helps or hinders individuals grappling with the complexities of identity?
What are the lived experiences of these staff and those who support them?

The symposium draws on research undertaken in 18 UK universities across a range of disciplines. The symposium begins with a brief overview of the policy context leading to the emergence of dual professionals. Three papers explore different aspects of these challenges for dual professionals. The first paper, through narrative analysis, explores transition processes and dual professionals' identity. The second uses IPA analysis to explore what dual professionals believe professionalism means and the significance of context on self-belief and agency. The final paper presents a thematic analysis of qualitative data from interviews with dual professionals and professional development leaders about professional development's role in workplace meaning-making and identity.

The symposium papers collectively offer new insights into how institutions can celebrate the expertise of these staff and ensure professional development enables creative links, integrating practice and HE.

L4.1   Conwy 1 I **Thursday 14:15-15:30**

Professional development, workplace meaning-making and (re-) framing individual identity: a thematic analysis (0170)

Fran M. Beaton, *University of Kent, United Kingdom*

This paper explores the role of professional development for industry professionals entering a new role as university educators. It considers the extent to which institutional and colleagues' expectations of their role are communicated; whether those responsible for professional development (such as a PGCert) identify particular challenges for experienced professionals as HE novices, and DPs experiences of moving between two roles.

What is the affective impact of socialisation into new communities - institutional, departmental, other ECAs? How do DPs reconcile credibility gained through professional expertise with their role as an HE educator? (How) could professional development help them make better sense of this? DPs expect that of professional development?

Shreeve, A. (2011). 'Being in two camps: conflicting experiences for practice-based academics. Studies in Continuing Education, vol 33, 79-91.
Wohrer, V. (2014) To Stay or to Go? Narratives of early stage sociologists about persisting in academia. Higher Education Policy. 27,4, 469-487

L4.2   Conwy 1 l **Thursday 14:15-15:30**

Performing Arts to Academia - Creativity to Conformity? (0193)

Pauline Miller Judd, *Edinburgh Napier University, United Kingdom*

For delivery of practice based degrees in performing arts, Universities often seek to employ lecturers with a strong professional profile which is considered to add value to the student experience. The performing arts employment context is one which is volatile and unstable, but one where individuals feel their creativity is in demand. In this study, participants' gave their rationale for a move to academia as a desire to create stability and security, but they find themselves in a neo-liberal work environment where they have to navigate insecurity and increasing demands to conform and perform in a culture of audit and accountability. This study focuses on the transition between these two work environments and explores the ways performing arts academics attempt to navigate the academic environment, and the impact this has on their identity.

L4.3   Conwy 1 l **Thursday 14:15-15:30**

Transitions into higher education professional and professional identity (0312)

Julia Hope, *University of Kent, United Kingdom*

The study draws on an IPA analysis of 8 interviews, conducted in 3 UK universities (Post/Pre 1992). It explores the perceptions of dual professionals, specifically: what aspects of professionalism are important to them, how they express their professional identity and negotiate it in an academic context. The focus of this paper is chiefly on how dual professionals conceive professionalism and how these beliefs affect their capacity to negotiate themselves in their new HE career. Insight into how these individuals negotiated their professional identities, as they experienced inbound trajectories ranging from peripheral to full membership of a university community is very relevant to those responsible for professional development. The findings may aid fellow academics and university management to consider, develop and create a sense of HE identity and belonging for dual professionals.

Hoyle, E. & John, P, D. (1995) Professional Knowledge and Professional Practice, Cassell: London

L5

Conwy 2 l **Thursday 14:15-14:45**

Can We Transform Critical Thinking Teaching in Higher Education? An exploratory study for staff (0368)

Hilary Wason, *Kingston University, United Kingdom*

Research Domain: Learning, teaching and assessment (LTA)

This study aims to find a solution for how to teach critical thinking in Higher Education. There are multiple perspectives about what critical thinking is and how it should be taught (Tiruneh, De Cock and Elen, 2018). There are barriers, challenges and variations in definitions and no single truth about the best way of teaching critical thinking (Nicholas and Raider-Roth, 2016). Educators experience their own reality about critical thinking based on their experiences, disciplinary contexts and how they interact with their learning environments and students (Danczak, Thompson and Overton, 2017). This study explores how staff can be supported with the development of critical thinking in their teaching. It involved exploratory interviews which examined the beliefs, attitudes and behaviours of staff with regard to critical thinking teaching within their different disciplinary contexts, what barriers and challenges they faced and what support they needed to transform their critical thinking teaching practices (Jones, 2009).

L6

Denbigh 1 ⵏ **Thursday 14:15-14:45**

Creating a Transformative Space in the University (0172)

Lauren B. Clark, *UCL Institute of Education, London, United Kingdom*

Research Domain: Learning, teaching and assessment (LTA)

In recent years the idea of the university as a safe space has been quite controversial, with some identifying the university as a space to be exposed to new ideas and others seeing it as a space where controversial ideas should be kept out of the 'safe space'. Indeed, some might argue that the university should be a space where students and staff are encouraged to challenge knowledge and the status quo by engaging with different perspectives. This paper will explore the idea of the university as a transformative space, one that can provide a safe space to explore new ideas through freedom within a structure (Woods, 2005). As well as drawing on research on learning spaces (Savin-Baden, 2008; Cousin, 2010), this paper will use primary data from interviews and observations with nine critical educators in higher education to consider how educators can create a transformative space in the university.

PANEL L7

L7

Denbigh 2 ⵏ **Thursday 14:15-15:30**

Undergardeners and stargazers: philosophical perspectives on the purpose of the university (0353)

Chair: **Richard Davies**, *University of Central Lancashire, United Kingdom*

Research Domain: Higher education policy (HEP)

Contributors
Richard Davies, *University of Central Lancashire, United Kingdom*; Amanda Fulford, *Edge Hill University, United Kingdom*; **Claire Skea**, *Leeds Trinity University, United Kingdom*; **Elizabeth Staddon**, *University of the Arts, United Kingdom*; **Martin Gough**, *Liverpool University, United Kingdom*

Philosophy can make no unique claim to be concerned with 'ultimate purposes'; yet a strong theme in work on higher education (HE) has been its aims and purpose in the contemporary world. This panel considers the language that ought to define a university sector committed to HE. It seeks to do some of the hard work of 'undergardeners' clearing away the detritus of misconceptions and to be 'stargazers' looking towards the majesty of the possible.

Amanda Fulford begins with an exploration of the 'unsettling' thought of Thoreau; setting out an alternative conception of 'endless education' and unexpected possibilities. Claire Skea and Elizabeth Staddon focus on different conceptions and critiques of HE; namely the development of critical thinking, and consumerism respectively. Martin Gough focusses not on a particular approach to HE, but a critical moment in the life of an academic, the examination of the doctoral thesis.

SYMPOSIUM L8

L8

Inequalities in Indian Higher Education: Critical Perspectives

Chair: **Emily Henderson**, *University of Warwick, United Kingdom*

Research Domain: International Perspectives and context (IPC)

Symposium Rationale

Indian higher education is a dynamic, contested terrain in the 21st Century. The sector is expanding and diversifying at a breathtaking rate; massification in terms of student numbers is accompanied by the proliferation of private colleges which are mushrooming particularly in urban areas (Gurukkal 2018; Tierney and Sabharwal 2016). While this market-led approach to massification has in theory been driven by student demand, the growth of the sector has been patchy across different states and within states, meaning that higher education provision is unequally distributed and for many still geographically inaccessible (Sinha 2018; Varghese et al. 2018).

This British Council-supported symposium showcases state of the art research on inequalities in Indian higher education, across issues of student access and experience to inequalities in the academic profession. The symposium incorporates both macro-level national research and small scale empirical studies on the micro-processes through which inequalities are produced and reproduced. Access is a topic which any researcher of Indian higher education must grapple with: owing to the long history of social exclusion faced by marginalised caste and tribal groups, in addition to religious minorities, enabling conditions are in place which mean that access to higher education is subject to strict quotas for marginalised groups. Despite these reservations and accompanying affirmative action policies such as scholarships, representation of marginalised groups continues to be below the national average. Additionally, other conditions of inequality open up such as the relaxing of grade criteria for the reserved seats at the point of entry, which in turn create academic disparities between students from different groups in the area of student experience (Sabharwal and Malish, 2018). Reservations also exist in the recruitment of academic staff, and programmes have been implemented to improve gender representation of women in academia, but social exclusion continues to operate within the profession both in the form of representation but also in terms of participation in academic communities. The symposium explores contiguities in inequalities that apply across access, experience and academia, particularly in relation to the cross-cutting issues of gender and caste exclusion. Importantly, inequalities intersect, so that for example being a woman from a marginalised social group creates a double burden; this group is seen to face particular struggles in accessing and then succeeding in higher education (Hasan 2012; John 2012).

L8.1 Caldicot | **Thursday 14:15-15:30**

Hidden Social Exclusion in Indian Academia: Gender, Caste and Conference Participation (0093)

Emily F. Henderson, *University of Warwick, United Kingdom*; **Nidhi S. Sabharwal**, *National Institute of Educational Planning and Administration, New Delhi, India*; **Roma S. Joseph**, *Isabella Thoburn College, Lucknow, India*

Conferences are key sites for the development of academic careers; however multiple studies show that conferences are exclusionary on the basis of gender and other axes of social disadvantage. Most conferences research has focused on Global North contexts; this study focuses on India and as such also incorporates caste as an axis of privilege and disadvantage in relation to access to conferences. A social exclusion perspective is taken as the analytical lens. The paper is based on data from a large-scale national study of social inequalities in higher education, which included quantitative analysis of administrative records and qualitative analysis of interviews with academics. Key findings include that participation in conferences is proportionally lower for women and scheduled caste academics than for men and upper caste academics, and that access to conferences is embroiled in relational processes of social exclusion which operate in the academy, despite formal policies being in place.

L8.2   Caldicot | **Thursday 14:15-15:30**

Gendered Trajectories and an Expansive Concept of Access to Higher Education in Haryana, India (0272)

Anjali Thomas, *University of Warwick, United Kingdom*; **Emily F. Henderson**, *University of Warwick, United Kingdom*

Across the world, barriers to accessing higher education are understood as a complex combination of intersectional factors such as gender, social class, race and ethnicity. While access to higher education is increasing in a massified higher education system, and representation of women in higher education is reaching gender parity, there is a dearth of research in the Indian context on the complexities of gendered access to higher education. This paper, based on a comparative case study of two colleges, focuses on modulations of the concept of 'access' to explore the gendered trajectories of young people into higher education in the Indian context. The specific context of this study is government colleges in the state of Haryana in North India. The core argument of the paper is that an expansive concept of access to higher education is needed to explore gendered differences in how higher education is accessed.

L8.3   Caldicot | **Thursday 14:15-15:30**

Student diversity and challenges of inclusion: Understanding experiences of students from socially excluded groups in campuses of higher education in India (0273)

Nidhi S. Sabharwal, *National Institute of Educational Planning and Administration, New Delhi, India*

Research Domain: International Perspectives and context(IPC)

This paper presents findings from a multi-institution study on experiences of students from the socially excluded groups in higher education, in India. This paper argues that while the enrolment rates of socially excluded groups in India have made impressive gains, the nature of access reinforces inherited social privileges. Caste disparities persist in access to elite institution and programmes, with students from the disadvantaged backgrounds more likely to access lower-prestige higher education institutions, and continuing to lag behind in their access to core study programmes such as STEM. Further, equity in access is eclipsed by unfavourable academic experiences, coupled with alienating social experiences inside the higher education campuses. Relative ineffectiveness of institutional mechanisms to address academic and social challenges in the learning process further results in uneven academic performance and social isolation of students, thus negatively impacting success of students from the socially excluded groups in India.

L8.4   Caldicot | **Thursday 14:15-15:30**

Higher Education and Social Stereotypes: Exploring Indian Women's Perspectives (0270)

Anjali Tiwari, *University of Delhi, India*

Education of women has been considered as one of the crucial agencies for bringing about social development, social change, empowerment and subsequently social mobility. Higher education has been accorded a major position in such transformations, as at this stage learners may receive the opportunity to engage with critical texts and chart their future paths. These critical engagements may promote economic upliftment as well as socio-cultural development in the life of women. All these might also help in developing critical outlook amongst them on social stereotypes too. This paper probes upon such concerns and possibilities and draws on findings from an empirical project titled 'Higher Education and Social Mobility of Women: A Sociological Study of Haryana (India)'. It engages with exploring the critical question does higher education influence the perspectives of women towards social stereotypes? If yes, what are the new frames of thought?

L9

Caerphilly | **Thursday 14:15-14:45**

Student writing and compliance in a consumer-based system (0305)

Verity J. Aiken, *Nottingham Trent University, United Kingdom*

Research Domain: Student experiences (SE)

Increasingly, degrees are sold on the premise that they are worthwhile investments for future employability and prosperity. The attention paid to individualised benefits overshadows other Higher Education virtues such as citizenship and providing a social good. Without a balanced representation of what a degree might stand for, the emphasis on individualised benefits becomes burdensome since the value of a degree is placed almost entirely upon the classification awarded at the end. The weight of the burden is probably no more pronounced for students when they are doing assessments, and for many degrees, when students are writing for assessment. Drawing from 20 semi-structured interviews with students and applying thematic analysis, the paper discusses how writing is seen by student writers as an act of compliance over one of discovery, and how, by extension, learning is limiting and distorted in ways that seem incongruent with Higher Education study.

PANEL L10

L10

Cardiff | **Thursday 14:15-15:30**

Postgraduate Researcher Mental Health and Wellbeing (0319)

Chair: **Jane Creaton**, *University of Portsmouth, United Kingdom*

Research Domain: Postgraduate Scholarship and Practice (PGSP)

Contributors:
Jane Creaton, *University of Portsmouth, United Kingdom*; **Paul Roberts**, *University of Sussex, United Kingdom*; **Fiona Denney**, *Brunel University, United Kingdom*;
Owen Gower, *UK Council for Graduate Education, United Kingdom*

The purpose of this panel session is to explore national and international perspectives on the mental health and wellbeing of postgraduate researchers. There is a growing international research base indicating higher levels of psychological distress and depression, anxiety and stress amongst postgraduate researchers than in the general population (Leveque et al, 2017; Barry et al, 2017; Guthrie et al, 2017). However, in the UK, the Office for Students have invested £1.5 million for in 17 projects through the Catalyst Fund, with the aim of improving support for the mental health and wellbeing of postgraduate researchers. As these projects come to an end of the funded period, this panel will consider how the approaches explored by these projects to promote mental health and wellbeing can be embedded in institutional practices and policies, developed into sector-wide good practice and challenge our current conceptions of the doctoral research experience.

L11

Chepstow | **Thursday 14:15-14.45**

Improving graduate employability - An alternative model of higher education? (0143)

Katherine Emms, **Andrea Laczik**, *Edge Foundation, United Kingdom*

Research Domain: Employability, enterprise and graduate careers (EE)

The National Software Academy (NSA) was established to respond to the shortage of skilled software engineers, as well as employers' dissatisfaction with the 'work-readiness' of graduates.

The research aims to understand how NSA develops employable graduates and responds to employers' demands and local skills shortages. Specifically, the research aims to answer the question: In what way does the NSA offer an innovative model of HE in order to develop employable students?

A case study approach was taken to explore the NSA model. Qualitative data was collected through semi-structured interviews with stakeholders (students, teachers, senior leadership, employers and government representatives). Thematic data analysis was then carried out.

Analysis suggests that NSA is an innovative HE delivery model which purposefully develops students' employability, easing transition to employment. A number of factors seem to contribute to its success, including strong stakeholder relationships, industry-involvement in curriculum delivery and simulation of a work-based environment.

L12

Raglan | **Thursday 14:15-14:45**

Using Relationship Marketing strategies to recruit, retain and sustain long-term relationships with PG students (0425)

Wendy Tabrizi, Anna Ackfeldt, Helen Higson, *Aston University, United Kingdom*

Research Domain: Management, leadership, governance and quality (MLGQ)

HEIs have traditionally adopted the transactional marketing approach to student recruitment. In an increasingly global competitive environment for PG students, the transactional marketing approach in seen as insufficient. This study seeks to determine whether the adoption of the relationship marketing perspective aids the recruitment and retention of PG students, and creating long-term relationships with PG students. Using a modified grounded theory approach, 33 interviews were conducted with PG Business students. The objective of these interviews were for students to describe their student experiences, and determine whether the application of RM approaches would assist in recruitment and retention, and enhance student satisfaction. The data were analysed inductively using thematic analysis. From the students' perspective, the HEIs reputation, long-term relationships commitment and trust, the quality of the learning experience and positive WOM were the most important factors supporting the adoption of the RM. The paper concludes with recommendations emerging from this study.

M1

Beaumaris Lounge | **Thursday 15:00-15:30**

Liberal Arts in UK Higher Education: Is There A Distinctive British Approach (0335)

Jonathan Parker, *Keele University, United Kingdom*

Research Domain: Access and widening participation (AWP)

Liberal arts approaches, traditionally associated with American higher education, are becoming increasingly popular throughout the world. Twenty-one universities have liberal arts degree programmes in the UK, even though its education system emphasises depth and specialisation over broad based, interdisciplinary approaches. Do these UK degrees resemble US programmes, or do they take a different approach that creates a unique British model? This study analyses the curricula of degrees in the UK, analysing them for common structures and patterns and comparing them to US approaches. The analysis finds that the UK adopts a more specialised and narrow curriculum that looks more like other UK degrees than more broad-based ones in the US. However, the UK also emphasises specialised interdisciplinary work that involves research training and a final-year project. The result is a unique degree that specialises in interdisciplinarity in a focused way, contrasting with the broader, but less coherent, multidisciplinary American approach.

M2

Beaumaris 1 | **Thursday 15:00-15:30**

Using a Pictorial Narrative Approach to Understand Aspirations of Higher Education Towards Diversion and Desistance from Offending (0120)

Debbie Jones, *Hillary Rodham Clinton School of Law, United Kingdom*;
Mark Jones, *Swansea University, United Kingdom*

Research Domain: Access and widening participation (AWP)

It is often the case that people in a pattern of offending/at risk of offending find it increasingly difficult to stop the cycle. Indeed, the availability of appropriate opportunities to bolster aspiration are often minimal. However, studying within Higher Education can be a 'hook for change' providing positive development of personal agency. Yet, Higher Education can feel an unwelcoming place for those with a criminal record. Set against this backdrop, this paper draws on research carried out in Swansea, Wales that set out to explore the aspirations and barriers to accessing Higher Education with a group of individuals who were at risk of offending/reoffending. Specifically, the paper discusses one aspect of the project – the use of a Pictorial Narrative Approach to data collection and analysis. The paper showcases the Pictorial Narrative Analysis and reflects on the use of this method to draw some conclusions about how the method helped address the research questions; whether this method supported the philosophy of the project and brought about co-created data and community learning; and how creative analysis of findings can enable research to have a real world impact and support universities endeavours in the Research Excellence Framework Impact agenda.

M3

Beaumaris 2 l **Thursday 15:00-15:30**

Examining the transition from academic writing to academics writing: A study of Indonesian doctoral students (0044)

Ibrar Bhatt, *Queens University Belfast, United Kingdom*; Udi Samanhudi, *Sultan Ageng Tirtayasa Banten University, Indonesia*

Research Domain: Academic practice, work, careers and cultures (AP)

Over the last decade, the Indonesian government has stipulated directives to improve the quality and quantity of academic publications emerging from the country's universities. How Indonesian academics learn to produce knowledge through publications writing is now central to the success of the country's HE system, and against which academic professional success is measured. There is also a need to examine the role of doctoral training as these new academic workers aspire to develop the skills to become 'publishable' international scholars. This study uses a cross-disciplinary sample of Indonesian doctoral students in the UK who are academics at private and public universities in their home country to investigate how knowledge is produced and distributed through writing practices and how they conceptualise academic success and prestige. The research fills a gap in the HE knowledge base on how international shifts in HE are creating new sets of expectations on 'Global South' academics.

M5

Conwy 2 l **Thursday 15:00-15:30**

Supporting a diverse body of student writers by opening academic literacy 'windows' in undergraduate arts courses (0395)

Steven White, *Arts University Bournemouth, United Kingdom*

Research Domain: Learning, teaching and assessment (LTA)

The diverse student population in UK university arts courses often requires support in written assignments, especially given the distinctive writing conventions across art and design disciplines. Assignments often consist of argument essays in which demonstration of critical thinking is required, yet research shows that expectations regarding the nature of analytical or critical thinking in particular disciplines are not always specified. Combining insights from academic literacies and genre analysis, this paper reports on how learning developers can collaborate with a subject lecturers to create discipline specific writing interventions in content lectures. The paper focuses on expressions of 'critical stance' in authentic student essays from a Visual Effects and Design and Production course, using genre analysis to reveal common linguistic structures used in high quality essays. These simple structures can be highlighted to subject lecturers, who can include spontaneous work on them as "academic literacy windows" in courses with minimal preparation.

Wingate, U. (2016) 'Academic literacy across the curriculum: Towards a collaborative instructional approach', Language Teaching. Cambridge University Press, 51(3), pp. 349–364

M6

Denbigh 1 l **Thursday 15:00-15:30**

Building bridges or barriers? A critical examination of the playfulness of serious play (0188)

Sam J. Nolan, Nicola Whitton, *Durham University, United Kingdom*

Research Domain: Learning, teaching and assessment (LTA)

Over the past two decades, competition in the UK Higher Education environment has grown increasingly high-pressured, with a steady increase in use of metrics, leading to instrumental behaviour and stifling innovation. Despite this, LEGO® Serious Play® (LSP) has emerged in recent years as a creative methodology that uses building bricks and group work for participants to respond to questions or challenges. Its use in UK Higher Education has grown in recent years in parallel to the evolution of Playful Learning as an emerging pedagogical approach, but despite their surface similarities, the philosophies underpinning these two approaches are in opposition. In this discussion piece, we explore these contrasting philosophical perspectives, problematise notions of seriousness, and consider the theoretical foundations for play and learning in Higher Education.

M9

Caerphilly | **Thursday 15:00-15:30**

Peer-to-peer support: enhancing undergraduate experiences (0307)

Tania M. Dias Fonseca, Rebecca J. Maccabe, *Kingston University, United Kingdom*

Research Domain: Student experiences (SE)

Peer-to-peer programmes are growing in popularity in higher education (HE) due to an increased interest from institutions to engage students as partners in learning and teaching. Working with students as staff can play an important role in addressing the issue of large class sizes and can contribute to an enhanced student experience; which is particularly important in a marketised HE system. This research explores one institution's approach to engaging final year undergraduate students as teaching assistants (TAs) in engineering to support first year transition and academic success. A questionnaire was designed to ascertain TA experiences of participating in a student-staff role and the impact the role had on academic and non-academic skills development. Since the TA initiative was a pilot study in engineering, the generalisability of these results is subject to certain limitations.

M11

Chepstow | **Thursday 15:00-15:30**

Communities of Practice in a first-year business course: developing students' meta-cognition for employability through modelling against future selves (0187)

Sara Bird, *University of the West of England, United Kingdom*

Research Domain: Employability, enterprise and graduate careers (EE)

As TEF core metrics place growing focus on graduate employability as a determinant of UK universities' success, universities seek increasing collaboration with employers. This paper explores the impact of a doctoral Action Research (AR) project developing a nascent Community of Practice (CoP) (Lave and Wenger, 1991), and the impact of both CoP and AR upon students' employability-related meta-cognitive skills. Two employers, both experienced practitioners in management roles and successful alumni, joined group discussions four times over two semesters. Whilst students developed skills, language and behaviours as expected of a CoP, an unpredicted outcome was some students' exceptional modelling of reflective practices through; observation of established employers' own reflection, engagement with myself as module leader and researcher, and participation in the AR itself. This suggests the value of scalable replication of such practices and AR itself.

References
Lave, J. and Wenger, E. (1991) Situated Learning: Legitimate Peripheral Participation. Cambridge: Cambridge University Press.

M12

Raglan | **Thursday 15:00-15:30**

The Rise of Agentic Inclusion in the UK Universities: Maintaining Reputation through (Formal) Diversification (0265)

Roxana Diana Baltaru, *University of Warwick, United Kingdom*

Research Domain: Management, leadership, governance and quality (MLGQ)

The pursuit of inclusion in elite universities has been widely explored from a structural lens concerned with issues of access faced by traditionally underrepresented students and staff. Building from a sociological institutionalist approach, this paper proposes the concept of 'agentic inclusion' to capture the growing valorisation of universities' agency in the pursuit of inclusion, and the underlying shift from inclusion as 'structural pursuit' to inclusion as 'organisational commitment'. Results from extensive analysis of 124 UK universities show that in the context of agentic inclusion, elite universities emerge as leaders in the organisational display of inclusion (in terms of inclusion-oriented offices, units and teams), despite persistent issues of access faced by traditionally underrepresented students and staff in these universities. The findings call for further inclusion research into the gap between universities' organisational commitments to inclusion and the inclusion of students and staff at the structural level, and inform several policy.

N1

Beaumaris Lounge I **Thursday 16:00-16:30**

Graduating Together: The Experience in Graduate School of a Group of Arab Israeli Women From Families With no- or Limited Academic Background (0239)

Lubna Tannous Haddad, Efrat Hadar, *The Max Stern Yezreel Valley College, Israel*

Research Domain: Access and widening participation (AWP)

The aim of this phenomenological study was to describe and understand the experience of Israeli Arab women who are first generation students in academia in order to identify what can enhance or impede attainment of a Master's degree among an educationally disadvantaged population. The participants had low predisposition and academic readiness for graduate studies and were included as a group in an intensive academic support program. All 10 students in the group were interviewed. Results indicated that participants had misgivings about attending the program because of fears they would fail. During their studies they felt they acquired valuable professional knowledge and academic skills, as well as experiencing increased self-esteem, confidence and self-reliance. Sources of support during graduate school were their family, the group members and the college personnel. The results suggest that an intensive support system in higher education can lead to successful completion of graduate school among disadvantaged populations.

N2

Beaumaris 1 I **Thursday 16:00-16:30**

The impact of social class and gender on the degrees of choice Chinese students have in choosing their PhD institution and subject (0275)

Xiaoyu Wen, *University College London, Institute of Education, London, United Kingdom*

Research Domain: Access and widening participation (AWP)

China is experiencing a profound reform and rapid expansion for its PhD education system providing more chances for a wider population in recent years. However, this new massification is concerned to be accompanied by a deepening of social stratification and gender imbalance as well as the creation of new types of inequalities. The purpose of this study is to investigate the degrees of choice Chinese students possess during their PhD decision-making processes and the role of factors including social class and gender in forming these processes. In order to answer these questions, a three-stage theoretical model combining Bourdieu's concepts of capital, habitus and field with Amartya Sen's Capability Approach was put forward taking conversions between capital interaction, aspiration, capabilities and functioning into consideration. Hopefully this research can provide some novelty to the understanding of the interplay between structure and agency in production and reproduction of higher education inequalities.

PANEL N3

N3

Beaumaris 2 | **Thursday 16:00-17:15**

"Playing" with research (0180)

Chair: **Nicole Brown**, *University College London, Institute of Education, London, United Kingdom*

Research Domain: Academic practice, work, careers and cultures (AP)

Contributors:
Nicole Brown, *University College London, Institute of Education, London, United Kingdom*; **Jennifer Leigh**, *University of Kent, United Kingdom*; **Kelly Pickard-Smith**, *University of Manchester, United Kingdom*

We have all purposefully used creative research methods such as film, Lego, arts-based, objects, identity boxes, embodied methods and stand-up.

We seem to like positioning ourselves at the 'bleeding edge' of research, pushing and transgressing boundaries. In this panel we want to address questions including:

- Just what is creative research?
- What makes it novel?
- Why is it so popular?
- What do you aim to achieve with the approach?

We think that HE research should not be constrained by disciplinary norms and conventions, but that we should be playful and experimental and learn from others in the arts, anthropology and across the academy.

We think that HE is ready to become more playful in its approaches. Do you want to join in and play with us?

N4

Conwy 1 | **Thursday 16:00-16:30**

Developing Intellectual Leadership as Women Scholars: A Cross-disciplinary Analysis in Hong Kong (0237)

Nian Ruan, *The University of Hong Kong, China*

Research Domain: Academic practice, work, careers and cultures (AP)

In higher education, intellectual leadership indicates scholars' capacity to make impacts on scientific and technological development, and institutional, social and cultural reform. Hong Kong higher education, as one of the global systems, has increasingly been operated in the neo-liberal logic. As the nontraditional powerbrokers, women scholars' academic development may be further impeded due to socio-cultural stereotypes, the gendered nature of academic work. Hence, the development of intellectual leadership of women professors requires further investigation. The study has applied the multiple-case qualitative approach with in-depth interviews. A theoretical framework integrated with Robert Merton's Cumulative (dis)Advantages Theory and Bruce Macfarlane's model of intellectual leadership has been used. Twenty women full professors in Hong Kong universities in STEM and non-STEM fields were interviewed. The preliminary results show that disciplinary features should be further considered within one field. Epistemological characteristics and gender may intertwine and affect women scholars' patterns to accrue intellectual capacity.

N5

Conwy 2 | **Thursday 16:00-16:30**

Is 'hypothetically speaking' leading us astray? (0399)

Richard Davies, *University of Central Lancashire, United Kingdom*

Research Domain: Learning, teaching and assessment (LTA)

Universities find themselves defined by evaluation. Across a range of frameworks, surveys, and league tables the reoccurring effort is to be 'high quality'. In this paper I do not want to consider another alternative reading of quality but rather explore the formulation of the problem itself. I defend three propositions:

1. That the present debate is marked, by most of those involved, as requiring articulation in the form of a hypothetical. By this I mean that the debate is of the form 'If X then Y'.
2. That there exist in natural languages 'functional concepts'. Such concepts are not susceptible to the naturalistic fallacy and as such descriptions of instances of these concepts give rise to evaluations as to their 'goodness' or 'badness'.
3. That whilst not all of universities' activities are articulated in functional concepts, central aspects relating to students and knowledge generation are.

N6

Denbigh 1 | **Thursday 10:30-11:00**

Teacher Feedback and Student Learning (0437)

Peter D. Fine, Albert Leung, *UCL Eastman Dental Institute, United Kingdom*;
Chris Louca, *Portsmouth Dental Academy, United Kingdom*

Research Domain: Learning, teaching and assessment (LTA)

Aims and Objectives: This European-wide study aimed to investigate feedback given to dental students and ascertain whether feedback enhanced learning.

Method: This was a mixed method study employing a questionnaire and focus group (FG) discussions.

Results: 223 completed questionnaires received. 54.0% (n=121) delivered feedback orally. Constructive feedback was considered the most popular style. 54.5% (n=122) discussed feedback with students to gauge its impact. 88.8% (n=199) respondents preferred to receive constructive feedback followed by self-reflection (36.6%, n=82).

50 delegates attended four FGs. Data was analysed thematically. Emerging themes were: Feedback styles; types of students; receiving/delivering feedback and technology. Constructive feedback was considered most suitable; students' stage of development influenced feedback delivered, feedback needed to be interpreted correctly and the use of digital technology. Student reflection, following feedback is essential.

Conclusions: This study highlighted the diversity of feedback and the challenge of delivering good quality feedback. Dental educators prefer constructive feedback but agree feedback should facilitate learning.

N7

Denbigh 2 | **Thursday 16:00-16:30**

Do Tenure and Promotion Policies Discourage Publications in Predatory Journals? (0103)

Fiona A. E. McQuarrie, *University of the Fraser Valley, Canada*; Alex Z. Kondra, Kai Lamertz, *Athabasca University, Canada*

Research Domain: Higher education policy (HEP)

Predatory journals are a concern in academia because they lack meaningful peer review; additionally, many engage in unethical business practices. Nevertheless, predatory journals continue to flourish, in part because of increasing expectations that researchers demonstrate productivity in visible and quantifiable forms.

We examined tenure and promotion policies at 19 Canadian universities, and did not find any language that explicitly discourages publications in predatory journals. Subjective terms such as "quality" describe the evaluation of journals. At nearly every institution the only information on avoiding predatory journals was on the library's website.

Institutions should clearly state the criteria used to classify a journal as predatory. Institutions should also reconsider practices that might pressure researchers to publish in predatory journals, such as requiring specified numbers of journal publications. Academic units should be more proactive in assisting their own researchers to avoid predatory journals. Finally, universities could sanction researchers who publish in predatory journals.

N8

Caldicot | **Thursday 16:00-16:30**

Unpacking The Complexity Of Student Mobility In A Broader Geopolitical Context For Institutions And Nations: From Revenue Source To Influence Building (0330)

Alain Malette, **Sylvie A. Lamoureux**, *University of Ottawa, Canada*

Research Domain: International Perspectives and context (IPC)

Drawing on a discourse analysis of over 100 economic, media and educational policy texts from 2017-2019 on student mobility policy, targets and objectives, and informed by key sources such as UNESCO tertiary flow data and national censuses, this presentation unpacks the complex geopolitical contexts of student mobility patterns and policies for institutions and nations from both sending and receiving countries around the world. Findings reveal a wide continuum of institutional and national policies surrounding student mobility, from essential revenue sources, to investments in influence building. Academic research on student mobility (Bedenlier, Kondakci & Zawacki-Richter, 2018) or strategic enrolment management (SEM) (Aw and Levinson, 2012) has not generally taken into account wider geopolitical contexts. How can an understanding of wider geopolitical contexts inform institutional and national objectives? How can this understanding inform institutional SEM plans?

N9

Caerphilly | **Thursday 16:00-16:30**

Higher education and temporal violence (0347)

Jacqueline Stevenson, *University of Leeds, United Kingdom*

Research Domain: Student experiences (SE)

This paper extends theoretical thinking about structural violence (Galtung, 1969), symbolic violence (Bourdieu and Passeron, 1977), and time-as-capital by using the concept of temporal violence to explore students' experiences of studying in higher education. Temporal violence is, here, conceptualised as symbolic violence enacted through the management of students' time and sanctioned by 'pedagogic authority' (Jenkins, 2002). Using mature students as an exemplar the paper offers a new way of thinking theoretically about the experiences of students who are marginalised within higher education, with implications for pedagogic practice and both extra-curricular and curriculum design.

References
Bourdieu, P. and Passeron, J.C. (1977). Reproduction in Education, Society, and Culture. Thousand Oaks, CA: Sage.
Galtung, Johan (1969), Violence, Peace and Peace Research, Journal of Peace Research, 6, pp. 167–191.
Jenkins, R. (2002). Pierre Bourdieu. London: Routledge

N10

Cardiff | **Thursday 16:00-16:30**

Doctoral Supervision In Changing Times: How Do Supervisors Exercise Agency To Support Doctoral Researchers To Timely Completion? (0076)

Shane Dowle, *University of Surrey / Royal Holloway, University of London, United Kingdom*

Research Domain: Postgraduate Scholarship and Practice (PGSP)

Globally, the doctorate has been subject to numerous policy interventions, which have dislocated it from its purely knowledge-based origins and have broadened its purpose to provide training that creates highly skilled graduates for the knowledge-based economy. In parallel, the timescales for completion of a doctorate have been tightened. These changes place additional pressure on supervisors who are asked not only to guide fledgling researchers through the knowledge-production process, but to support them in taking advantage of the myriad of opportunities that will leave them well-prepared for a variety of career trajectories; all within a constrained timescale.

This paper asks: How do supervisors exercise their agency to support doctoral researchers to timely completion in times of flux?

Reporting on findings from an institutional case study of a UK Russell Group and two data validation events, three modes of agency are identified: epistemic-oriented agency, personal efficacy-oriented agency, and relationally-oriented agency.

N11

Chepstow | **Thursday 16:00-16:30**

Career entry of modern languages graduates: the long term impact of study abroad on graduate identity (0403)

Rosamond F. Mitchell, *University of Southampton, United Kingdom*; Nicole Tracy-Ventura, *University of South Florida, The United States of America*; Amanda Huensch, *University of South Florida, The United States of America*

Research Domain: Employability, enterprise and graduate careers (EE)

For students of modern languages, study abroad (SA) is a significant opportunity for linguistic, sociocultural and personal development. Less is known about the durability of these developments, once students progress to graduate careers. This paper reports a study of 33 specialist languages graduates from a UK 3 years post-graduation, who had previously participated in a longitudinal study tracking their development through a 2-semester stay abroad. The follow-up study gathered further data on personal biographies and career pathways, on maintenance of skills in the language studied, on social and professional uses of other languages, and on beliefs relating to language identity. The paper offers insights into the career entry and related identity development among UK languages graduates, including the ongoing impact of SA. We highlight the challenges involved in supporting participants' maintenance of a long-term multilingual identity and meeting societal needs for committed languages specialists.

N12

Raglan | **Thursday 16:00-16:30**

Space, Time and Everyday Life and the Mental Health and Well-Being of Postgraduate Researchers (0157)

Alex Wade, **Tony Armstrong**, **Fadia Dakka**, **Andy Walsh**, *Birmingham City University, United Kingdom*

Research Domain: Research Domain: Postgraduate Scholarship and Practice (PGSP)

This paper presents results from a recently completed research examining mental health and well-being of doctoral students at Birmingham City University. Employing the theoretical models of Rhythmanalysis (2004) and the Power, Threat Meaning Framework, coupled with primary data from doctoral students and supervisors, it is found that space, time and everyday life is experienced in 'waves' or 'rhythms'. These are embodied physically to affect mental health and well-being. The paper concludes with recommendations ensuring that Doctoral students' position in the HEI is valued particularly in relation to their everyday life that is not part of the 'institutional context' (Bagaka's et al.,2015), but is essential to their personal and professional security.

References
Bagaka's, J. G., Badillo, N., Bransteter, I., & Rispinto, S. (2015). Exploring student success in a doctoral program: The power of mentorship and research engagement. International Journal of Doctoral Studies, 10(2015), 323-342.
Lefebvre, H. (2004) Rhythmanalysis, London: Continuum

P1

Beaumaris Lounge | **Thursday 16:45-17:15**

Predicting Progression to Postgraduate Study in UK Higher Education using Machine Learning Techniques (0254)

Pep Mateos Gonzalez, *University of York, York, United Kingdom*; **Carolina Cuesta-Lazaro**; **Arnau Quera-Bofarull**, *Durham University, United Kingdom*; **Paul Wakeling**, *University of York, United Kingdom*

Research Domain: Access and widening participation (AWP)

We develop an accurate model that predicts progression to postgraduate study in UK higher education using machine learning, assessing its potential in the field of educational inequalities. To answer our research question – "which characteristics of graduates predict progression to postgraduate education?"– we analyse a large dataset (N=1,361,003) containing information on all first-degree graduates in UK higher education from the academic years 2012/13 to 2016/17 and their post-study destinations. Applying machine learning permits testing of the relevance of certain students' characteristics which previous research has identified to have an effect on progression to postgraduate study and to 'reveal novel relationships among the variables' (Delen, 2010, p. 499). Research suggests that subject, gender, ethnicity, social class and type of institution attended affects progression (Wakeling and Hampden-Thompson, 2013). Descriptive analysis of our dataset supports this. While these results are promising, formal modelling is needed to decipher which characteristics better predict progression.

P2

Beaumaris 1 | **Thursday 16:45-17:15**

A qualitative interview study into the distinct experiences of Pakistani and Bangladeshi students in deciding to attend higher education (0062)

Shames Maskeen, Debbie M. Smith, Helen J. Stain, *Leeds Trinity University, United Kingdom*

Research Domain: Access and widening participation (AWP)

This paper will explore the experiences of Pakistani and Bangladeshi students and parents in making the decision to attend higher education (HE). It has become routine practice for many when examining participation rates to amalgamate Pakistani and Bangladeshi students thus leading to an inflation of their participation rates in HE. This combining of Pakistani and Bangladeshi may also mask barriers that are specific to these populations individually. This paper will provide an account of the distinct experiences of Pakistani and Bangladeshi young people and their parents. Semi-structured interviews were completed with 23 Pakistani and Bangladeshi FE students aged 16-18 years and 20 Pakistani and Bangladeshi parents with children in FE. The data is being analysed using thematic analysis and preliminary findings indicate that several factors influence the decision to attend HE, including cultural values dictating gender roles, parental experiences in the labour market and religious ideologies.

P4

Conwy 1 | **Thursday 16:45-17:15**

Shaping academic practice through transnational research capacity building: 'It shaped how I look at the world' (0221)

Lene M. Madsen, *University of Copenhagen, Denmark*; **Hanne Kirstine K. Adriansen**, *Aarhus University, Denmark*

Research Domain: Academic practice, work, careers and cultures (AP)

For the past 30 years, Danida (Danish International Development Assistance) has supported research capacity building of scholars in the Global South as a means of including them in the so-called global knowledge economy. This paper presents findings from a study that explores the experiences and reflections of various researchers from Africa involved in this type of research capacity building. It focuses on the implications of the involvement for the scholars' academic practice, work, and later career. Based on 14 qualitative interviews and a questionnaire distributed to 500 African former and present PhD- students, the study shows that learning critical thinking, flat social hierarchies, and discussing and sharing knowledge are pivotal for their current research practice. By using the notions Geographies of scientific knowledge and Cultural production of an educated person, the paper draws attentions to the situatedness of academic practice inherent in this type of transnational support for academic development.

P5

Conwy 2 | **Thursday 16:45-17:15**

The Knowledge, Action and Identity Project. A Research Design to Understand the Transformation of Students in Higher Professional Education (0125)

Didi M.E. Griffioen, Indira Day, Aafke Bringhuijsen, *Amsterdam University of Applied Sciences, The Netherlands*

Research Domain: Learning, teaching and assessment (LTA)

Students in higher professional education are prepared for high level professional practice. To be able to fulfil their future roles, their educational programmes provide them interaction with professional knowledge, theoretical knowledge and professional practice. These types of interactions are presumed to aid students in their transformation from high school student to a professional in a complex society. However, it still is unknown how the different types of knowledge interact in the transformation of students to professionals through higher professional education, as well as the prerogatives for this interaction. This longitudinal study will follow 4x25 students of four different applied disciplines during their four years of undergraduate education to better understand this role of knowledge. In a mixed-methods design the interaction between the development of their professional identity, professional knowledge-base and notions of just professional action will be investigated. This paper presents an overview of the research design and preliminary findings.

P6

Denbigh 1 | **Thursday 16:45-17:15**

Towards a Constructivist Grounded Theory for Leadership Programme Design: The Case of the MA in Creative Leadership (0407)

Maria Charalambous, *Regent's University London, United Kingdom*

Research Domain: Learning, teaching and assessment (LTA)

A Grounded Theory of Leadership Programme Design is proposed, through the story of the MA in Creative Leadership, which interweaved scholarship of integration and application (Boyer, 1990) and offered a unique proposition for exploring leadership. It captures how a diverse team of academics and practitioners, synthesised their multiple perspectives to shape the programme curriculum.

Research data comprised of semi-structured interviews, emails and documentary evidence. The findings are a proposition for collaborative and developmental programme design. Four temporal phases are identified: Initial Seeding, Conceptual Design, Co-creating the Curriculum and Authoring & Presenting. Additionally, key core characteristics that aided the design process are revealed, while tensions around language and the sequencing of learning outcomes are offered for further exploration.

P7

Denbigh 2 | **Thursday 16:45-17:15**

Social rights of students from a perspective of comparative political economy (0277)

Krzysztof Czarnecki, *Adam Mickiewicz University, Poland*

Research Domain: Higher education policy (HEP)

The study develops a new, comparative approach for analysing student finance systems. What types of arrangements exist in the affluent countries, how did they change after the crisis, and how can we explain their different generosity in ensuring social rights of students? Based on the political economy of income redistribution, we hypothesise that students from poorer families are financially better-off in systems that grant generous support also to students from middle-income families. We use new data on student finance systems in 25 OECD countries for the years 2005, 2010 and 2015 that has been collected using model-family analysis techniques. The results show diverse and rather cautious responses to the crisis. We also demonstrate that the degree of low-income targeting in student support is negatively related to its generosity. Thus, student support is less generous in countries that more exclusively concentrate benefits on students from financially poorer families.

P8

Caldicot | **Thursday 16:45-17:15**

Enhancing Transnational Education (TNE) Programmes: Understanding Student Motivations, Satisfaction and Attainment in Anglo-Sino programmes (0245)

Alun DeWinter, *Coventry University, United Kingdom*; **Dan Liu**, *Guangdong University of Foreign Studies Guangzhou, China*; Katherine Wimpenny, Peter Harrison, *Coventry University, United Kingdom;*

Research Domain: International Perspectives and context (IPC)

Transnational Education (TNE) continues to be a trend across Higher Education (HE), with many UK institutions, such as Coventry University (CU) expanding their overseas partnerships to offer UK degrees abroad. Whilst UK-TNE partnerships may be perceived as reciprocally positive for those involved, this is usually framed at an institutional level and there are limited studies on the actual experiences of students studying on TNE programmes, particularly in China. Examining why these students opt to study in their home country on a UK-TNE programme, rather than studying abroad, remains an under-researched area.

This paper offers preliminary findings of the motivations, preferences and experiences of students at two Chinese-CU TNE partnerships. Drawing on comparative case study methodology, involving questionnaire and interview data, insights into the choices TNE students make in selecting their courses, what they like and dislike about their experiences and implications for quality enhancement of TNE will be shared.

P9

Caerphilly | **Thursday 16:45-17:15**

Brexit: EU student reflections of belonging at one university in the midlands (0365)

Katherine L. Friend, Charlie Davis, Nikita, Dimitra Pavlina, *Nottingham Trent University, United Kingdom*

Research Domain: Student experiences (SE)

Universities continue to push their global agenda and recruit international students, despite the rise of nationalism and the political fallout from Brexit, resulting in EU students potentially facing what many Non-EU students understand to be practical aspects of 'foreignness' like visas and more restrictions on movement. In today's political climate, questions such as who is an 'acceptable' immigrant, and what does it mean to end the free movement of people add to the pressure of navigating student life. Such political moves disrupt the sense of belonging and may have adverse effects on students' experience of living and studying abroad, their mental health and their well-being. This paper aims to give a voice 9 students from different EU nations are not only currently dealing with the effects of Brexit, but how that political and ideological shift affects their feelings of belonging, satisfaction with studying at an English and their plans to remain in the UK after graduation.

P10

Cardiff | **Thursday 16:45-17:15**

Doctoral Final Examinations: (Ir) Relevance to new skills and future challenges (0205)

Pam Denicolo, *University of Reading, United Kingdom*; Dawn Duke, *University of Surrey, United Kingdom*; Julie Reeves, *University of Southampton, United Kingdom*

Research Domain: Postgraduate Scholarship and Practice (PGSP)

Despite the contemporary rapid evolution of doctoral programmes intended to produce skilled, versatile researchers able to address future challenges creatively, whether they stay in academe or engage in other professions, there has been no parallel scrutiny and development of the final examination processes. Further, these processes vary between disciplines, institutions and countries, yet all purport to ratify doctorateness. At preceding educational levels assessors/ evaluators/ examiners have the direction of aims, objectives and standardised criteria to guide them. Those who work with doctoral candidates have little more than custom and practice and their own limited experience to steer their decisions in a fast-changing environment (Denicolo and Park, 2013, Houston 2019).

We raise challenging questions about how important diversity can be retained while equivalence is demonstrated through adaptations that should provide transparent evidence of successful candidates' worth to key stakeholders, including funders, supervisors, progress reviewers, examiners, prospective employers and the researchers themselves.

P11

Chepstow | **Thursday 16:45-17:15**

Participation in paid, unpaid and 'hidden' internships at six months after graduation: Are some graduates excluded? (0435)

Wil Hunt, *University of Warwick, United Kingdom*

Research Domain: Employability, enterprise and graduate careers (EE)

The role that graduate internships play in social mobility and/or socio-economic reproduction has been the subject of considerable debate in the literature. There has been a dearth, however, of reliable quantitative evidence on the extent to which those from disadvantaged backgrounds are excluded from participating in different types of internships. Not least because of difficulties identifying and quantifying internships in regular surveys. Building on previous research (Hunt and Scott, 2018) this paper examines the extent to which graduates from different backgrounds engage in paid, unpaid and 'hidden' internships (i.e. those reported as 'voluntary' jobs) soon after graduation. In doing so the research examines the question of whether those from lower socio-economic groups are disadvantaged in accessing internships and, consequently, in the scramble for graduate jobs.

References
Hunt, W. & Scott, P. (2018). Paid and Unpaid Graduate Internships: Prevalence, quality and motivations at six months after graduation. Studies in Higher Education,

P12

Raglan | **Thursday 16:45-17:15**

How much do we appreciate international postgraduate researchers' psychological wellbeing? Perspectives from their first port of call (0242)

Kay Guccione, *University of Sheffield, United Kingdom*, **Dely L. Elliot**, *University of Glasgow, United Kingdom*

Research Domain: Postgraduate Scholarship and Practice (PGSP)

With the increasing recognition of a link between doctoral studies and psychological distress, a greater focus on postgraduate researchers' mental health at the global level and in the UK can be observed. Recently, a key report has highlighted how the circumstances of the international cohort make them the most vulnerable due to the distinct challenges they typically encounter. This paper focuses on the UKCISA-funded research, which investigated doctoral supervisors' understanding and existing support provision available to the international postgraduate researcher cohort. Being their first port of call, this paper argues how crucial this area is, presents the emergent findings and its implications not only for students, but equally, for their supervisors and the institutions. Reflecting on the 'protective factors', 'stress triggers', and other 'distinct' circumstances that supervisors observed from this cohort, a joined-up approach with practical recommendations for students, supervisors, academic developers and HE institutions will be proposed.

Q1

Beaumaris Lounge | **Thursday 17:30-18:00**

How international students become black: a story of whiteness in English higher education (0263)

Manuel Madriaga, **Colin McCaig**, *Sheffield Hallam University, United Kingdom*

Research Domain: Access and widening participation (AWP)

This paper highlights how international students from the Global South are racialised in English higher education. Official national higher education data on black and minority ethnic (BME) academic achievement does not account for the international student experience. This is problematic as international students, particularly students of colour, as found in this study, identify themselves under the category of BME. They experience racism and discrimination in and outside the Academy just like 'home' BME students. The work presented here foregrounds the racialised experiences of international students in English higher education. It is a counter-story in the tradition of critical race theory which reveal how whiteness unifies and divides. It unifies in creating a shared experience amongst those who experience the heat of the 'white gaze' in academia. It divides, categorising and classifying 'us' to the extent that 'we', both students and academic staff, may unwittingly perpetuate whiteness.

Q2

Beaumaris 1 | **Thursday 17:30-18:00**

The Widening Participation Blame Game: Tuition Fees or Parental Engagement? (0085)

Duncan Watson, *University of East Anglia, United Kingdom*; **Steve Cook**, *Swansea University, United Kingdom*; **Robert Webb**, *University of Sterling, United Kingdom*; Alvin Birdi, *University of Bristol, United Kingdom*; **Laura Harvey**, *University of East Anglia, United Kingdom*

Research Domain: Access and widening participation (AWP)

Geography matters. Pupils from the most advantaged areas are more than twice as likely to attend university as those from the most disadvantaged. This paper looks at how we might rapidly narrow this entry rate gap. It asks whether changes to tuition fees and loan arrangements could provide the answer. It questions whether parental attitudes are to blame and whether universities can fill the gap by becoming information beacons nurturing student aspiration. Using various quantitative techniques, it confirms the prominence of parental attitudes for education decision-making. However, rather than being an impediment, working-class parental valuation of higher education is found to boost widening participation. Barriers are instead structural, reflecting income distributions and resulting inequalities of opportunity. Our analysis, linking human capital and cultural capital, has important consequences for the current national policy debate. It concludes that the recommendations from the Augar Review, at least for widening participation, are overtly conservative.

Q3

Beaumaris 2 | **Thursday 17:30-18:00**

Positioning reading as academic literacies: the pedagogical experience of academic staff (0208)

Hiroyuki Ida, *Josai University, Japan*

Research Domain: Academic practice, work, careers and cultures (AP)

This paper explores the status of reading as an element of academic literacies. Academic literacies as a field has tended to focus on alterative conceptions of academic writing, but there has been less elaboration of reading pedagogy. Theories of reading have developed in the humanities, and also, the idea of reading competence has been examined in terms of cognition. In higher education, reading instruction has been implemented to foster students' reading criticality in terms of study skills, but the fundamental status of reading has been neglected. To address this, this research analyzes staff discourses on reading pedagogy. Five academics and four librarians were interviewed. While the academics and librarians all understood the importance of student reading, the provision of sufficient support seemed to be challenging. A future challenge is to offer an adequate theoretical account of student reading.

Q4

Conwy 1 | **Thursday 17:30-18:00**

Leadership in the Academy: PhDs as Deans, Provost, and Presidents (0410)

Joyce B. Main, Yanbing Wang, *Purdue University, The United States of America*

Research Domain: Academic practice, work, careers and cultures (AP)

Gender diversity in leadership is critical in academic institutions because university leaders—presidents/chancellors, provosts, and deans—serve as role models and help set the trajectory of the institution. This study examines how doctoral education and early career preparation are related to attainment of academic leadership positions, and whether there are differences between male and female PhDs in the U.S. Cross-sectional regression analyses are conducted using a sample of individuals who reported having worked in academia for at least five survey waves of the National Science Foundation Survey of Doctorate Recipients. Although the raw numbers indicate that women are represented in lower numbers in academic leadership positions, the attainment of leadership positions at the Dean or President level among PhDs does not appear to be different between men and women based on the regression results. Activities associated with preparation for a leadership position, such as training and attendance at professional meetings, appear to contribute to the attainment of leadership positions. Our research findings highlight the importance of training and preparation for trajectories toward leadership positions in academia.

Q5

Conwy 2 | **Thursday 17:30-18:00**

Troubling transitions: creative and critical approaches to understanding students' transitions into and through higher education. (0102)

Karen Gravett, *University of Surrey, United Kingdom*

Research Domain: Learning, teaching and assessment (LTA)

Student transitions are a key part of policy and practice internationally. However researchers have begun to acknowledge that much of the research and practice within this area may be underpinned by unquestioned assumptions of what 'transition' as a concept might mean. Often these assumptions involve deficit models where students are 'supported' to fit into pre-established institutional goals, and discourses surrounding transition often depict homogenous, linear, journeys that students are expected to undertake, that involve discrete stages that must be 'smoothed', 'bridged' and made 'successful'. Drawing on story completion interviews with students, and concept map-mediated interviews with staff, at two UK institutions, I explore how we might experiment with new ways of thinking and doing transition and how we might further understand the individuality of students' experiences.

References
Gale, T., and S. Parker. 2014. "Navigating Change: A Typology of Student Transition in Higher Education". Studies in Higher Education 39 (5): 734-753.

Q6

Denbigh 1 | **Thursday 17:30-18:00**

Using co-construction and continuous assessment to empower and engage first year students (0356)

Barry Avery, **Rebecca Lees**, **Dan Russell**, *Kingston University, United Kingdom*

Research Domain: Learning, teaching and assessment (LTA)

This work explores how the introduction of a new assessment strategy based on co-construction and continuous assessment can empower higher education students to become engaged and empowered learners. The motivation for this change was to improve retention, performance, attendance and engagement of a diverse first-year cohort of business students at a London-based institution. Going against the prevailing trends of reducing assessment in HE this strategy focuses on two fundamental pillars: continuity of participation underpinned by continuous assessment, and involving students in the co-construction of content and assessment. Guided by Dillenbourg's notion of students as collaborators, this approach fosters an environment that encourages learning and application and views assessment as an integral component of curriculum delivery, combined with content and student input. These strategies have resulted in increased attendance, participation, and module performance through improved student engagement and empowerment.

Q7

Denbigh 2 | **Thursday 17:30-18:00**

The impact of the financialisation and privatisation of UK higher education on creativity and innovation. (0375)

Rebecca Boden, *Tampere University, Finland*

Research Domain: Higher education policy (HEP)

To be creative and innovative, organisations must be willing to accept calculated risks of failure or unexpected outcomes. Universities in the UK are subject to the twin dynamics of privatisation and financialisation. Risk taking in pursuit of creativity/innovation and processes of privatisation/financialisation are not mutually exclusive – as many successful tech firms demonstrate. However, not all successful, profit-seeking firms can be characterised as creative and innovative risk-takers – some build success on doing what they have always done, perhaps with incremental change. Privatisation and financialisation do not inherently facilitate creativity and innovation – this is contingent on the specific nature of the organisation.

This paper explains the nature of the privatisation/financialisation of research and teaching in UK universities. Through the overlapping vectors of financing, HR policies and national policy/practice, it explores the extent to which the configuration of privatised/financialised UK universities is likely to enable creative and innovative practices in teaching and research.

Q8

Caldicot | **Thursday 17:30-18:00**

***International student migration and the postcolonial heritage of European
Higher Education: Perspectives from Portugal and the UK (0298)***

Josef Ploner, *University of Hull, United Kingdom*; **Cosmin Nada**, *University of Porto, Portugal*

Research Domain: International Perspectives and context (IPC)

Whilst the presence of international students from so-called 'developing' countries has become a ubiquitous phenomenon in European higher education, few scholars have explored the underlying post/colonial trajectories that facilitate student migration to many European countries today. In this paper, we seek to critically engage with the postcolonial heritage of European higher education and the ways in which it informs student migration in today's era of neoliberal globalisation. A three-fold approach to reading postcolonial heritage of higher education is applied, which comprises its historical, epistemic and experiential (or 'lived') dimensions. To achieve this, firstly, this paper provides a close examination of existing postcolonial theory in higher education studies. Secondly, and adding to this, it draws on qualitative research with student migrants in Portugal and the UK to show how the postcolonial heritage of European higher education is negotiated in everyday contexts and may become a formative element in students' identities.

Q9

Caerphilly | **Thursday 17:30-18:00**

***A Systematic Review of Academic Personal Tutoring using a Design Thinking
Methodology (0057)***

Clare E. Jones, **Paul Cashian**, *Coventry University, United Kingdom;*

Research Domain: Student experiences (SE)

This paper presents an overview of the review and revision of Academic Personal Tutoring within the Faculty of Business and Law at Coventry University. In addition, the Design Sprint process by which this initiative has been undertaken is discussed.

A three-pronged approach to support was created including Progress Coaches: to replace existing personal tutors and a Digital solution (Chat Bot) offering 24/7 triage support, signposting students with generic issues/concerns. The Sprint process saw initial discussion to implementation in less than nine months.
A comprehensive review of the year since implementation is being undertaken at the time of writing, and evaluation will be presented at the Conference.

Q10

Cardiff | **Thursday 17:30-18:00**

***The Nordic doctorate at a crossroads between Bildung, schoolification
and projectification (0210)***

Søren S. Bengtsen, *Aarhus University, Denmark*; **Anders Sonesson**, *Lund University, Sweden*; **Anders Ahlberg**, *Lund University, Sweden*

Research Domain: Postgraduate Scholarship and Practice (PGSP)

The Nordic doctorate has its roots in the Germanic Bildung-tradition, with a decentralised and discipline-oriented curriculum, local and individualised leadership and autonomous supervisors. Currently, the Nordic doctorate has arrived at a crossroads where it is pulled in two different directions. The first characterised by formalisation and centralised Graduate Schools with study directors, middle-management and educational bureaucracy, and an increasingly generic curriculum. The second characterised by the projectification of academic work through new modes of governance on national and EU-level. The double pull threatens to create a 'torn curriculum', where curricular planning, formal requirements, and supervision and community support are not aligned, which confuses and fragments the learning journey and the PhD-degree. We argue that a new way is needed, which lies not in choosing either tradition, but to form a societally oriented, community anchored, and at the same time highly specialised and research-driven doctorate.

Q11

Chepstow | **Thursday 17:30-18:00**

Research-based versus work-integrated learning: Are there any differences in perceived learning of employability skills and attributes? (0250)

Siew Hong Lam, Cynthia He, *National University of Singapore*

Research Domain: Employability, enterprise and graduate careers (EE)

Employability skills and attributes are perceived to be essential for the modern workplace. Employers expect university education to produce graduates with such skills and attributes. While research-based learning (RL) and work-integrated learning (WIL) have long been used for training undergraduates, the perceived learning of employability skills and attributes between students who had undergone RL or WIL have not been compared. This study compares the perception of employability skills and attributes between undergraduates who had completed an RL or WIL program. The study identified differences in perceived importance of employability skills and attributes between RL and WIL students that may motivate learning differently. The findings also indicate that RL is viewed less positively compared to WIL in terms of equipping students with employability skills and attributes. The study has implications on how we design RL and WIL to nurture employability skills and attributes within an undergraduate science curriculum.

Q12

Raglan | **Thursday 17:30-18:00**

Education for Sustainable Development through the Lens of Feminist Phase Theory. (0391)

Mike Tennant, *Karen Makuch, Imperial College London, United Kingdom*

Research Domain: Postgraduate Scholarship and Practice (PGSP)

Curricula and learning outcomes for education for sustainable development rarely challenge the dominant positivist and capitalist worldviews that bear responsibility for unsustainability. Rather, the knowledge, skills and attitudes conveyed by bodies such as UNESCO act to perpetuate these worldviews **(1)**. Drawing inspiration from Mary Kay Tetreaut's Feminist Phase Theory **(2)** and contemporary sustainability science **(3)** we outline a set of curricula for sustainable development that have the potential to challenge dogmatic epistemologies. The resultant plurality of potentially incommensurate values transforms education for sustainable development into a political discourse that requires students to be skilled at negotiating antagonism **(4)** and creatively and sensitively working with disparate others to co-produce novel knowledge.

References
UNESCO. Education for Sustainable Development Goals. Learning Objectives. United Nations Educational, Scientific and Cultural Organization, 7, place de Fontenoy, 75352 Paris 07 SP, France: UNESCO; 2017.
Tetreault MKT. Classrooms for diversity: Rethinking curriculum and pedagogy. Multicultural education: Issues and perspectives. 1993;2:129-48.
Clark WC, van Kerkhoff L, Lebel L, Gallopin GC. Crafting usable knowledge for sustainable development. Proceedings of the National Academy of Sciences. 2016;113(17):4570-8.
Sund L, Ohman J. On the need to repoliticise environmental and sustainability education: rethinking the postpolitical consensus. Environmental Education Research. 2014;20(5):639-59.

CONFERENCE PROGRAMME IN FULL

Friday 13 December 2019

R1

Beaumaris Lounge l **Friday 09:00-09:30**

Understanding the Barriers Posed by the Hidden Curriculum that HE students from diverse cultural and social backgrounds experience (0094)

Anna Mountford-Zimdars, **George Koutsouris**, *University of Exeter, United Kingdom*

Research Domain: Access and Widening Participation (AWP)

The presentation arises from currently ongoing work (Sept 2018-completing in Sept 2019) seeking to enhance inclusive practice at the University of Exeter. The study uses a participatory design involving two academics and eight undergraduate and postgraduate Humanities and Social Science students as co-researchers.

Students and academics co-developed scenarios used during focus groups with 24 undergraduates concerning their academic experiences.

The emerging findings indicate that there are some practices in the university that are modelled around a certain type of student, such as a young, white, social, British, able-bodied student living away from home and without caring responsibilities or financial worries, there can are be assumed values and political views (anti-Brexit). Students not fitting the implied model can feel marginalised or might not be able to access knowledge about social and curricular expectations. However, not all disadvantaged students feel marginalised and can succeed in accessing support. We employ the theoretical lens of the 'hidden curriculum' (HC) (Bernstein, 1977) and the notion of the 'implied student' (Stevens, 2007; Ulriksen, 2009). The findings offer insights into what academic practices within universities and support, in particular when transitioning into university, could be helpful.

R2

Beaumaris 1 l **Friday 09:00-09:30**

Using Rich Pictures to understand students' transitions on new degree pathways (0296)

Ella Taylor-Smith, *Debbie Meharg Edinburgh Napier University, United Kingdom*

Research Domain: Access and widening participation (AWP)

New pathways to university degrees, such as degree apprenticeships and direct entry from further education, challenge universities to support students to make the most of their higher education opportunities and achieve good degrees. Researching students' experience of transitioning into university in these non-traditional contexts can help universities align support with students' needs. However, researchers need to look beyond surveys to gather data, as contemporary students' lifestyles and identities, combined with survey fatigue, reduce the quantity and quality of responses. Rich Pictures, completed by students working in groups, provide a great way to gather students' perspectives, as a potentially rewarding activity, producing useful data that goes beyond researchers' preconceptions. This paper focuses on two Rich Picture studies: degree apprentices looking ahead at the beginning of their degrees; and direct entrants, looking back. The advantages and challenges of the method are presented, as well as insights into the students' transitions.

R3

Beaumaris 2 l **Friday 09:00-09:30**

Control, creativity and symmetry: Academic work and the student experience in the light of the English Teaching Assessment Framework. (0167)

David L. Balsamo, *University of Chester, United Kingdom*

Research Domain: Academic practice, work, careers and cultures (AP)

The Teaching Excellence Framework (TEF) rates institutions in England delivering higher education provision gold, silver or bronze based on an assessment of six core metrics. In 2017 the focus was institutional performance; a trial of more intensive subject based assessment (SLTEF) is currently underway. The aims of this paper are not to engage in a critique of TEF methodology (Universities U.K., 2017), rather to explore the implications for social control embedded as consequential outcomes of the process. Complementary tendencies between changes to academic work (Musselin, 2007) and posited re-engineering of the student experience are documented and an 'agenda' for further research suggested.

Musselin, C. 'The Transformation of Academic Work: Facts and Analysis.' University of Berkeley, Centre for Studies in Higher Education, Occasional Paper 4.07.
Universities UK (2017) 'Review of the Teaching Excellence Framework Year 2'.

R4

Conwy 1 l **Friday 09:00-09:30**

Doctorates without borders – Academic online freelancers and their earnings (0334)

Peter J. Bentley, *Innovative Research Universities, Melbourne, Australia*

Research Domain: Academic practice, work, careers and cultures (AP)

This paper examines hourly rates and earnings of 427 doctoral-educated Academic Writing and Research freelancers on Upwork, the world's largest online freelancing website. Academic research is a highly specialised endeavour and PhD graduates often struggle to find employment that matches their specialist knowledge. National labour markets are "thin", with few local buyers and sellers in specialised areas. This creates difficulties matching demand and supply, particularly in developing countries. Online freelancing websites bring possibilities for highly skilled academics to utilise their specialised skills in a larger global market, but also threatens the traditional training and maturation process of academic careers.

R5

Conwy 2 l **Friday 09:00-09:30**

Doctoral students, social media and learning considered through the lens of identity formation (0100)

Liz Bennett, Sue Folley, *University of Huddersfield, United Kingdom*

Research Domain: The Digital University and new learning technologies (DU)

The online lives of doctoral students is an under researched topic and graduate educators may be concerned that they are unaware of best way to support and advise their students on the adoption of these relatively new tools and practices. This paper draws on 24 responses to an online questionnaire which aimed to understand the choices that doctoral students make regarding their online identities. The paper explores the choices that students make about going online, what informs these choices and how their online identities and relationships support their learning. The paper employs theoretical concepts of mimicy, stuckness and oscillation (Kiley 2009) to understand the potential of these spaces to support doctoral students in their identity formation (Thomson and Kamler 2014).

Kiley, M. (2009). Identifying threshold concepts and proposing strategies to support doctoral candidates. Innovations in Education and Teaching International, 46(3), 293-304. doi:10.1080/14703290903069001
Thomson, P., & Kamler, B. (2014). Helping Doctoral Students Write Pedagogies for Supervision (2nd ed.). Abingdon: Routledge.

R6

Denbigh 1 | **Friday 09:00-09:30**

The Tangled Web of Active Blended Learning (0401)

Rosalyn Collings, *University of Wolverhampton, United Kingdom*; **Rachel Maunder** and **Katere Pourseied**, *University of Northampton, United Kingdom*

Research Domain: The Digital University and new learning technologies (DU)

The benefits of blended learning are well documented (Fong et al, 2005), however, some concerns remain particularly around engagement, time management, independent learning and motivation (Fong et al, 2005; Vaughan, 2007). The current study interviewed 6 non-engaging students about their experiences of blended learning. The results indicated three main themes that highlighted a complex web of Blended Learning. Students mainly spoke about "The Downward Spiral of Disengagement" which related to the difficulty in returning to study once students had missed one session leading to them falling significantly behind and being unable to catch up. Students also spoke about pedagogic preferences and their misperceptions that blended learning only equated to online sessions with no interaction with academic staff. Results are discussed in line with current literature around digital pedagogy and Blended Learning alongside interventions to improve understanding, perceptions and attitudes as well as engagement and achievement using ABL.

Fong, S.F., Ng, W.K., Ong, S.L., Atan, H., & Idrus, R. (2005). Research in e-learning in a hybrid environment: A case for blended instruction. Malaysian Online Journal of Instructional Technology, 2(2), 124-136

Vaughan, N. (2007). Perspectives on blended learning in higher education. International Journal on E-Learning, 6(1), 81-94.

R7

Denbigh 2 | **Friday 09:00-09:30**

A missed opportunity? How the UK's teaching excellence framework fails to capture the voice of teaching staff. (0117)

Amanda French, **Matt O'Leary**, **Vanessa Cui**, *Birmingham City University, United Kingdom*

Research Domain: Higher education policy (HEP)

Drawing on recent research involving over 6,000 academic staff from in Higher Education, this paper examines the impact of the Teaching Excellence Framework (TEF) on their professional lives since its launch in 2016. Our findings raise fundamental concerns, conceptually and methodologically, about the fitness for purpose of the TEF as a policy and its failure to take into account the views and experiences of Higher Education teaching staff. With a reliance on proxy metrics that emphasise the economic value of Higher Education over the quality of teaching, we explore how the TEF lacks legitimacy and credibility as an instrument of measurement of teaching excellence across all levels of the workforce. We also argue that the TEF has failed to achieve its original aims of improving the quality of teaching and increasing student choice to date, which raises further questions about its effectiveness and the repercussions for future policy reform. (149)

R8

Caldicot | **Friday 09:00-09:30**

Reconciling international and academic identity: creating a space for storytelling for non-British lecturers (0276)

Katherine L. Friend, *Nottingham Trent University, United Kingdom*

Research Domain: International Perspectives and context (IPC)

The recent rise of neoconservative, single-issue social conservatism has led to an anti-immigration, authoritarian agenda dividing not only nations, but interconnected nation states. This paper considers how three non-British academics position themselves in relation to their job as a lecturer and a colleague as the climate and opinions of immigration continue to be a key political battle both in the UK and further afield. Since a lecturer is a forward-facing position, one must be conscious of the language, tempo, accent spoken, and the mannerisms used. One also must be aware that all of these examples are outward expressions of heritage and with that comes expectations, (mis)conceptions, and the weight of larger national definitions of the in/out discourse – all of which have serious political consequences (Pehrson & Green, 2010).The objective of the research was to open up the discussion of inclusion to incorporate academics because, if universities want to be truly inclusive, they must think about who is leading and shaping the classroom.

Pehrson, S. & Green, E. (2010) Who We Are and Who Can Join Us: National Identity Content and Entry Criteria for New Immigrants: Journal of Social Issues, 66:4, 695-716

R9

Caerphilly I **Friday 09:00-09:30**

Trust in Online Doctoral Supervision: judgements and trust behaviours (0144)

Julie-Anne A. Regan, Mariya Ivancheva, *University of Liverpool, United Kingdom*;
Lucilla Crosta, *Laureate online Education, Liverpool Partnership, United Kingdom*

Research Domain: Postgraduate Scholarship and Practice (PGSP)

The purpose of this study was to explore the concept of trust and 'trust behaviours' in online doctoral supervision. The study explored how doctoral students make judgements of trust in their supervisor; and how they gauge whether their supervisor trusts them as a doctoral candidate, by reflecting on their 'trust behaviours'.

Participants were from a single online Professional Doctorate in Higher Education. All students registered on the thesis stage of the programme, were invited to participate (n=170). Twenty-four responses were received representing a 14% response rate. Initial findings indicate trust judgements are predominantly informed by three main factors: ability, benevolence and integrity. This also applies to judgements of reciprocal trust behaviours. Despite choosing to study at a distance, 'live' meetings (albeit online) are viewed as essential for creating and sustaining a positive trust relationship. The tone of asynchronous communication is a critical trust behaviour on which reciprocity is gauged.

R10

Cardiff I **Friday 09:00-09:30**

Career Readiness and the Transformational Journey of Higher Education: are they linked? (0341)

Cathy Minett-Smith, *Linda Price, University of Bedfordshire, United Kingdom*

Research Domain: Student experiences (SE)

This paper reports on work-in-progress in examining students' career-readiness and goal aspirations and how this develops and changes during the course of their studies (from entry to and exit from the university). In doing so, it aims to identify how students' university experiences influence and impact their decision processes and preparedness for graduate employment. A longitudinal approach to tracking individual's progress enables milestones to be identified to inform institutional policy related to support provision for students and provides evidence to support the preparation of TEF narratives. It aims to creatively explore, and potentially challenge, the assumption that a good university experience is measured by securing a graduate level job on exit. Initial findings indicate that during the course of their study, students become less, rather than more, decided on their final career choice. This indicates that policy makers need to be creative in measuring successful outcomes for higher education rather than conforming to a measure based solely on graduate employment.

R11

Chepstow I **Friday 09:00-09:30**

The Value of undertaking a placement year: the students' (0346)

Nicki Newman, **Sarah Montano**, *University of Birmingham, United Kingdom*

Research Domain: Employability, enterprise and graduate careers (EE)

Over the last few decades there has been numerous papers which look at the value gained by undergraduate students when taking a placement year. These papers tend to either show the improvement of students' performance in their final year (e.g. Brooks & Youngson, 2016 or Reddy & Moores, 2012) or consider the range of skills students bring back from their placement from either an academic or employer perspective (Fowler & Tietze, 1996; Wilton 2012). This working paper aims to investigate the students' own perspectives on the value of undertaking a placement year. Using semi-structured interviews this research intends to develop the existing literature by adding more of the student voice to those of the academics and employers. The results of the student interviews will be presented at the conference in December.

R12

Using the Threshold Concept Framework to inform Entrepreneurship Education (0219)

Lucy Hatt, *Northumbria University, United Kingdom*

Research Domain: Employability, enterprise and graduate careers (EE)

Entrepreneurship is seen as a positive driver of economic, social and political change but as a relatively new, multidisciplinary subject it has a fragile identity, its educational validity is contested and a lack of conceptual grounding makes it vulnerable to the skills agenda and genericism.

The threshold concept framework is used here as a lens to explore its distinctive nature, offer a conceptual grounding, suggestions of ways to educate students in it and ways represent students' understanding of it.

A staged stakeholder curriculum inquiry was conducted, using semi-structured interviews, a Delphi survey and concept mapping workshops with purposive samples of UK entrepreneurs, educators and students.

The findings offer a response to the question "what is distinctive about thinking like an entrepreneur?" enabling the subject of entrepreneurship to be defined and curricula developed, also facilitating the application of entrepreneurial approaches across other subject areas.

S1

Beaumaris Lounge **I** **Friday 09:45-10:15**

"I want something better for my children": Familial, aspirational and social capital of mature students at a satellite campus (0026)

Julia Hope, *University of Kent, United Kingdom*

Research Domain: Access and widening participation (AWP)

This paper presents the transition experiences of mature students at a satellite campus of an English higher education institution (HEI). Twenty students who were over the age of 25 and fit various widening participation criteria were interviewed at four points during their first two years of study at a higher education centre. Three aspects (familial, aspirational and social) of Yosso's (2005) model of community cultural wealth emerged as key themes in students' experiences of transition. Students benefited from instrumental and emotional support from their families of origin. Their aspirational capital extended to their aspirations for the children, creating additional motivation for success. They also benefited from assistance from a wider social network by staying within their home community, a town in a borough with particularly strong, traditional community ties.

S2

Beaumaris 1 **I** **Friday 09:45-10:15**

Using Online Life Writing to Understand the Experiences of Estranged Students in UK Higher Education (0328)

Rachel Spacey, *University of Lincoln, United Kingdom*

Research Domain: Access and widening participation (AWP)

Biographical research is an approach which can be used with marginalised groups in educational settings. This paper presents the findings of biographical research undertaken with estranged students in Higher Education (HE) who have no contact with their family and are studying without the support of a family network. Estranged students completed a Directive – a set of questions with prompts - which was hosted online. This online life writing approach generated rich data about the experiences of this small but emerging cohort of university students. The paper explores, through the life histories of the participants, how universities can support and encourage estranged students to succeed at university. The paper will also reflect on whether estranged students' experiences vary according to the type of university they attend. Finally, the benefits and drawbacks of undertaking online life writing research will be considered.

S3

Beaumaris 2 | **Friday 09:45-10:15**

Curriculum as a totem, symbolizing teacher's images of students (0042)

Ellen Kloet, *Windesheim University of Applied Sciences, The Netherlands*

Research Domain: Academic practice, work, careers and cultures (AP)

In a university wide curriculum change process in the Netherlands grounded research was undertaken to grasp the differences between program teams. The discourse analysis in over sixty documents led to three perspectives on the student. First the student as pupil, which has a highly pedagogic tone of voice. The sentences show an active teacher and a passive student. The second one had deep rooted metaphor in the student as customer. All language used is from a business setting. The last perspective is the student as partner. Both student and partner are learners and try to figure out wicked problems in work field or society. The three perspective prove significant for the changes program teams make in their curriculum. Program teams adjust the change goals to fit their basic underlying assumptions. In the presentation we will discuss perspectives and focus on the different outcomes and the symbolic significance of the curriculum.

S4

Conwy 1 | **Friday 09:45-10:15**

Universities as Landscapes (0394)

Richard Budd, *University of Lancaster, United Kingdom*

Research Domain: Academic practice, work, careers and cultures (AP)

This paper suggests that viewing universities as landscapes can be helpful in creating a more holistic, relational view of them than higher education scholarship currently affords. The term 'landscape' is commonly invoked in scholarship on the sector, but it is rarely defined. Scholars in geography, though, have worked with this idea for some time, and Mitchell (2003, p. 792) describes them as 'a substantive, material reality, a place lived, a world produced and transformed, a commingling of nature and society that is struggled over and in.' This highlights landscapes as material and cultural spaces that we inhabit, being shaped by them and shaping them, and that individual landscapes are distinct in their histories, topographies, populations, formal and informal structures. It will be argued that, by simultaneously considering these dimensions of individual universities, and comparing them within and between countries, offers an opportunity to make useful contributions to higher education scholarship.

S5

Conwy 2 | **Friday 09:45-10:15**

Perceived Effects of Technology-Mediated Dialogic Feedback on Feedback Engagement and Use (0183)

James M. Wood, *UCL Institute of Education, London, United Kingdom*

Research Domain: The Digital University and new learning technologies (DU)

Despite the importance of feedback engagement in higher education, there is still much to be learned about how it can be effectively supported. This study qualitatively explored using digital data, survey data and depth interviews, the use of technology-mediated dialogic feedback practices with a group of 14 undergraduates and examined their influence on feedback engagement and use. The practices were found to support the negotiation of meaning and the collaborative improvement of feedback suggestions in peer review, furthermore, feedback conceptualised as a conversation lowered cultural and affective barriers to engagement in peer review and motivated feedback use. The practices also encouraged interaction by lowering the perceived formality and imposition of student-teacher questions and aided understanding and use of feedback. The findings evidence a successful approach for supporting feedback engagement and have important implications for the field and for improving the student assessment and feedback experience.

S6

Denbigh 1 | **Friday 09:45-10:15**

Multimodal Academic Writing in HE: Students' perspectives on creating screencasts as an assessment task. (0384)

Roberta Taylor, Josiah Lenton, *Sheffield Hallam University, United Kingdom*

Research Domain: The Digital University and new learning technologies (DU)

This presentation reports on early findings from a research project which is investigating undergraduate students' technical, creative and communicative experiences of academic writing in a digital format through screencasts. The research is being conducted using a novel method, ethnographically-contextualised Multimodal Discourse Analysis, in order to give a rich, multi-layered description of the student experience in a relatively new terrain for academic writing in the discipline of Education Studies. The study investigates students' experiences from multiple perspectives using videoed interaction, observation and focus group interviews. Early findings focus around three emerging key themes; students' concerns with technological competency; students' perspectives on design and presentation; and student understandings of the screencast in terms of its function as an assessment tool influenced or controlled institutionally, by the module tutors and the university as a whole. Insights into the creative, collaborative process of multimodal writing will also be presented.

S7

Denbigh 2 | **Friday 09:45-10:15**

Cosmopolitanism, international development and the university brand, a critique (0128)

Kamna Patel, *University College London, United Kingdom*

Research Domain: Higher education policy (HEP)

Coming from the Greek cosmos, meaning the world, and polis, meaning city or citizen; to be marked cosmopolitan is to be marked as a worldly citizen. This paper examines representations of 'international development' in university marketing and argues 'development' images and text brand the university as cosmopolitan. However, contrary to seeing the cosmopolitan as a progressive political concept in a time of globalisation, I draw on postcolonial scholarship to contend the governance of cosmopolitan identities is an expression of power, which as Jazeel (2019, p.155) states, "cannot help but bear some of the hallmarks of the lingering effect of colonial and imperial geography." The paper expands critical work on branding UK universities as global and superior (Sidhu, 2006), with the promise of endowing lucrative 'capitals' on prospective students (Lomer et al, 2018), by adding a critique of cosmopolitanism in the university brand, a hitherto underexplored concept.

References
Jazeel, T. (2019) Postcolonialism, London: Routledge
Lomer, S., V. Papatsiba and R. Naidoo (2018) 'Constructing a national higher education brand for the UK: positional competition and promised capitals', Studies in Higher Education, 43(1):134-153
Sidhu, R. (2006) Universities and Globalization: To Market, To Market, Mahwah, NJ: Lawrence Erlbaum Associates Inc.

S8

Caldicot | **Friday 09:45-10:15**

Academic Participation and Identity of Chinese Overseas Visiting Scholars Based on the Theory of Community of Practice (0241)

Lei Gao, *Shanghai Jiao Tong University Graduate School of Education, China*

Research Domain: International Perspectives and context (IPC)

The state funded visiting scholar program has had far-reaching effects for China. However, Chinese scholars still face many practical difficulties while abroad. Based on Wenger's(1999) theory of Community of Practice(CoP) and Legitimate Peripheral Participation(LPP), this exploratory qualitative research studies academic participation and identity transformation of Chinese visiting scholars sponsored by Chinese Scholarship Committee (CSC) program and visited overseas world-class universities.

Chinese visiting scholars face various kind of Community of Practicedestination institutions during their visits as an academic community of practice built by scholars. Chinese visiting scholars may undergo transformation of identities and different trajectories during the process from peripheral to full participation.

On the basis of semi-structured interviews with 21 Chinese overseas visiting scholars, Findings of this research show that visiting scholars can broaden their academic horizons and establish academic contacts with foreign scholars. But problems like restrictive policies of governments, incapable language skills, unsuitable identities and motivations can hinder visiting scholars' academic participation.

S9

Caerphilly | **Friday 09:45-10:15**

Should I Stay or Should I Go? – A further exploration of Swedish Doctoral Researchers' "Heavenly Hell" (0402)

Marie-Louise Österlind, Kristianstad University, Sweden; **Pam M. Denicolo**, *University of Reading, United Kingdom*

Research Domain: Postgraduate Scholarship and Practice (PGSP)

Swedish doctoral researchers are predominantly employed at their university and their work is regulated under the Work Environment Act. Their situation has been described as "heavenly hell" (Ilar, 2017). On the one hand they feel privileged, performing creative work vital to the development of students and modern societies (Källhammer, 2008). On the other their working conditions are often charaterised by: high or very high stress levels and demands; unpredictable goals; unclear or tacit expectations; and lack of recognition and support (Källhammer, 2008; Swedish Higher Education Authority, 2016). Conditions which can lead to depression and fatigue syndrome, especially if they are individualised and normalized (Holmström, 2018). 31% have not completed their doctorate 8 years after being registered to a 4-5-year doctoral programme (Swedish National Agency for Higher Education, 2014).

This paper explores how Swedish universities can improve their doctoral researchers' working conditions in order to not only minimize work-related illness and drop-out, but also to stimulate creativity and passion as well as flexibility to cope with the rigours inherent in research (Denicolo, 2018).

S10

Cardiff | **Friday 09:45-10:15**

Social Competence: a new discourse to support student transition through Higher Education? (0159)

Rille Raaper, Julie Rattray, *Durham University, United Kingdom*

Research Domain: Student experiences (SE)

This presentation is based on an ongoing Erasmus+ project, exploring the Development, Assessment and Validation of Social Competences in European Higher Education (DASCHE). The project involves 6 partners, representing a range of Higher Education contexts and histories. In this paper, we focus on the UK context, and consider the place, role and status of social competence in higher education as a means of supporting student transitions. We explore how the differing discourses relating to the purpose of university education (e.g. marketisation, employability, student satisfaction as well as student-centered pedagogy and students-as-partners) might impact upon the way we think about transitions. We will consider how existing, frequently competing, discourses might prioritise certain forms of curriculum and pedagogy that facilitate transitions whilst others serve as barriers. In particular, wel consider whether curriculum and pedagogies that foster social competencies might offer an alternative to current dominant approaches to understanding and supporting transitions.

Adams, M., Bell, L.A., Goodman, D.J., and Joshi, K.Y. (2016). Teaching for Diversity and Social Justice. 3rd ed. Oxon: Routledge

S11

Chepstow | **Friday 09:45-10:15**

Institutional employability drivers in difficult times. (0472)

Carol E. Cuthbert, Owen Skae, *Rhodes Business School, South Africa*

Research Domain: Employability, enterprise and graduate careers (EE)

In difficult times, tertiary education employability policy can be used to influence student employability figures. This study builds on Santos' career boundary theory, recognising organisational boundaries; labour market boundaries; personal-related boundaries and cultural boundaries (Santos, 2019). This theory focusses on the institutional and economic drivers to employability, in an international context. The top 193 Quacquarelli Symonds (QS) internationally ranked universities in terms of employment rate within 12 months of graduation, are analysed through quantitative regression methods. Institutional drivers are measured by the presence or tertiary education employability funding policy, institutional reputation through survey responses, and partnerships with employers through research and placement data and number of publications. Economic drivers include the country's growth rate and tertiary education spend in the University. Do universities with funding incentives driven by employability factors, result in more employed graduates and therefore act as an institutional driver for employability?

S12

Raglan | **Friday 09:45-10:15**

Exploring academic and employer perceptions of quality and value in Initial Teacher Education (ITE) for preparing student teachers (0121)

Emma Mullen, *University of Greenwich, United Kingdom*; Jane Harper, *Burnt Mill Academy Trust, United Kingdom*

Research Domain: Employability, enterprise and graduate careers (EE)

This working paper outlines the premise and rationale for a doctoral-level study, benchmarking Initial Teacher Education (ITE) quality across a selection of UK higher education institutions (HEIs) and school providers. Understanding the skills and qualities required in Newly Qualified Teachers (NQTs) is growing in importance, as routes to achieving Qualified Teacher Status (QTS) become increasingly diverse and the sector faces notable external challenges, including educational reform and policy changes including the new 2019 Ofsted framework. Through qualitative inquiry, this study will explore the standpoints of HE academics and school providers on the preparedness of NQTs and value in university ITE. Essentially, this study aims to uncover implications for improving new teacher quality, ensuring 'fit for purpose' and stronger understanding of employer expectations. This paper invites feedback and advice regarding the potential direction and focus of this forthcoming doctoral research.

T1

Beaumaris Lounge | **Friday 10:30-11:00**

A Comparative Study of the Factors Shaping Postsecondary Aspirations for Low-Income Students in Greater Boston and Greater London (0071)

Anna Mountford-Zimdars, *University of Exeter, United Kingdom*; Jeffrey Grim, *University of Michigan, The United States of America*; Quixada Moore-Vissing, *University of New Hampshire, The United States of America*

Research Domain: Access and widening participation (AWP)

This project investigated the postsecondary education aspirations of 27 secondary school-aged students living in greater London, England and greater Boston, Massachusetts, USA. An innovative research design was implemented to support a technology-facilitated international focus group allowing for exchanges between the U.S. and English students. Using human ecology theory, the findings show that differences in students' exosystems, specifically the financial aid and loan repayment processes, influence student postsecondary education and career aspirations.

U.S. student concerns about affordability and loan repayment made aspirations lower and more localized. In contrast, English participants felt comforted by their government's deferred loan repayment process, so they did not have as strong constraints on aspirations based on financial considerations. Both English and U.S.

students were influenced similarly by the mesosystem when making decisions about which postsecondary institution to attend. In conclusion, altering exosystem policy and influencing mesosystem relationships could impact postsecondary education aspirations for low-income students and enhance their progression into post-secondary education.

T2

Beaumaris 1 | Friday **10:30-11:00**

A new social segregation? The impact of tuition fees, student number controls and school leaving age on the composition of student cohorts, and hence academic practice and student experience, in UK universities. (0400)

Denise Hawkes, **Clare Saunders**, Gabriella Cagliesi, Mahkameh Ghanei, *University of Greenwich, United Kingdom*

Research Domain: Access and widening participation (AWP)

Almost a generation has passed since the Dearing Report (1997) triggered the reintroduction and subsequent escalation of tuition fees within UK higher education alongside a mandate for universities to widen participation. It is timely to reassess how this and other policy changes, such as the increase in school leaving age, have changed the student cohort composition; and the consequential impact on both academic practice and student experience.

We will present evidence of the impact of these fee changes, as well as the removal of student number controls and the introduction of private providers, on the composition of student cohorts at a large multi-faculty post-1992 university; and discuss the implications for academic practice, curriculum and co-curricular provision. We will also critically explore the wider implications for the widening participation agenda, in terms of the changing distribution of student cohorts across the sector and its impact on students' (and staff) experience.

T3

Beaumaris 2 | **Friday 10:30-11:00**

Be proactive or fit in? Challenges of Muslim female student employment (0264)

Mazia S. Yassim, *University of Greenwich, United Kingdom*

Research Domain: Academic practice, work, careers and cultures (AP)

For many years now, there have been calls for policy makers to appreciate the needs of ethnic minority groups in an employment context. Reportedly, there also is goodwill for change to this end by the employers. However, the lack of wider opportunities for ethnic minority students is a concern to this day. Within the ethnic minorities, there are subsets that have varying characteristics and therefore varying needs and challenges with regards to employment. This research aims to understand the employment challenges of one subset of the ethnic minority groups: Muslim female students. Using a qualitative research methodology, it was identified that Muslim females fall into two categories of proactive and fit in. Based on the findings, suggestions for addressing some of these challenges are also highlighted.

T4

Conwy 1 | **Friday 10:30-11:00**

The lived experience of being ill and/or disabled in academia (0101)

Nicole Brown, *UCL Institute of Education, United Kingdom*

Research Domain: Academic practice, work, careers and cultures (AP)

This presentation reports on a research project into the lived experience of chronic illness and disability in academia. Data collection was in three phases via a questionnaire through survey monkey with 300 participants, one-to-one skype interviews with 25 participants and a creative workshop. Data was collated and coded in Nvivo and data analysis was an iterative process of constructing themes in a "transparent, reflexive and critical" manner. The three dominant themes presented here are: feeling marginalized due to perceived deficits, being silenced, and what academic organizations can do to improve their experiences as people with disabilities. The overarching experience is one of being marginalized within a group of marginalized individuals who are not able to voice their experiences openly for fear of stigmatisation and repercussions. An overall attitudinal shift is required. I will conclude the presentation with some creative outcomes from the workshop.

T5

Conwy 2 | **Friday 10:30-11:00**

Creating Technological Pedagogical Content Knowledge (TPACK) Through Instructional Consultation (0235)

Joyce HL. Koh, *University of Otago, New Zealand*

Research Domain: The Digital University and new learning technologies (DU)

Teachers' knowledge for technology integration is termed as technological pedagogical content knowledge (TPACK)(Mishra & Koehler, 2067). It is contextualised knowledge that emerges through lesson design. One avenue for TPACK creation is instructional consultation which involves dialogic problem-solving between the faculty and academic developer. This paper describes three cases of how the theoretical vocabulary of the TPACK framework can be used to describe the teaching knowledge created through instructional consultation sessions. It then discusses how this can inform the design of faculty development programmes for educational technology.

References
Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher lnowledge. Teachers' College Record, 108(6), 1017-1054. doi:10.1111/j.1467-9620.2006.00684.x

T6

Denbigh 1 | **Friday 10:30-11:00**

New economies of student engagement using a digital curation learning-cycle (0361)

Raphael Hallett, *Keele University, United Kingdom*; **Nick Grindle**, *University College London, United Kingdom*

Research Domain: The Digital University and new learning technologies (DU)

Working from the argument that students now read and research in ways that privilege assembly, visualisation and interconnection, we propose that creativity can be mobilised by concentrating on a particular trope of learning and assembly. That trope is 'curation' and we propose a 'curation learning-cycle' that shows how this approach and activity might be used to enhance student learning, creativity and ownership. Exploring particular theories of curation, 'bricolage' and collaborative assembly, our poster explains how these are directly relevant to today's patterns and habits of student scholarship. Our learning cycle deliberately uses the language of franchise, investment, dividend, and legacy. At a time of disquiet about the colonisation of higher education by a 'neoliberal' language of learning gain, added value and the metrics of consumer satisfaction, our use of economic metaphors is pointedly self-conscious. By deploying ideas of ownership, investment, outputs, dividends and legacy, we hope we are helping to make the collective learning (and not commercial) value of curation activity clearer to all.

T7

Denbigh 2 | **Friday 10:30-11:00**

Public Policy for equity of access and retention in Brazilian Higher Education – a comparative analysis between federal and private sectors (0381)

Cristina Helena Almeida De Carlvalho, Ana Maria de Albuquerque Moreira, *University of Brasília, Brazil*

Research Domain: Higher education policy (HEP)

This paper analyses the impact of public policy for equity of access and retention on academic trajectory of students in Brazilian federal and private higher education institutions. The study draws on documentary analysis and descriptive statistics and uses official quantitative data about freshmen, enrolments, courses and graduates in federal and private higher education institutions in 2017. We will investigate the last edition of the Socioeconomic Survey of the ENADE – the National Examination of Students' Performance also produced by the INEP. We have looked over the questions regarding the students´ profile, the student financing aid and the institutional programs for retention. We have conducted a comparative analysis between federal and private institutions. To conclude, regarding availability, the for-profit sector has had huge growth to the enrolments. However, the federal sector has more significative contribution to improve the accessibility both in the reach of affirmative actions and the retention initiatives.

T8

Caldicot | **Friday 10:30-11:00**

A Reverse Brain Drain? Western Scholars in Academic Peripheries (0116)

Kamil Luczaj, Olga Kurek-Ochmanska, *Iwona Leonowicz-Bukala, University of Information Technology and Management, Poland*

Research Domain: International Perspectives and context (IPC)

This paper discusses motivations of scholars raised and educated in the centres of global academic production who decided to pursue their career in a peripheral region (Wallerstein 2007). The study employs the extended case method (Burawoy 1998) to reformulate the general theory of 'brain gain' (Singh, Krishna 2015) and 'creative regions' (Florida and Mellander 2015) and adjust them to the reality of peripheral regions. The paper focuses on the four patterns characteristic for migration to academic peripheries: the role of family ties, lifestyle migration, good career prospects for expats and regional interest. The paper is based on 49 in-depth unstructured interviews with Western scholars employed in Poland and Slovakia and the analysis of secondary data sources: three case studies on different types of academic peripheries (Gulf countries, Korea, a remote part of Australia).

T9

Caerphilly | **Friday 10:30-11:00**

Towards Gothic-influenced approaches to doctoral journeys and supervision: challenging conformity, destruction and despair, releasing and shaping creative energies. (0294)

Gina Wisker, *University of Brighton, United Kingdom*; **Søren S. Bengtsen**, *Aarhus University, Denmark*

Research Domain: Postgraduate Scholarship and Practice (PGSP)

We take a Gothic-influenced approach to reconsider current and ongoing issues of doctoral and supervisory 'darkness' (Bengtsen&Barnett, 2017; Wisker, Robinson&Bengtsen, 2017) and concern about the isolated, messy doctoral journey and accompanying issues of wellbeing, mental health, desolation, depression for both candidate and supervisor (Morris&Wisker, 2011) Gothic strategies first unsettle, defamiliarise, upset complacency, ironise the establishment, reveal instabilities and dark secrets of behaviours affecting acting, speaking, writing, constructing knowledge, imposing it on others. They also enable us to problematise, critique, change behaviours, moving on positively, creatively with criticality, essential in doctoral research and supervision. We engage with theorised darkness and ways forward using creative, imaginative responses through art and creative writing.

References
Bengtsen, S. and Barnett, R. (2017) Confronting the dark side of higher education. Journal of Philosophy of Education, 51(1), 114–131.
Wisker, G., Robinson, G. and Bengtsen, S. (2017) Penumbra: Doctoral support as drama: From the 'lightside' to the 'darkside'. From front of house to trapdoors and recesses. Innovations in Education Teaching International, 54 (6), 527-538.

T10

Cardiff | **Friday 10:30-11:00**

Commuter students: are you local? (0370)

Barry Avery, **Rebecca Lees**, **Dan Russell**, *Kingston University, United Kingdom*

Research Domain: Student experiences (SE)

In recent years there have been significant changes in the profile of students entering university. The commuter student is less well defined and is not a homogenous group; they typically travel long distances to study, live far from the university campus, work part-time and have many competing pressures for their time. This longitudinal study has been collected from three successive years of first year students in a business school in a university in outer London. It focusses on student characteristics; aspects of their university life; living locations; travel time and mode of travel; part-time working hours and overall levels of actual attendance. When combined with performance data associations have been able to be drawn between aspects of university life and student attainment. Our findings show that the increasing pressures on commuter students are felt not just in the degree to which students can participate in university activities, but also in their performance.

T11

Chepstow l **Friday 10:30-11:00**

Conformity of Employability Messages and Student Perceptions (0326)

Clare E. Jones, *Sarah Horton-Walsh Coventry University, United Kingdom*;
Sarah Montano, *University of Birmingham, United Kingdom;*

Research Domain: Employability, enterprise and graduate careers (EE)

Understanding and selecting the best university that will enable a student to gain the desired employment, is an important decision. Universities use messages around successful employability skill acquisition and alumni destinations as key external communications strategy. Jones et al (2018) identified that rather than offering differentiation and clear competitive advantages using employability messages, universities are presenting homogenous messages.

Gathering qualitative data from 1st year students we extend this work exploring how students perceive employability messages, whether they discern differences between different institutions' communications, and how messages may have informed their decisions in choosing a place of study. Findings may inform opportunities for universities to review their employability message, and provide students with greater clarity when deciding on the significant investment that is higher education.

References
Jones, C.E., Montano, S. and Horton-Walsh, S. (2018) The Language of Employability: A Comparative Analysis of HEIs' Promises and Predictions. Paper presented at SRHE, 2018

U1

Beaumaris Lounge l **Friday 11:15-11:45**

Conceptualising the ideal university student (0038)

Billy Wong, *University of Reading, United Kingdom*; **Tiffany Chiu**, *Imperial College London, United Kingdom*

Research Domain: Access and widening participation (AWP)

This paper contributes to our understanding of the 'ideal' university student – a working concept that promotes a more transparent conversation about the explicit, implicit and idealistic expectations of students in higher education. Drawing on Weber's theory of ideal types, we explore university staff and students' conceptualisation of the 'ideal' student. Informed by 20 focus groups with 75 university staff and students, we focus on how the 'ideal' student is perceived, challenged and negotiated. We argue that the 'ideal' university student has important conceptual and practical implications for higher education, especially the importance of explicitness and the dangers of presumptions. The concept has the potential to bridge differences and manage expectations between lecturers and students, which has been stretched due to consumerism, by offering a platform where expectations of university students are elaborated. We present a working definition of 'ideal' university student, which, we argue, encompasses desirability, imperfection and realism.

U2

Beaumaris 1 l **Friday 11:15-11:45**

Unknown Knowns: Implicit Epistemological Hierarchies in the Evaluation of Widening Participation Activities (0388)

Julian Crockford, *University of Sheffield, United Kingdom*

Research Domain: Access and widening participation (AWP)

Comparing respective guidance documents issued by the Office for Fair Access (OFFA) and the Office for Students (OfS), I argue that the introduction of a new HE regulator in 2018 resulted in a shift in the positioning of the evaluation of widening participation outreach in HE policy. I suggest that the resulting changes have significant implications for the configuration of key evaluation stakeholders and that these reconfigurations, in turn, have implications for the epistemic relationships at play in the evaluation process. In particular, the way in which a mode of evaluation is configured in policy can determine who has the power to shape dominant definitions of meaningful evidence and whose situated forms of knowledge are considered to constitute robust evidence.

U3

Beaumaris 2 | **Friday 11:15-12:30**

Interactive workshop
Forum theatre: creative solutions and critical debate in higher education (0348)

Louise Drumm, *Edinburgh Napier University, United Kingdom*

Research Domain: Academic practice, work, careers and cultures (AP)

Under what conformities does teaching and learning operate within higher education?
What are the big dilemmas for higher education now?
What creative ways can we use to address these challenges?

This will be an interactive workshop where participants will be invited to join in with discussion, games and short improvisations.

Forum theatre has been used in contexts to stimulate debate about difficult situations, often focusing on power inequalities, oppression and the importance of dialogue. By directly intervening, participants can bring their own knowledge and experience to bear to the scene. We teach with our 'whole selves' and this workshop will introduce playful ways of exploring pressing issues around teaching and learning, and researching teaching and learning, in higher education. For 75 minutes, participants will be invited to forget any preconceptions of what to expect from a conference workshop and co-create some serious play.

U4

Conwy 1 | **Friday 11:15-11:45**

A Visual Study of an Academic Writing Skills Workshop – an Example set in Brazil (0360)

Maureen K. Michael, *University of Stirling, United Kingdom*

Research Domain: Academic practice, work, careers and cultures (AP)

Although there is growing research on teaching academic writing skills, little is situated in contexts of the Global South: our understanding of such practices is impoverished in consequence. Using a visual study of writing workshops delivered in two Brazilian universities, this paper presents an arts-based sociomaterial analysis-in-progress. Specifically, through researcher-created drawings the analysis will explore how workshop practices are shaped by material, sensory and political contexts of 'being published' in Brazil, and it shows what these practices look like. At first glance these practices might appear familiar but, critically for what will be the mid-point of analysis, the presentation will ask the following: to what extent is appearance a reflection of my own northernised gaze? To what extent can researcher-created drawings illuminate the complexity of teaching practices in an unfamiliar context? And how might prickly ethical issues of visual research in higher education settings be resolved?

U5

Conwy 2 | **Friday 11:15-11:45**

Going multimodal in an undergraduate English Communication course: student participation and reactions (0199)

Matthew J. Andrew, *Khalifa Abu Dhabi University, The United Arab Emirates*

Research Domain: The Digital University and new learning technologies (DU)

This project is in response to the need to expose higher education students to multimodal composition (writing using image, text, sound) to better equip them with rhetorical tools for more effective communication in an increasingly digitized world. The aims of this study are to 1) investigate student attitudes towards creating multimodal projects, 2) examine any advantages or disadvantages participants report to doing multimodal projects, and 3) investigate the choices (e.g. linguistic, design) that students make when composing multi-modally. Thirty-nine students in an English Communication course at a university in the UAE created two multimodal projects: 1) a webpage on Google Sites including writing and research tips; and 2) a video connected to a semester-long research project. This presentation will discuss survey and interview data related to student reactions to the multimodal projects, show student examples of the different choices made while completing the projects, and discuss implications of the study.

U6

Denbigh 1 | **Friday 11:15-11:45**

Lecture Recording for Inclusive Education (0420)

Jeremy Knox, Yuchen Wang, *University of Edinburgh, United Kingdom;*

Research Domain: The Digital University and new learning technologies (DU)

Where lecture recording is being promoted as an institution-wide solution to a range of concerns relating to student performance and attendance, there is a pressing need to understand how such technologies contribute to the quality of student experience (Cilesiz 2015). This paper will present results from a research project investigating the extent to which lecture recording technology can be creatively deployed to promote inclusion, diversity and well-being in higher education. Interviews with students and teaching staff were undertaken at a research-intensive Scottish with findings surfacing mixed views: lecture recording provided benefits for specific student needs, but also raised concerns in relation to the teaching of ethically sensitive topics. Conclusions will discuss supporting university strategies in excellent teaching and student support, and developing the creative use of technologies to widen access.

Cilesiz, S. (2015) Undergraduate students' experiences with recorded lectures: towards a theory of acculturation. Higher Education, 69(3): 471-493.

U7

Denbigh 2 | **Friday 11:15-11:45**

'Educational Genomics' and Higher Education (0247)

Steven Jones, **Steven Courtney**, Helen Gunter, *University of Manchester, United Kingdom*

Research Domain: Higher education policy (HEP)

This paper reports on the work of the Genomics and Personalisation (GaP) project in relation to the claimed educational implications of recent 'breakthrough' research in the field. Such advances matter greatly because they purportedly foretell educational achievement (Plomin 2018). We focus specifically on Smith-Woolley et al. (2018) and this paper's claims to perform the first genetically sensitive study of university success. We explore the potential implications of such work for policy and practice, as DNA is framed by some as both a means to select 'naturally' strong candidates and a means to 'personalise' learning. Through an invited symposium for social scientists and biological scientists, we probe the evidence base on which findings are reported. More broadly, we contextualise Genomics research by placing it in its wider historical setting and we show how claims to genetic knowledge are established and corroborated in popular discourse.

U8

Caldicot | **Friday 11:15-11:45**

Climate change and the role of the university (0287)

Tristan McCowan, *University College London, United Kingdom*

Research Domain: International Perspectives and context (IPC)

Climate change is one of the foremost challenges of our time, and despite the weight of available evidence, the global response as yet has left much to be desired. Universities are at the forefront of climate science and development of new technologies to mitigate and help communities adapt to the changes. Yet the role of universities goes far beyond climate science. This paper provides a theoretical mapping of the complex set of relationships between higher education and climate change. It presents a framework of five modalities of the university: education, knowledge production, public debate, service delivery and embodiment. In relation to these modalities, it then explores the nature and extent of each across different types of institution, the interactions between them and the pathways of impact on society. Finally, implications are drawn out for higher education policy and practice in addressing the current climate crisis.

U9

Caerphilly l **Friday 11:15-11:45**

Rethinking Doctoral Education: Changing Academic Cultures, University Purposes, Mental Health and the Public Good (0126)

Rosemary Deem, *Royal Holloway & BNC (University of London), United Kingdom*

Research Domain: Postgraduate Scholarship and Practice (PGSP)

The paper examines what steps could be taken to emphasise doctoral researchers' wellbeing, using Burawoy's (2005) public sociology approach, whilst also enhancing doctoral education for the public good. Mental health incidence among doctoral researchers is now far higher than the general population (Flaherty 2018), leading to unfinished theses, talent loss and emotional, physical and financial costs (Levecquea et al. 2017). Using a sociological approach to wellbeing, the paper considers the effects of HE organizational climates and changing academic cultures (Musselin 2009, 2013) on doctoral candidates and how we might ameliorate some of these effects by thinking differently. The paper also examines debates about the purposes of higher education (Collini 2012) and dilemmas faced by university leaders in relation to core purposes (Swartz et al. 2019) and how these impact on doctoral graduates. Finally, some examples of ensuring that doctoral graduates can contribute to wellbeing, civil society and public good are proposed.

U10

Cardiff l **Friday 11:15-11:45**

"Why not me?" –The extent to which students' academic identity impacts their sense of community and mental health (0050)

Michael Fay, *Keele University, United Kingdom*; **Yvonne Skipper**, *University of Glasgow, United Kingdom*

Research Domain: Student experiences (SE)

Literature suggests that it is 'virtually impossible' to understand the aetiology of mental health without considering identity issues. However, mental health issues are often seen as specific to individuals. Therefore causes and solutions are often explored at the individual level. We believe that social concerns such as academic identity and sense of community may be a key underexplored factor at play.

We will present preliminary findings where we have explored the intersection between academic identity and mental health in undergraduate students. Students in both law and psychology completed measures of their sense of belonging, stress and mental wellbeing. Results supported our hypothesis in that sense of belonging was associated with reduced stress and more positive mental wellbeing. Thematic analysis of qualitative data is ongoing but preliminary analysis suggests that students see clear links between their sense of belonging and mental health and suggest ways which schools could better support this.

PANEL U11

U11

Chepstow | **Friday 11:15-12:30**

Interrogating methodologies and approaches on employability from different disciplinary perspectives and country contexts (0414)

Chair: **Omolabake Fakunle**, *University of Edinburgh, United Kingdom*

Research Domain: Employability, enterprise and graduate careers (EE)

Contributors
Omolabake Fakunle, *University of Edinburgh, United Kingdom*; **Helen Higson**, *Aston University, United Kingdom*; **Carol Johnson**, *University of Melbourne, Australia*

As part of the conference theme, SRHE 2019 urges researchers globally to examine whether "the increasing emphasis on measurable, economic outcomes" underpins conformity in terms of methodological approaches and impact on criticality in the academy. Indeed, there is a growing interest in employability and within the last three years, different authors have reviewed different theoretical and empirical conceptualisations of employability in different global contexts including the UK, Australia and the USA (Potts, 2018; Tomlinson and Holmes, 2017). Yet, despite the continuing review of employability in higher education discourses, there is little consensus on a commonly accepted conceptualisation of employability. This lack of unanimity can be considered as evidence of robust and critical debate in the field. Unlike dominant conceptualisations of employability as a measurable graduate outcome (that is in relation to employment), the panellists will share methodological and strategic approaches about employability development opportunities in institutions in different disciplines and international contexts.

U12

Raglan | **Friday 11:15-11.45**

Beyond the word count: creation, frustration and innovation at pedagogic research writing retreats (0075)

Emma M. Coonan, Simon Pratt-Adams, Mark Warnes, *Anglia Ruskin University, United Kingdom*

Research Domain: Academic practice, work, careers and cultures (AP)

Although evidence exists that writing retreats are an effective means of increasing writing productivity, it is not well understood why this is the case. Crucially, however, writing retreats appear to engender a number of developmental benefits in addition to simple 'on the day' productivity. The Centre for Innovation in Higher Education at Anglia Ruskin University has been running Pedagogic Research Writing Retreats since February 2017. Our study, which commenced in April 2019, analyses the longitudinal influence of attendance at writing retreats through analysis of evaluation data and semi-structured interviews. It explores whether attending a Pedagogic Research Writing Retreat has an ongoing impact on participants' writing practices and habits; their development of strategies for managing both the writing process and the anxieties associated with it; and how they embody and negotiate different disciplinary identities in their pedagogic research writing. This paper presents some broad themes emerging from the findings so far, including the acquisition of new techniques for managing writing and associated emotions; validation of the writing identity; and a deepened understanding of writing as process rather than a finished product.

V4

Conwy 1 ❘ **Friday 12:00-12:30**

Going beyond metrics- how can we determine the value of less tangible aspects of enhancement? (0246)

Alastair Robertson, *Abertay University, United Kingdom*; **Elizabeth Cleaver**, *University of West of England, United Kingdom*; **Fiona Smart**, *Edinburgh Napier University, United Kingdom*

Research Domain: Academic practice, work, careers and cultures (AP)

Currently UK policymakers use proxy indicators such as student satisfaction, educational outcomes and graduate salaries to measure teaching quality and student success/ graduate outcomes. However, it is recognised that these proxies are not without significant limitations and do not tell the whole story. This project has sought to provide a renewed understanding of contributory aspects to student success in higher education that are important yet not easily measurable or quantifiable i.e. so-called intangible assets. A novel conceptual model and accompanying evaluation process for evidencing these intangible assets will be presented.

References
Bamber, V. and Stefani, L (2016) Taking up the challenge of evidencing value in educational development: from theory to practice, International Journal for Academic Development, 21 (3), 242-254, DOI: 10.1080/1360144X.2015.1100112
Gibbs, G (2010) Dimensions of Quality. York: Higher Education Academy.
Haskel, J & Westlake, S (2018) Capitalism without Capital: the Rise of the Intangible Economy. Princeton: Princeton University Press.

V5

Conwy 2 ❘ **Friday 12:00-12:30**

Adopting Apps In the Classroom - The Case For Technical Support (0184)

Trevor R. Nesbit, *Ara Institute of Canterbury, New Zealand*

Research Domain: The Digital University and new learning technologies (DU)

This paper presents a further phase in a study that is being conducted into the use of applications on personally owned devices to increase student engagement in large lectures.

This phase involved of interviewing learning advisers across four higher education institutions in New Zealand and Australia regarding their perceptions of the benefits and challenges of this approach and how these relate to themes emerging from the literature.

The findings from this phase of the study regarding the benefits and challenges are consistent with the literature and highlight the importance of support for lecturers who are not innovators or early adopters (Rogers, 1995; Elgort, 2005).

V6

Denbigh 1 ❘ **Friday 12:00-12:30**

"The value of selective 'Technology-Enhanced Learning' (TEL) tools in evidencing Conformity, Creativity and Criticality in the provision of 'high-quality' education as required by the Student Contract to Educate (SCTE) in a new 'local' era of accountability in U.K. higher education. Can conformity be a catalyst for creativity and criticality?" (0426)

Annie DHO. McCartney, **Dawn DK. Story**, **Clare Kell**, *University of South Wales, United Kingdom*

Research Domain: The Digital University and new learning technologies (DU)

It is implicit in the SCTE that the educational service provided to students by HEIs is of 'high-quality' and in accordance with standards of 'reasonable skill and care'. For employers, 'high-quality' education is one that emphasises the development of creative and critical skills, but concerns are raised that graduates lack these key skills, and that there is a 'Creativity Crisis' in HE. This paper argues that one way to meet this challenge is through compliance with legal requirements and the effective use of TEL tools. These provide evidence of 'high-quality' provision when supported by innovative and creative pedagogical models which drive creative and critical provision and put students at the heart of their own learning. A list of common markers of 'high-quality' provision was circulated to stakeholders to assess the feasibility of a 'common approach' to high-quality provision across the disciplines and to act as a benchmark by which it could be evaluated.

V7

Denbigh 2 l **Friday 12:00-12:30**

*A realist reconceptualization of England's Teaching Excellence Framework
as a Value for Money framework (0137)*

Gregory Walker, *The Open University, United Kingdom*

Research Domain: Higher education policy (HEP)

The paper is an analysis of England's Teaching Excellence Framework (TEF) introduced in 2016, employing realist theoretical tools to describe and explain the TEF as an important public policy affecting higher education nationally and internationally. The paper is an instance of public sociology that uses reflexive knowledge (in Michael Burawoy's typology) addressing matters of political and public concern, while using cross-disciplinary methods from the fields of public policy analysis and 'new institutionalism' under the umbrella of a realist methodology. Using the notion of reconceptualization from a realist research approach, the paper first describes and then explanatorily analyses how the TEF is conceptually much closer to the notion of a 'value for money' framework or a 'transparency tool' favoured by public auditors and civil servants (operating with a New Public Management ethos) than its purported status as an formal assessment of teaching quality in universities.

V8

Caldicot l **Friday 12:00-12:30**

*The Crisis of Ukrainian Higher Education Reform: Moving Towards
a Trauma Informed Understanding (0440)*

Nataliya Rumyantseva, *University of Greenwich, United Kingdom*;
Olena Logvynenko, *State at the National University of Life and Environmental Sciences, Ukraine*; **Elena Chilina**, *Private Therapy Practice, London, United Kingdom*

Research Domain: International Perspectives and context (IPC)

Ukrainian higher education is found to be in the state of crisis by the local and international scholars and commentators (Fimyar, 2008). The persistence of the crisis suggests that higher education system may be caught in a transformational trap (Kovryga and Nickel, 2006) that combines unreflected assumptions about the past as well as unquestioned agreements with the models of the future. This chapter engages Ukrainian history of oppression and violent exercise of power with a particular emphasis on the events of Holodomor of 1933 and theories of trans-generational trauma transmission to propose that current dysfunctions in the higher education sector may be mirroring the long forgotten events of 1933. We invite Ukrainian higher education leaders and Western leader developers to re-consider approaches to critical thinking in the context of trauma-informed understanding.

Fimyar, O. (2008). Educational policy-making in post-communist Ukraine as an example of emerging governmentality: Discourse analysis of curriculum choice and assessment policy documents (1999–2003), Journal of Education Policy, 23(6), 571–593.
Kovryga, O. and Nickel, P.M. (2006) In a cycle of false necessity? Escaping from embedded quasi- institutions and building a new system of public administration and management in Ukraine. International Journal of Public Administration, 29(13): 1151–1166.

V9

Caerphilly l **Friday 12:00-12:30**

Student Freedom, Doctoral Quality and the Wellbeing Agenda (0369)

Martin Gough, *University of Liverpool, United Kingdom*

Research Domain: Postgraduate Scholarship and Practice (PGSP)

In important ways the traditional PhD is in the academic career the zenith of freedom creatively to explore and articulate one's own contribution to knowledge. Many doctoral candidates embrace this freedom and thrive, some others find this position anguish-inducing (Sartre 1958). Chronic anxiety about this situation may lead to mental ill health, in which generally there is heightened interest in the HE sector, the PGR population prone to experiencing problems in this way (Pierson 2019). But does anguish, in the freedom to choose your own research direction, itself constitute a reduction of wellbeing in any sense? Conceptual analysis and argument, as a method, provides the answer: no. Anguish is a wellbeing problem neither on the utilitarian / medicalised deficit models nor on the Aristotelian epistemic model. Promoting avenues for freedom is essential for quality and does promote wellbeing, as flourishing, on the epistemic model.

V10

Cardiff | **Friday 12:00-12:30**

Art as the heart of sustainable development in higher education (0113)

Heli I. Kauppila, *University Arts Helsinki, Helsinki, Finland*

Academic practice, work, careers and cultures (AP)

This paper introduces artistic-pedagogical research done by teachers participating in higher education course at the University of the Arts Helsinki. The methodological starting point is action research, with emphasis on co-creation and co-reflection using various artistic methods. The research question is, how does art as an approach and the substance of learning, inform the university level teaching development? The data consists of written reflections collected during the two years of the teachers attending the program.

The aim of this research project is to illuminate the tacit processes of art and art teaching, to articulate the experience and expertise that guide the teachers' choices in their teaching, and to acknowledge the differences and similarities among various art fields within the university. Openness, the elements of surprise, and the undefinable nature are the guiding principles of artistic processes and hence the basis for developing the arts-based higher education practices.

V12

Raglan | **Friday 12:00-12:30**

It's a win- win: Developing Post-Doctoral Researcher and Undergraduate opportunities (0162)

Jennifer Leigh, Helen Leech, Jo Collins, Hannah Greer, David Nettleingham, **Triona Fitton**, University of Kent, United Kingdom

Research Domain: Academic practice, work, careers and cultures (AP)

The idea behind our initiative was two-fold. We wanted to provide an opportunity for PDRAs to model grant writing and application processes, design an independent research project, gain a mentor, and be involved with short-listing, interviewing and managing a research assistant.

For the UGs, we wanted to give an opportunity to apply for a research orientated position, get feedback on their application form and interviews, and win an opportunity to be part of cutting edge research whilst earning a living wage of £10/hour.

A 6/10 of our PDRA winners are women, and the competition has succeeded in engaging Widening Participation UG students and giving them feedback and research opportunities (85/100 at application, 35/38 at interview, 9/10 winners).

Now we want to extend our competition into other institutions looking to provide a relatively low-cost option of PDRA and UG research development. We are actively seeking partners for a multi-site externally-funded study.

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SRHE Annual Conference on Research into Higher Education

9-11 December 2020
Celtic Manor, Newport, South Wales, United Kingdom

SRHE Newer Researchers Conference

8 December 2020
Coldra Court, Newport, South Wales, United Kingdom

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We also warmly thank all individuals who support the conference as session chairs.

The contribution of all these individuals and many others in the Society is fundamental to the success of this conference.

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Rob Gresham   SRHE Manager, Operations and Finance
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Design and Web Support

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