

	A	B	C	D	E	F	
08:45-09:00	Opening remarks from SRHE						
09:00-10:00	Plenary 1: Access, Participation, and (Im)mobilities in Higher Education Plenary speakers: Dr Emily F. Henderson, Dr Charoula Tzanakou, and Dr Nidhi S. Sabharwal. In this session, our speakers will discuss issues around access to and participation in higher education. With a particular emphasis on qualitative research and capturing lived experiences of studying and working in higher education, this panel considers relational approaches to mobility in the sector, and aims to problematise binary thinking around (im)mobilities. Themes explored in this panel include belonging, social justice, (in)flexibility, and stuckness.						
10:00-10:45	(break)						
10:45-12:15	Panel sessions: 1a Richard Race Unpacking the divergence of mobility trajectories in doctoral education: the contested role of individual agency and reflexivity Xiujuan SUN <i>The Education University of Hong Kong, N/A, Hong Kong</i> Home away from home? A space and place perspective of Western-educated mainland Chinese doctoral students at a Hong Kong university Jian Wu ¹ , Ling Wang ² ¹ University of Cambridge, Cambridge, United Kingdom. ² Hong Kong University, Hong Kong, China	Panel sessions: 1b Whither epistemic (in)justice? English medium instruction in conflict-affected contexts Kevin Kester ¹ , Sin-Yi Chang ² ¹ Seoul National University, Seoul, Korea, Republic of. ² National Taiwan University, Taipei, Taiwan Understanding Asian students' transnational higher education experiences: the case of alums from the international IB Diploma Programme Lizhou Wang <i>Boston College, CHESTNUT HILL, USA</i>	Panel sessions: 1c Mazia Yassim Differences in education and employment inequalities based on the social and cultural environments of universities Anesa Hosein ¹ , Kieran Balloo ^{2,1} , Nicola Byrom ³ , Cecilia Essau ⁴ ¹ University of Surrey, Guildford, United Kingdom. ² University of Southern Queensland, Springfield, Australia. ³ King's College London, London, United Kingdom. ⁴ University of Roehampton, London, United Kingdom Mobilising Success Differently Penny Jane Burke , Anna Bennett , Kristen Allen <i>University of Newcastle, Newcastle, Australia</i> Habitus, helicopters and wholesale escape: critiquing social mobility through elite higher education in another country Anna Mountford-Zimdars ¹ , Neil Harrison ¹ , Julia Gault ² ¹ University of Exeter, Exeter, United Kingdom. ² Independent Researcher, X, USA	Panel sessions: 1d The Implementation of Project-based-learning in China's Higher Education: A Case Study Jiarui Li <i>Durham University, Durham, United Kingdom</i> Virtual guest speakers to an online CLIL course: A study in mobility and impact Yoke Sim FONG <i>National University of Singapore, Singapore, Singapore</i> Spoiled for choice? Factors influencing student selection of research projects and how they subsequently evaluate their choices Isabelle C. Winder <i>Bangor University, Bangor, United Kingdom</i>	Panel sessions: 1e Ella Taylor-Smith The Forgotten Level 5: Transitions within a Degree Tom Mercer , Leanne Kidson , Sarah Whitehouse , Rosalyn Collings <i>University of Wolverhampton, Wolverhampton, United Kingdom</i> A Bourdieusian study of reflexivity, capital and emotions in the development of career aspirations. Jill Webb <i>York, York, United Kingdom</i> Independent learner as the ideal – normative representations of higher education students in film and television drama across Europe Anu Lainio <i>University of Surrey, Guildford, United Kingdom</i>		
12:15-12:45	(break)						
12:45-14:15	Panel sessions: 2a Rosemary Deem	Panel sessions: 2b Yann Lebeau	Panel sessions: 2c Publish or pòmiè! Writing for publication in Chinese universities	Panel sessions: 2d Ana Baptista	Panel sessions: 2e Using Census data to generate a UK-wide measure of disadvantage		

	<p>Resisting Digital Change: Is it a Bad Thing?: An exploration into why university staff resist digital teaching Melissa Laufer¹, Len Ole Schäfer², Bronwen Deacon¹ ¹Alexander von Humboldt Institute for Internet and Society, Berlin, Germany. ²FernUniversität in Hagen, Hagen, Germany</p> <p>Digital performance management in higher education: transforming the control of academic work? Liudvika Leisyte Center for Higher Education, TU Dortmund University, Dortmund, Germany</p>	<p>Exploring the participation and lived experience of Black African, Black Caribbean and Other Black (BACOB) doctoral candidates in English universities Bamba Khan Nottingham Trent University, Nottingham, United Kingdom</p> <p>Responding to racial microaggressions: Chinese students' experience in the UK and universities' global social responsibility Jingran Yu¹, Rohini Rai², Miguel Antonio Lim³, Hanwei Li⁴ ¹Xiamen University, Xiamen, China. ²Brunel University, London, United Kingdom. ³University of Manchester, Manchester, United Kingdom. ⁴Tampere University, Tampere, Finland</p>	<p>Xiaijing Chen, Ibrar Bhatt Queen's University Belfast, Belfast, United Kingdom</p> <p>Chinese Higher Education Pedagogies in Social Sciences and Humanities: A Systematic Literature and Policy Review Miguel Antonio Lim, Zhuo Sun, Limanzi Xu, Yaqiao Liu University of Manchester, Manchester, United Kingdom</p>	<p>The 'studiability' of degree programmes Gerda J. Visser-Wijnveen Anton de Kom University of Suriname, Paramaribo, Suriname</p> <p>Blurring the boundaries between higher education and professional practice: Constructing new relations across institutional and epistemic spaces Hege Hermansen, Sølvi Mausethagen Centre for the Study of the Professions, OsloMet, Oslo, Norway</p> <p>Making public policy mobile: On the interrelationship between public policy degrees and job trajectories Alexander Mitterle¹, Christoph Schubert² ¹University of Hamburg, Hamburg, Germany. ²Martin-Luther-University Halle-Wittenberg, Halle, Germany</p>	<p>Tej Nathwani, Siobhan Donnelly, Jenny Bermingham Higher Education Statistics Agency, Cheltenham, United Kingdom</p> <p>A mixed-methods exploratory study of the university experiences of working-class international students in UK universities. Alina Schartner, Samantha Shields Newcastle University, Newcastle, United Kingdom</p> <p>'I have been very tired': First-year international students' complex university transitions during the pandemic Lizhou Wang Boston College, CHESTNUT HILL, USA</p>
14:15-15:00	<p>Higher Education Policy Network with Dr Karen Smith and Prof Colin McCaig. Details to follow</p>	<p>Learning, Teaching, and Assessment Network facilitated by Dr Namrata Rao and Dr Patrick Baughan. Our LTA network convenors will introduce the network and reflect on its activities to date, including presenting a paper which has been published on the basis of their exchanges as LTA network convenors.</p>	<p>Enterprise, Employability & Work-Based Learning Network with network convenors Dr Ciaran Burke, Dr Fiona Christie, and Dr Tracy Scurry</p> <p>(details to follow)</p>		
15:00-15:15	(break)				
15:15-16:45	<p>Panel 3a: symposium Research with international students: Reflecting on critical conceptual and methodological considerations</p> <p>From the Linguistically Deficient to the Linguistically Oppressed International Student Vijay Ramjattan</p> <p>Research Methods through Co-Design with International Students</p>	<p>Panel sessions: 3b Ella Taylor-Smith</p> <p>Hypocrisy or Authentic Agitation? Reflections on Addressing the HE Awarding Gap ORLAGH McCabe, Eileen Pollard, Stephen Powell Manchester Metropolitan University, Manchester, United Kingdom</p>	<p>Panel 3c: symposium Professional staff becoming steadily more mobile and visible – How their careers, skills and identities have made this group borderless</p> <p>Professional staff in education becoming more visible and knowledgeable - Connecting the dots to shed light on their community, identity, and the relations with academics Susi Poli</p>	<p>Panel sessions: 3d Emily Henderson</p> <p>The internationalisation of doctoral education: the puzzling oversight of incoming mobility strategies Sónia Cardoso, Cristina Sin CeIED - Interdisciplinary Research Centre for Education and Development, Universidade Lusófona, Lisboa, Portugal</p>	<p>Panel sessions: 3e</p> <p>Gendered implications of disrupted mobilities for female academics during COVID-19 Kate Carruthers Thomas, Hannah Malpass Birmingham City University, Birmingham, United Kingdom</p> <p>Traversing the 'feminist killjoy' as an affective social assemblage during the transition from</p>

Samridhi Gupta, Thuy-Anh Nguyen, Mollie Dollinger

Stereotyping International Students: The Role of Conceptual Framing in Research
Tang Heng

Conceptualising to transcend: Glocal imaginaries and the international student
Kalyani Unkule

The Impostor Phenomenon Among Racially Minoritised Students: A Qualitative Study

Deborah Husbands¹, Orkun Yetkili¹, Skaiste Linceviciute²

¹University of Westminster, London, United Kingdom.

²University of Bournemouth, Poole, United Kingdom

Research Management and Administration as a Profession: Who are Research Managers and Administrators? Demographics of the profession internationally.
Simon Kerridge

Navigating cross-cultural and disciplinary spaces - Borderless or third space professionals by chance or for choice?
Silke Blohm

An Emerging Profession for Doctorate Degree Holders as Research Managers and Administrators (DRMAs)
Mariko Yang-Yoshihara

Pandemic Perspectives: Virtual Mobility and Capability in Doctoral Education

Tanvir Ahmed, Chris Day, Nikki Harkin
Coventry University, Coventry, United Kingdom

Doctoral supervision across worlds: comparative supervisor lenses exposed through collaborative workshops

Jennie Golding¹, Hileni Kapenda², Kakoma Luneta³, Patricia Phirinalube⁴

¹UCL, London, United Kingdom.

²University of Namibia, Windhoek, Namibia. ³University of Johannesburg, Johannesburg, South Africa. ⁴University of Zambia, Lusaka, Zambia

secondary school to Higher Education.

Abigail Wells

University of Sussex, Brighton, United Kingdom

	A	B	C	D	E	F
10:00-10:30	<p>A launch event for our forthcoming SRHE series on Landscapes of Learning for Unknown Futures: Prospects for Space in Higher Education (2023) with Prof Sam Elkington and Dr Jill Dickinson</p>					
10:30-12:00	<p>Poster session 1 All poster presenters are invited to be available for live discussion via Zoom with conference attendees. We hope you can join us at these times to speak with the poster presenters about their work. Posters can be viewed in the Poster Gallery in Oxford Abstracts throughout the conference week.</p> <p>All Newer Researchers who present a poster are eligible for our SRHE Newer Researcher Poster Prize - good luck to all involved!</p>					
12:00-12:30	<p>Taylor & Francis: Publishing in academic education journals: the publishing landscape In the first of two informal and interactive sessions on 'Publishing in Academic Education Journals', Routledge (Taylor and Francis) Portfolio Manager, Katrina Hulme-Cross will introduce key topics including how to choose the right journal for your research, open access, predatory publishing; and publication ethics.</p>	<p>Getting Published With Bloomsbury: A Workshop for ECRs This workshop is focussed on giving early career researchers an overview of the publishing process and advice on how to get their first academic book published.</p>				
12:30-12:45						
12:45-14:15	<p>Panel sessions: 4a</p> <p>Decolonising the literary and literary related doctorate <u>Gina Wisker</u> <i>University of Bath, Bath, United Kingdom. University of Johannesburg, Johannesburg, South Africa</i></p> <p>Does diversifying curricula reduce White/BAME awarding gaps? Lessons from a process evaluation <u>Kathleen M. Quinlan</u>, <u>Mi Young Ahn</u>, <u>Barbara Adewumi</u> <i>University of Kent, Canterbury, United Kingdom</i></p>	<p>Panel sessions: 4b Kate Carruthers Thomas</p> <p>Face-to-face versus online interviews when choice is returned - the virtual mobility of qualitative researchers in changing HE spaces <u>Angela Lawrence</u> <i>Teesside University, Middlesbrough, United Kingdom</i></p> <p>'It was a good email': Pre-application communications in doctoral student recruitment and the role of the potential supervisor</p>	<p>Panel 4c: symposium Determinants, experiences, and outcomes of international student mobility in the wake of the Covid-19 pandemic</p> <p>What comes next? How Covid-19 may impact the labour market outcomes of internationally mobile students: A scoping review <u>Georgiana Mihut</u>, <u>Icy Fresno Anabo</u>, <u>Georgina Kasza</u>, <u>Adriana Pérez Encinas</u>, <u>John Cullinan</u>, <u>Jannecke Wiers-Jenssen</u>, <u>Umar Bin Qussem</u>, <u>Manuel Souto-Otero</u>, <u>Darragh Flannery</u>, <u>Donal Palcic</u></p>	<p>Panel sessions: 4d</p> <p>The Institutional Strategy and Undergraduate Teaching of Engineering Studies in World-class Universities – Case Study in China, United Kingdom and Canada <u>KAIYUN FENG</u> <i>University College London, London, United Kingdom</i></p> <p>Culture and Curriculum Change: A Prestige Economy Analysis <u>Camille Kandiko Howson</u>, <u>Michael Fox</u>, <u>Martyn Kingsbury</u> <i>Imperial College London, London, United Kingdom</i></p>	<p>Panel sessions: 4e Jane Creaton</p> <p>Navigating the 'unprecedented'? Understanding disabled people's experiences of higher education during the Coronavirus pandemic <u>Stuart Read</u> <i>Bath Spa University, Bath, United Kingdom</i></p> <p>Retention of disabled students in Scottish higher education <u>Patricia E. Castellano</u> <i>University of the West of Scotland, Paisley, United Kingdom</i></p> <p>Not Visible but Exposed: The Lived Experience of Disabled Academics</p>	

	<p>Developing Institutional Partnership Approaches to Diversifying and Decolonising the Curriculum Jo Hall, Jennie Jones, Joanna MacDonnell <i>University of Brighton, Brighton, United Kingdom</i></p>	<p>Emily Henderson¹, James Burford¹, Ahmad Akkad¹, Sophia Kier-Byfield¹, Dangeni Dangeni^{1,2} ¹<i>University of Warwick, Coventry, United Kingdom.</i> ²<i>University of Glasgow, Glasgow, United Kingdom</i></p> <p>Improving the research culture: the case of PhD Suites Imran Akhtar <i>University of Bolton, Bolton, United Kingdom</i></p>	<p>The impact of Covid-19 on social inequalities in ISM Joana Almeida, Ewa Krzaklewska, Nicolai Netz</p> <p>The impact of Covid-19 on the social and cultural integration of international students Cristina Sin, Orlanda Tavares</p>		<p>Gayle Brewer <i>University of Liverpool, Liverpool, United Kingdom</i></p>
14:15-15:00 (break)					
<p>15:00-16:30</p>	<p>Panel sessions: 5a</p> <p>Evaluation of Students' Performance in different learning environments: Face-to-face (pre-pandemic), Completely Online (peri-pandemic), Blended (post-pandemic)(Covid-19 pandemic time-based analysis) Sridharan Govindarajan, Helen E Higson <i>Aston University, Birmingham, United Kingdom</i></p> <p>Examining the engagement of undergraduates in their first semester of university-level study in the post-pandemic era Rebecca Turner, Oliver Webb, Christie Pritchard <i>University of Plymouth, Plymouth, United Kingdom</i></p> <p>Pandemic and its impact on teaching and learning: What are the UK universities holding on to? Tanya Hathaway¹, Namrata Rao² ¹<i>Bangor University, Bangor, United Kingdom.</i> ²<i>Liverpool Hope University, Liverpool, United Kingdom</i></p>	<p>Panel 5b:symposium The Business of Widening Participation</p> <p>The 'business of WP' of WP: Reconciling values in practice Ruth Squire, Jon Rainford</p> <p>The Impact of Widening Participation on Further Education Settings in England Peter Wolstencroft</p> <p>Widening Participation in an evolving differentiated market: a policy analysis Colin McCaig</p> <p>Widening Participation For Profit – Private Providers and WP Policy in England Graeme Slater</p>	<p>Panel sessions: 5c</p> <p>NAVIGATING TRANSFORMATION OF INDIAN HIGHER EDUCATION INSTITUTIONS USING UNLEARNING MECHANISM Shubham Sharma, Usha Lenka <i>Indian Institute of Technology Roorkee, Roorkee, India</i></p> <p>Nation-bounded internationalization of higher education: A comparative analysis of two periphery countries Betül Bulut Şahin <i>Middle East Technical University, Ankara, Turkey</i></p> <p>Is Soviet-style Research Organization Model at Uzbek Universities Still Effective? What are the Key Issues and How to Solve Them? Mokhidil Mamasolieva <i>University of Surrey, Guildford, United Kingdom</i></p>	<p>Panel sessions: 5d Richard Race</p> <p>Continuing Professional Education: A Framework of Participation Lesley McLean <i>Edinburgh Napier University, Edinburgh, United Kingdom</i></p> <p>The Mobilities of Micro-credentials Peter Evans <i>University of Edinburgh, Edinburgh, United Kingdom</i></p> <p>Why does a doctorate in business administration (DBA) provide such unique impact on all its stakeholders? Joy Garfield, Chris Owen, Helen Higson <i>Aston Business School, Birmingham, United Kingdom</i></p>	<p>Panel sessions: 5e</p> <p>'Sort by relevance': Exploring user assumptions about ranking in online academic literature searches Katy Jordan, Sally Po Tsai <i>University of Cambridge, Cambridge, United Kingdom</i></p> <p>Digital Transformation in Higher Education Institutions: a Systematic Literature Review Mario Gay¹, Ilaria falvo², Benedetto Lepori² ¹<i>Head of IT Services, Università della Svizzera italiana, Lugano, Switzerland.</i> ²<i>Faculty of Communication and Cultural Society, Institution of Communication and Public Policy, Università della Svizzera italiana, lugano, Switzerland</i></p> <p>Pedagogical and theoretical mobilities in recent scholarship in digital education: a state of the art review in the age of Covid Louise Drumm <i>Edinburgh Napier University, Edinburgh, United Kingdom</i></p>

	A	B	C	D	E	F
09:00-10:30	<p>Panel sessions: 6a</p> <p>Making comparisons in an open feedback environment: Providing exemplars, modelling uptake strategies, and supporting feedback implementation James Wood <i>Bangor University, Bangor, United Kingdom</i></p> <p>What characterises productive feedback encounters? Lasse Jensen^{1,2}, Margaret Bearman², David Boud^{2,3,4} ¹<i>University of Copenhagen, Copenhagen, Denmark.</i> ²<i>Deakin University, Melbourne, Australia.</i> ³<i>University of Technology Sydney, Sydney, Australia.</i> ⁴<i>Middlesex University, London, United Kingdom</i></p>	<p>Panel sessions: 6b Gerda Visser-Wijnveen</p> <p>Exploring opportunities for mobile learning in a post-COVID world Neil Cowie¹, Elisa Bone² ¹<i>Okayama University, Okayama, Japan.</i> ²<i>University of Melbourne, Melbourne, Australia</i></p> <p>Will Open Educational Resources underpin students' engagement in EFL class?: Investigating the feasibility of adopting OER in Japanese universities Yaoko Matsuoka^{1,2}, Hiroyuki Ida³ ¹<i>University of the People, Pasadena, USA.</i> ²<i>International Christian University, Tokyo, Japan.</i> ³<i>Josai University, Saitama, Japan</i></p>	<p>Panel sessions: 6c Jane Creaton</p> <p>Boundaries and tensions: A multi-stakeholder exploration of the individual and institutional implications of global academic mobility Tracy Scurry, Susan Kirk, Smruthi Venkat <i>Newcastle University, Newcastle-Upon-Tyne, United Kingdom</i></p> <p>RESEARCHERS' (IN)MOBILITIES, COLLABORATIVE PRACTICES, AND THE CHANGING KNOWLEDGE GEOGRAPHIES IN THE SOCIAL SCIENCES AND HUMANITIES Lautaro Vilches <i>Humboldt Universität, Berlin, Germany.</i> <i>DZHW, Berlin, Germany</i></p>	<p>Panel sessions: 6d</p> <p>Mapping the values and identities of academics who teach into widening participation university preparation programs Kieran Balloo¹, Daniel Crane¹, Russell Crank², Susan Hopkins¹, Mary McGovern², Geoffrey Parkes¹, Julie Penno¹, Fabiane Ramos¹, Niharika Singh¹, Nicholas Todd¹, Victoria Wilson¹, Angela Windsor¹, Sue Worsley¹ ¹<i>University of Southern Queensland, Springfield, Australia.</i> ²<i>University of Southern Queensland, Toowoomba, Australia</i></p> <p>Becoming a university academic liaison tutor: expert academics reconstructing their identity as 'third space professionals' in the university workplace Hazel Messenger, Wendy Bloisi, Zainab Fakhr <i>London Metropolitan University, London, United Kingdom</i></p>	<p>Panel sessions: 6e Martin Gough</p> <p>Giving Consideration to Psychological Safety in the Doctoral Program Jayne Carruthers <i>The University of Newcastle, Newcastle, Australia</i></p> <p>Beyond Safety in Teaching and Learning: Supporting the Delivery of Challenging and Contested Topics Lauren McAllister^{1,2,3}, Luke Ward⁴, Lauren Young⁴ ¹<i>NORTHAMPTON, NORTHAMPTON, United Kingdom.</i> ²<i>Open University, Milton Keynes, United Kingdom.</i> ³<i>En-Fold- Autism Charity, Northampton, United Kingdom.</i> ⁴<i>university of northampton, northampton, United Kingdom</i></p>	<p>Panel 6f: symposium Intersecting inequalities in mobility of higher education students and graduates from Asia and Africa</p> <p>The interplay of social class and gender on Chinese international postgraduates' mobility and cultural consumptions in the UK Mei Hu</p> <p>Intersecting inequalities in young Chinese women's transnational education mobility: Class, race, gender and age Fran Martin</p> <p>Strategies of International Students, Intersecting Inequalities Carola Bauschke-Urban</p> <p>Intersecting inequalities and transnational biographies of international students from China, Indonesia, Thailand, and Tanzania Marta Moskal</p>
10:30-11:00	(break)					
11:00-12:30	<p>Plenary 3: Reframing Education in Emergency with Cara (Council for At-Risk Academics) and Tejendra Pherali (Professor of Education, Conflict and Peace at UCL Institute of Education)</p> <p>This plenary session provides a space to discuss and better understand the challenges facing higher education in situations of conflict. We will hear from Cara (the Council for At-Risk Academics) UK partners and Sham University collaborators, who will present on the work they have been doing as part of the Cara Syria Programme. Topics will include key considerations in creating and supporting this kind of partnership; the challenges and barriers faced by researchers on both sides in situations of instability and persecution; and the research frameworks and methodologies employed and adapted to facilitate this work. It will focus, in particular, on displaced academic communities in Northwest Syria, and ways in which the global HE sector can support and advocate for those seeking to sustain access to HE in conflict-affected contexts.</p> <p>Panellists:</p> <ul style="list-style-type: none"> • Dr Tom Parkinson, Senior Lecturer, Centre for the Study of Higher Education, Reader and Programme Director of the MA and PGDip in HE, University of Kent • Professor Miassar AlHasan, Head of Sham University Studies and Research Centre • Dr Abdulkader Rashwani, Sham University Deputy Rector and Dean of the Faculty of Engineering 					

12:30-13:15

Policy Reviews in Higher Education: journal publishing for policy impact with Professor Ellen Hazelkorn, joint Editor of Policy Reviews in Higher Education

Bloomsbury Book Proposal Drop-in Sessions
Book a 1-2-1 meeting to discuss a new book proposal with Bloomsbury's editor for higher education, Senior Publisher Alison Baker.

Publishing in the SRHE/Routledge Series 1-2-1 Sessions
Sarah Hyde, Higher Education Commissioning Editor, Routledge will be available to answer queries and give advice on publishing a book within the SRHE series. Please do contact her directly at sarah.hyde@tandf.co.uk [sarah.hyde@tandf.co.uk] to book a 10-minute chat. Please note that if this particular time doesn't suit your schedule, Sarah would still be happy to hear from you, so please do get in touch.

13:15-13:30

(break)

13:30-15:00

Panel sessions: 7a
Marta Moskal

Unpacking the 'international' in international academic mobility
[Vera Spangler](#)¹, Lene Møller Madsen¹, Hanne Kirstine Adriansen²
¹University of Copenhagen, Copenhagen, Denmark. ²Aarhus University, Copenhagen, Denmark

Does International Higher Education Transform Political Thoughts of Sojourners? A comparative study of Uzbek outbound students and returnees
[Mokhidil Mamasoliev](#)
University of Surrey, Guildford, United Kingdom

Panel sessions: 7b
Patrick Baughan

A Case Study of how research co-creation between schools and a university research centre is supporting the development of 'Epistemically Insightful' curriculum transformation in English Secondary Schools.
[Finley Lawson](#)¹, Michelle Lawson²
¹Canterbury Christ Church University, Canterbury, United Kingdom. ²Wilmington Grammar school for Girls, Dartford, United Kingdom

"Think through the consequences": Higher Education staff reflections on student-led international university-community partnerships
[Lorraine Tansey](#)
NUI Galway, Galway, Ireland

Community Engaged Learning and the COVID-19 Pandemic: Illuminating the "Crisis of Meaning" in University Communities
[Kristina Axenova](#), Sandra Smeltzer, [Amala Poli](#)
Western University, London, Canada

Panel sessions: 7c

Mobility after the PhD: exploring the characteristics and outcomes of UK doctoral graduates
[Alice Dias Lopes](#), [Sally Hancock](#)
University of York, York, United Kingdom

David against Goliath? A Critical Discourse Analysis of newspaper articles on a policy that removed tuition fees in the highly marketised Chilean society
[Patricio Sanchez-Campos](#)¹, Elizabeth Nixon¹, Ekaterina Nemkova², Heidi Winklhofer¹
¹Nottingham University Business School, Nottingham, United Kingdom. ²Isege School of Management, Paris, France

(Dis)Engagement of Eritrean Diaspora Academics with their Country of Origin
[Samson Tsegay](#)
Anglia Ruskin University, Cambridge, United Kingdom

Panel sessions: 7d

Gaps and slopes: the problem of 'leveling' non-traditional students in Latin American Higher Education
[Rafael Miranda-Molina](#)
Universidad Alberto Hurtado, Santiago, Chile

How does study abroad experience influence the gender wage gap?
[Nicolai Netz](#), Cordua Fine, Frauke Peter
German Centre for Higher Education Research and Science Studies, Hannover, Germany

Students' orientations toward higher education in England: defining value for money
[Kristina Gruzdeva](#)
University of Birmingham, Birmingham, United Kingdom

Panel sessions: 7e

The effect of virtual international student mobility experiences on physical cross-border academic mobility aspirations of young adults from different socio-economic backgrounds from Russia and Kazakhstan
[Mariia Tishenina](#)
Edge Hill University, Ormskirk, United Kingdom

Physical versus virtual mobility: the ecological systems of international students studying under different formats
[Daian Huang](#)
The University of Manchester, Manchester, United Kingdom

Blended learning: next steps, new opportunities.
[Ian Durrant](#)¹, [Lee Hazledene](#)¹, [Maria Lehane](#)², [Marianna Papadopoulou](#)¹
¹CCCU, Canterbury, United Kingdom. ²CCCU, Canterbury, United Kingdom

15:00-15:15

(break)

15:15-15:55

Demystifying Peer Review: with Higher Education Quarterly

with Dr João Miguel dos Santos. In this two-part session, João will discuss on a number of topics relating to peer review including: being or becoming a first-time reviewer; the relationship between peer reviewers and editors; and good peer reviewing practice. Following João's presentation, participants will have the opportunity to interact with examples of peer reviews, and ask questions about the peer review process.

15:55-16:15

(break)

16:15-17:45

Panel sessions: 8a

The interaction between Chinese women's understanding of womanhood and their lived experience in UK Higher Education
Qiao Dai
University of Glasgow, Glasgow, United Kingdom

Demystifying International Graduate Experiences and Career Destinations: The Experiences of Chinese Overseas Returnees
Xin Zhao
The University of Sheffield, Sheffield, United Kingdom

There and back again: Transnational mobilities of returnee doctoral supervisors with overseas doctorates
Bing Lu
University of Warwick, Coventry, United Kingdom

Panel sessions: 8b

Sónia Cardoso

A Comparative Exploration of Post-Graduation Educational Mobility for College, Institute and University Graduates
Fiona McQuarrie, Anna Tikina
British Columbia Council on Admissions & Transfer, Vancouver, Canada

An exploration of the factors affecting the likelihood of young people in England progressing into higher education
Paul Martin
University of Warwick, Coventry, United Kingdom

A comparative analysis of post-16 learner outcomes: social mobility and educational transitions
Pallavi Banerjee¹, Debra Myhill¹, Joanne Tyssen²
¹University of Exeter, Exeter, United Kingdom. ²University Centre Leeds, Leeds, United Kingdom

Panel sessions: 8c

Yann Lebeau

An analysis of the UK's Turing Scheme as a response to socio-economic and geo-political challenges
Rachel Brooks¹, Johanna Waters²
¹University of Surrey, Guildford, United Kingdom. ²UCL, London, United Kingdom

Institutional Diversity and Student Mobility Trends in Europe, a Longitudinal Approach
Agata A. Lambrechts, Pinar Eldemir, Benedetto Lepori
Institute of Communication and Public Policy, Università della Svizzera italiana, Lugano, Switzerland

Does knowledge travel across institutional boundaries? Problematising the European Qualification Framework from the perspective of knowledge
Johanna Annala
Tampere University, Tampere, Finland. Uppsala University, Uppsala, Sweden

Panel sessions: 8d

Pauline Kneale

Mentorship, sponsorship and the hidden curriculum of research funding
Michelle McGinn¹, Sandra Acker²
¹Brock University, St. Catharines, Canada. ²University of Toronto, Toronto, Canada

Evaluating the use of peer mentoring in developing mathematical skills
Thomas Harvey-Ball¹, Helen Higson²
¹Birmingham, Birmingham, United Kingdom. ²Aston University, Birmingham, United Kingdom

Succeed with Skills: A Diagnostic Programme to Bridge Gaps in Higher Education
Joe Greenwood, Sumona Mukhuty
Manchester Metropolitan University, Manchester, United Kingdom

Panel sessions: 8e

Jacqueline Stevenson

Conceptualising higher education (i)mobility in contexts of socio-spatial exclusion in South Africa
Faith Mkwanzani, Mikateko Mathebula
University of the Free State, Bloemfontein, South Africa

"Not everything that counts can be counted": Transforming teaching excellence awards at a post-colonial South African university
Karin Cattell-Holden
Stellenbosch University, Stellenbosch, South Africa

Catalysing Africa's sustainable development through university's community-based research: The role of indigenous knowledge systems
Marcellus Mbah¹, Ane Turner Johnson²
¹Institute of Education, University of Manchester, Manchester, United Kingdom. ²Rowan University, Glassboro, New Jersey, USA

Panel sessions: 8f

Kate Carruthers Thomas

Reflections on research and practice in Equality and Diversity
Hannah Bartlett, Helen Higson
Aston University, Birmingham, United Kingdom

An empirical analysis of the determinants of the NSS overall satisfaction scores: Do universities produce scores efficiently?
Ray Bachan
University of Brighton, Brighton, United Kingdom

Researching the broken pipeline: HE as affectively racialised space
Rob Smith, Amanda French
Birmingham City University, Birmingham, United Kingdom

	A	B	C	D	E	F
09:00-10:30	<p>Panes sessions: 9a Marta Moskal</p> <p>Europeanisation agenda and membership in the European Higher Education Area post-2020: stakeholders' perspectives from the UK and Germany Iryna Kushnir <i>Nottingham Trent University, Nottingham, United Kingdom</i></p> <p>Career planning among self-initiated expatriate engineering academics in the UK during Brexit Inês Direito¹, Shannon Chance^{2,1} ¹<i>UCL, London, United Kingdom.</i> ²<i>TU Dublin, Dublin, Ireland</i></p> <p>Higher education timescapes: temporal understandings of students and learning Rachel Brooks <i>University of Surrey, Guildford, United Kingdom</i></p>	<p>Panel sessions: 9b</p> <p>Mobility equals internationalisation? Students' perceptions of quality of higher education in Denmark Paola Eiras <i>Aarhus University, Copenhagen, Denmark</i></p> <p>Exploring teaching and learning cultures in transnational pedagogical development cooperation Vesna Holubek <i>Tampere University, Tampere, Finland</i></p> <p>Supporting Transnational Education in the Philippines through the development of a TNE Toolkit Karen Smith¹, Steve Outram², Lotus Postrado³, Kris Anne Cortez³, Danie Son Gonzalvo³, Pierre Pecson³ ¹<i>University of Hertfordshire, and Advance HE Global Associate, Hatfield, United Kingdom.</i> ²<i>independent higher education consultant and researcher; Advance HE Global Associate, Stoke-on-Trent, United Kingdom.</i> ³<i>British Council Philippines, Taguig City, Philippines</i></p>	<p>Panel 9c: symposium Higher Education's Language Problem: Critical perspectives on teaching in the multilingual university</p> <p>Contortion, loss and moments for joy: insights into writing groups for international doctoral students Fawzia Haeri Mazanderani, Emily Danvers, Tamsin Hinton-Smith, Rebecca Webb</p> <p>Theorising epistemic outcomes of English Medium Instruction (EMI) in a South Korean multilingual university context Juup Stelma, Dylan Williams</p> <p>Medium of instruction policy implementations, disruptions and future possibilities in Bangladeshi higher education: A translanguaging perspective Abu Saleh Mohammad Rafi</p> <p>The scramble for EMI: Lessons from postcolonial 'old EMI' universities Fiona Willans</p>	<p>Panel sessions: 9d Martin Gough</p> <p>Inclusive university courses for students living with disability: Could universal design for instruction fulfil that promise? Miriam Edwards <i>University of Melbourne, Melbourne, Australia</i></p> <p>Identification of barriers to international student mobility. Henrietta Standley, Liz Irvine, Richard Madgwick <i>Cardiff University, Cardiff, United Kingdom</i></p> <p>Universal Design for Learning and Inclusion in Higher Education - Group Work for Effective Learning with Diverse International Students in the UK Beth Cross¹, Xiao Qu² ¹<i>University of the West of Scotland, Paisley, United Kingdom.</i> ²<i>University of the West of Scotland, London, United Kingdom</i></p>	<p>Panel sessions: 9e</p> <p>A change of heart? A simple textual object serves as powerful agent in legitimising English higher education policy shifts, 2003-2016. Deanna Meth <i>Queensland University of Technology, Brisbane, Australia</i></p> <p>Exploring New and Traditional Partnerships for Innovation in Higher Education in the Post-Pandemic World- An Extension of the Triple Helix Model Himani Sharma, Santosh K. Patra <i>MICA, Ahmedabad, India</i></p>	<p>Panel 9f: symposium Graduate transitions: new insights about employability and success</p> <p>Capitals and Compromises: How students use unpaid work to facilitate career mobilities Eileen Cunningham</p> <p>Moving beyond objective evaluations of successful graduate outcomes: Insights from 'new' Graduate Voice data. Sean Brophy, Fiona Christie, Tracy Scurry</p> <p>The best of both worlds? The working lives of Degree Apprentices in England Fiona Creaby, Fiona Christie, James Rattenbury, Katy Jones</p>
10:30-11:00	(break)					
11:00-11:50	<p>Studies in Higher Education on: Preparing Special Issues, with Professor Jens Jungblut</p> <p>About this session: Proposing, coordinating and publishing a successful special issue in a journal can have many advantages: it gives one the possibility to discuss a topic throughout multiple connected articles, it can help to open a new strand of research, it gives important academic experiences, and it can have a</p>	<p>Vitae - details to follow with Hannah Russell - details to follow</p>	<p>Inclusivity in Higher Education Research: Students as Partners in Design, Data collection and Dissemination.</p> <p>facilitated by Research into Higher Education Abstracts editors Dr Roz Collings and Dr Shweta Mishra</p>	<p>Postgraduate Issues Network session</p> <p>Postgraduate Issues Network: a chance to meet the Convenors and raise issues of interest</p> <p>(details to follow)</p>	<p>Employability, Enterprise And Work-Based Learning network</p> <p>with network convenors Dr Ciaran Burke, Dr Tracy Scurry, and Dr Fiona Christie</p> <p>(details to follow)</p>	

positive effect on one's career. Based on his experience as a special issues editor, Jens Jungblut will provide some insights into important questions that one needs to address in the process of proposing and coordinating a special issue. This includes fundamental questions like why one should do a special issue, how to prepare a good proposal, how to structure the editorial process, and how to promote one's work after publication.

Jens Jungblut works as an Associate Professor at the Department of Political Science at the University of Oslo. Prior to this, he was a postdoctoral researcher at Stanford University and at the International Centre for Higher Education Research (INCHER) at the University of Kassel. He received his PhD from the University of Oslo. Jens' main research interests include party politics, policy-making, and public governance in the knowledge policy domain (higher education and research), organizational change in higher education, and the role of (academic) expertise in policymaking. Jens is one of the two special issue editors for Studies in Higher Education.

11:50-12:30

(break)

12:30-14:00

Plenary 4: Imagined Futures for Higher Education

Plenary speakers: Professor Rachel Brooks, Professor Johanna Waters, Professor Louise Morley, and Dr Jan McArthur.

During this session, our speakers will discuss some of the key issues which inform our understanding of the current state of higher education within and beyond the UK, from the perspective of their current research. Our speakers will offer some critical reflections on how these issues may shape the future of higher education, and invite audience members to discuss such questions as: what does a desirable future for higher education look like, who has access to this future, and what challenges might impede its attainment?

14:00-14:30

(break)

14:30-16:00

Panel sessions: 10a

Richard Davies

Mobility and interdisciplinarity in science and social science: A two-way journey?

[Jennifer Leigh](#), Jennifer Hiscock

Panel sessions: 10b

Rosemary Deem

Early career mobility of female doctorate holders

[Inma Alvarez](#), Clare Horackova, Jitka Vseteckova

Panel sessions: 10c

Undergraduate students in peer review: exploring assessment and feedback processes while judging academic work.
[Conor McKeivitt](#)

Panel sessions: 10d

Jacqueline Stevenson

Graduates' responses to student loans in England

[Claire Callender](#)^{1,2}, [Susila Davis](#)¹

Panel 10e: symposium

Addressing 'stuckness': immobilities and intractable inequalities facing HE students across Global South and Global North contexts

University of Kent, Canterbury, United Kingdom

Inspiring Minds Research-Engaged STEAM Outreach: How we can and should change our practice.
[Finley Lawson](#), Stefan Colley
Canterbury Christ Church University, Canterbury, United Kingdom

The Open University, Milton Keynes, United Kingdom

PERSISTENCE OF THE PROFESSORIAL GENDER PAY GAP: WHY DO WOMEN PROFESSORS FAIL TO THRIVE?
Mahesha Samaratunga¹, Patricia Fosh²
¹Queen Mary University of London, London, United Kingdom.
²Southwestern University of Finance and Economics, Chengdu, PRC, Chengdu PRC, China

Queen's University of Belfast, Belfast, United Kingdom. Dundalk Institute of Technology, Dundalk, Ireland

Blurring the (academic) boundaries: bringing staff and research students together in an online writing community
[Claire Mackie](#), [Stephanie Zihms](#)
University of the West of Scotland, Paisley, United Kingdom

¹UCL Institute of Education, London, United Kingdom.
²Birkbeck, University of London, London, United Kingdom

A statistical measure of the design and nature of work undertaken by graduates
[Tej Nathwani](#), Jenny Bermingham, Luke Perrott, Lucy Van Essen-Fishman
Higher Education Statistics Agency, Cheltenham, United Kingdom

'Stuck at home': digital and spatial inequalities and exclusions amongst marginalised students in Global South and North higher education contexts
[Sue Timmis](#), Carolina Valladares Celis

How rural students deal with 'stuckness' and enhance their opportunities in higher education
[Manhong Lai](#), Lan Shi

COVID-19 and student success: A literature analysis of 'stuckness' and systemic inequalities in global north and south contexts.
[Marie Clarke](#), Chrystal A George Mwangi, Mags Liddy

16:00-16:30

(break)

16:30-18:00

Poster session 2

All poster presenters are invited to be available for live discussion via Zoom with conference attendees. We hope you can join us at these times to speak with the poster presenters about their work. Posters can be viewed in the Poster Gallery in Oxford Abstracts throughout the conference week.

All Newer Researchers who present a poster are eligible for our SRHE Newer Researcher Poster Prize- good luck to all involved!

	A	B	C	D	E	F	
09:00-10:30	<p>Panel sessions: 11a</p> <p>Empowered or disempowered by mobility? Experience of international academics in China <u>Shuangmiao Han</u> <i>Zhejiang University, Hangzhou, China</i></p> <p>New (im)mobility tactics of Russian researchers after the 24th of February <u>Lidia Yatluk</u>, <u>Iuliia Khukalenko</u></p> <p>Disrupting or reinforcing (im)mobility in UK higher education? Exploring the impact of the Ukrainian conflict. <u>Rebecca Murray</u>¹, <u>Linda Morrice</u>² ¹<i>University of Sheffield, Sheffield, United Kingdom.</i> ²<i>University of Sussex, Brighton, United Kingdom</i></p>	<p>Panel 11b:symposium Mobilising Higher Education for Social Justice</p> <p>Care leavers and representational efficacy: a praxis-based approach to moving theory and practice forward <u>Matthew Bunn</u>, <u>Emily Fuller</u></p> <p>Mobilising higher education for gender justice praxis <u>Penny Jane Burke</u>, <u>Felicity Cocuzzoli</u></p> <p>Contemporary EDI (equality, diversity, inclusion) as symptom and tool of 'neoliberalisation' in higher education <u>Matt Lumb</u>, <u>Penny Jane Burke</u></p>	<p>Panel sessions: 11c</p> <p>Providing graduate-level excellence in vocational pathways – transcending the academic/vocational boundary in Europe <u>Katherine Emms</u>, <u>Andrea Laczik</u> <i>Edge Foundation, London, United Kingdom</i></p> <p>Direct entrants as route guides to the higher education landscape <u>Ella Taylor-Smith</u>, <u>Debbie Meharg</u>, <u>Khristin Fabian</u> <i>Edinburgh Napier University, Edinburgh, United Kingdom</i></p> <p>Heteroglossic narratives of choice for vocational degrees in an expanding higher education field <u>Stephen Parker</u>¹, <u>Elizabeth Knight</u>², <u>Sue Webb</u>^{3,4}, <u>Trevor Gale</u>⁵ ¹<i>University of Glasgow, Glasgow, United Kingdom.</i> ²<i>Victoria university, Melbourne, Australia.</i> ³<i>Monash University, Melbourne, Australia.</i> ⁴<i>The University of Sheffield, Sheffield, United Kingdom.</i> ⁵<i>Glasgow University, Glasgow, United Kingdom</i></p>			<p>Panel sessions: 11e</p> <p>Cross-sectoral and cross-subject mobility of graduate skills: transfer or translation? <u>Lena Nuechter</u> <i>International Graduate Centre for the Study of Culture, Justus-Liebig-Universität, Giessen, Germany</i></p> <p>Too Prepped to Pivot? A critical exploration of pre-professional identity development in graduates. <u>Ciaran Burke</u>¹, <u>Tracy Scurrey</u>² ¹<i>University of the West of England (UWE), Bristol, United Kingdom.</i> ²<i>Newcastle University, Newcastle, United Kingdom</i></p> <p>My master field was not in line with reality: Insights from Customer Support Employees about Graduate Employability <u>Isirabahenda Gonzague</u> <i>Babeş-Bolyai University, Cluj-Napoca, Romania</i></p>	<p>Panel sessions: 11f <u>Freya Ernsting</u></p> <p>The Impostor Phenomenon Among Racially Minoritised University Students: A Quantitative Study <u>Orkun Yetkili</u>¹, <u>Deborah Husbands</u>¹, <u>Skaiste Linceviciute</u>² ¹<i>University of Westminster, London, United Kingdom.</i> ²<i>Bournemouth University, Poole, United Kingdom</i></p> <p>Graduate Employability: Impact of Race & Gender in Nursing using 'QuantCrit' mixed methods <u>Pamela Morrison</u>, <u>Andrew Morrison</u> <i>Sheffield Hallam University, Sheffield, United Kingdom</i></p> <p>Identifying support needs and developing support for a diverse student group in their transition to higher education <u>Laura Lindsey</u>, <u>Monera Akther</u>, <u>Mark Ashton</u> <i>Newcastle University, Newcastle upon Tyne, United Kingdom</i></p>
10:30-11:15	(break)						
11:15-12:00	<p>Taylor & Francis: Publishing in academic education journals: publishing your research</p> <p>In the second of two informal and interactive sessions on 'Publishing in Academic Education Journals', Routledge (Taylor and Francis) Portfolio Manager, <u>Katrina Hulme-Cross</u> will introduce key topics including preparing and submitting a manuscript to a journal, peer review; and using social media to highlight your research.</p>						
12:00-12:45	(break)						

12:45-14:15

Panel sessions: 12a
Pauline Kneale

Ties that bind: Reimagining participation for student carers and parents in the hybrid university
[Rebecca Sanderson](#)¹, Rachel Spacey¹, Amy Zile²
¹University of Lincoln, Lincoln, United Kingdom. ²University of East Anglia, Norwich, United Kingdom

‘Everything feels a lot riskier’: The impact of care-experience on graduate decision-making and transitions.
[Zoe Baker](#)
University of York, York, United Kingdom

Panel sessions: 12b
Richard Davies

Quantifying Academic Careers: Large-Scale Data and Changing Individual Research Productivity from a Life Cycle Perspective
[Marek Kwiek](#)
University of Poznan, Poznan, Poland

Dancing with the Digital: An epistemic insight-based workshop designed to bridge disciplines and spark students’ epistemic creativity
[Lee Hazeldine](#), Joshua Heyes
Canterbury Christ Church University, Canterbury, United Kingdom

Panel sessions: 12c

“But you’re not an academic, are you?” A study exploring the development of academic identity in dance lecturers.
[Lauren Vincent](#)
Buckinghamshire New University, High Wycombe, United Kingdom.
University of Reading, Reading, United Kingdom

An Activity Theory analysis of professional support and technical staff experiences of induction into teaching.
[Helen Hooper](#), David Hooper
Northumbria University, Newcastle upon Tyne, United Kingdom

Panel sessions: 12d
Pam Denicolo

The present and future of doctoral training in music composition in the UK
[Martin Scheuregger](#)¹, Christopher Leedham²
¹University of Lincoln, Lincoln, United Kingdom. ²Independent scholar, Ely, United Kingdom

Mobilising learning from the ‘hybrid’ and ‘hidden’ curriculum learning spaces of the Professional Doctorate in Education towards ‘becoming’ a researcher.
[Julia Everitt](#)
Birmingham City University, Birmingham, United Kingdom

Panel sessions: 12e
Gerda Visser-Wijnveen

Mobility as rediscovery: The Journey of Deans and Directors of UK Graduate Schools to Rediscover the Purpose and Ideals of Doctoral Education
[Rebekah Smith McGloin](#)¹, Carolyn Wynne²
¹Nottingham Trent University, Nottingham, United Kingdom. ²Coventry University, Coventry, United Kingdom

What is Impact? Humanities PhD Supervisors Negotiating the Imperative of Impact in Danish Doctoral Education.
[Signe Skov](#)
Aarhus University, Aarhus, Denmark

Conceptualisations of research in research assessment and research careers
[Xin Xu](#)¹, [Alis Oancea](#)¹, Gemma Derrick², James Robson¹, Maria Rucsandra Stan³, Antonin Charret¹, Soyoung Lee¹, McQueen Sum¹, Szilvi Watson¹
¹University of Oxford, Oxford, United Kingdom. ²University of Bristol, Bristol, United Kingdom. ³Università Carlo Cattaneo - LIUC, Castellanza, Italy

14:15-14:30

(break)

14:30-16:00

Panel sessions: 13a

Mobilising more women into computing
[Ella Taylor-Smith](#)¹, Carron Shankland², Sally Smith¹, Matthew Barr³
¹Edinburgh Napier University, Edinburgh, United Kingdom. ²University of Stirling, Stirling, United Kingdom. ³University of Glasgow, Glasgow, United Kingdom

Is Belonging Always Positive? Cultivating Alternative and

Panel sessions: 13b

The Rationales Behind Emigration of the Turkish Academic Workforce
[Tugay Durak](#)
UCL, London, United Kingdom

When Forced Mobility Challenges Neoliberal Globalisation: Translating UNESCO’s Agenda for Fair Access to HE into National and Institutional Internationalisation Strategies
[Abass Isiaka](#), [Theresa Frey](#), [Yann Lebeau](#)

Panel sessions: 13c
Pauline Kneale

Considering the Impact of Further and Higher Education Tutor Imaginings of BTEC Learners upon Student Learner Identities
[Freya Ernsting](#)
Manchester Metropolitan University, Manchester, United Kingdom

Exploring the Adult Learners’ Transition from the Workplace to Higher Education
[Kristyna Campbell](#)

Panel sessions: 13d

“Despite the struggles, now I can see...”: Critical incidents during Chinese international student’s learning and development in UK master’s programmes
[- Dangen](#)
University of Glasgow, Glasgow, United Kingdom

“No more snapshots?”: Using longitudinal studies to explore postgraduate international students’ multifaceted experiences

Panel sessions: 13e
Namrata Rao

Enhancing by Stealth: Student ‘Becoming’, Mobility and Engagement
[Katja Jonsas](#)¹, [Boryana Peevska-Cutting](#)²
¹Pearson College London, London, United Kingdom. ²Pearson College London, London, United Kingdom

A gamification approach to enhance ‘third space mobility’: building a digital community and fostering engagement amongst culturally diverse students

Oppositional Belonging at University
[Órla Meadhbh Murray](#), Tiffany Chiu, Jo Horsburgh
Imperial College London, London, United Kingdom

Opportunities and Challenges for Flexible Learning in STEM Higher Education
[Simon Goornev](#), Jacob Sherson
Aarhus University, Aarhus, Denmark

University of East Anglia, Norwich, United Kingdom

Displaced academics as mobile academics?: Lived experiences and positionalities in exile
[Ahmad Akkad](#)
Warwick University, Coventry, United Kingdom

IOE, UCL's Faculty of Education and Society, London, United Kingdom

Understanding the role of pedagogy in the reproduction of social inequalities during students' transition to Higher Education: a Bernsteinian analysis
[Caroline Chaffer](#)
University of York, York, United Kingdom

[Heather Cockayne](#)¹, [- Dageni](#)², [Ying Yang](#)¹
¹*University of Manchester, Manchester, United Kingdom.*
²*University of Glasgow, Glasgow, United Kingdom*

Experiencing negotiated internationalisation: constructing Chinese students' expectation and experiences in a joint venture institution in China
[Bowen Zhang](#)
The University of Manchester, Manchester, United Kingdom

[Elena Moschini](#), [Jan Bamford](#)
London Metropolitan University, London, United Kingdom

Understanding Engagement and Performance of Social Mobility Students
[Lory Barile](#), [Neil Lloyd](#)
University of Warwick, Coventry, United Kingdom

16:00-16:30

Reflection & closing