Book of Abstracts – SRHE Online Conference (4th Dec)

Parallel Session 1:1

10:00 - 11:30 Monday, 4th December, 2023
Chair Clare Loughlin-Chow

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69 How do past feedback experiences influence the use of feedback in postgraduate coursework students

Anastasiya Umarova[1], David Boud[1,2,3], Phillip Dawson[1], Rola Ajjawi[1]

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Research Domains

Learning, teaching and assessment (LTA)

Abstract

A sociocultural view casts feedback as a process that is influenced by context and prior experiences. Yet few have investigated how past feedback experiences shape current student engagement in feedback.

The aim of this paper is to interrogate the feedback histories of students to find out how prior experiences with feedback frame their attitude to and use of feedback in current postgraduate courses. To do this, reflexive thematic analysis was conducted on qualitative data gained from interviews and longitudinal audio diaries.

Early results suggest that: 1. In the past, teachers were the first point of contact for feedback which stays the same in future courses. 2. Students lacked peer feedback in their past degrees, resulting in distrust in this form of feedback. 3. Absence of education on feedback literacy in previous courses leads to other sources of information, e.g. self-feedback, being rarely considered.

11 Supporting students with resits and interruption: Challenges for student engagement

Karen Lander, Caitlin Hunter

University of Manchester, Manchester, United Kingdom

Research Domains

Student Access and Experience (SAE)

Abstract

Resits provide 'a second chance' for students. Consequently, it is essential that we support students to make the most of this chance. Students with resits may lack academic confidence and become 'disengaged'. Similarly, students who have interrupted may also lack academic confidence, having been away from the University. Resits and interruption are a significant problem and barrier to continuation.

Learning is dictated not only by the external environment but also internally through self-belief. Self-efficacy is related to a student's emotional state and self-confidence and is an important asset for students to develop. Improving self-efficacy may be one way in which students can improve their engagement and help themselves.

This presentation outlines work (focus groups & questionnaires) conducted to consider the methods and strategies used to engage students during resit preparation and following interruption. We explore recommendations for good practice and considering way to help students to improve their self-efficacy / engagement.

80 Balancing challenge with care: Students' perceptions of classroom-based experiential learning in vocational postgraduate degrees

Grace Thompson

The University of Melbourne, Melbourne, Australia

Research Domains

Learning, teaching and assessment (LTA)

Abstract

Experiential learning activities in vocational post graduate degrees typically combine theoretical and practical content to ensure that graduates are 'practice-fit' and ready for essential aspects of professional life. These classroom activities can include scenario-based role plays and demonstrations where learners engage with peers to emulate real-world practice contexts. While retrospective studies highlight positive learning outcomes associated with experiential learning, relatively little is known about the in-vivo student experience. Students currently enrolled in four vocational postgraduate degrees at the University of Melbourne answered quantitative and qualitive questions designed to understand their perspective of the value of experiential learning activities in the classroom. Findings from the mixed methods analysis indicate that relational pedagogies should be central to the design of experiential learning tasks. The main theme, 'Balancing challenge with care', was informed by subthemes connected to cohort factors, individual student qualities, and pedagogical aspects related to being clear, collaborative and constructive.

Parallel Session 1:2

10:00 - 11:30 Monday, 4th December, 2023
Chair Sam Illingworth

96 Imaging the pandemic: Higher Education tutors' narratives and photographs of precarious online living and learning

Dr Hilary Collins[1], Fran Myers[2], Hayley Glover[2]

[1]University of the West of Scotland, Glasgow, United Kingdom. [2]Open University, Milton Keynes, United Kingdom

Research Domains

Learning, teaching and assessment (LTA)

Abstract

Abrupt transitions to online-only teaching during the uncertainties of the early weeks of the Covid-19 pandemic in the UK exacerbated precarities in the role of HE teachers which are only now being considered. This study uses narratives and photographs to reveal a series of emotionally-charged responses and ensuing behaviours at the micro-level of teaching during the first phase of lockdown life. Extending frames of liminality and extremity, we draw upon visual and narrative methodologies to explore individual perceptions of the challenges, ambiguities, and opportunities in digital teaching and learning practice. Three themes of precarity and security, perceptions of time in pandemic life and work, and communication between lecturers and their university are investigated. Our paper reports on the outcomes of changed routines, enforced autonomy and possible new independencies with an emphasis on perceptions of precarity in the sector during this liminal phase.

139 Academic resistance in higher education institutions during times of precarity

Bronwyn Wood[1], Rosalyn Black[2], Lucas Walsh[3], Margaret Bearman[4], Kerri Anne Gerrard[4], Matthew Thomas[5], Juliana Ryan[6]

[1]Victoria University of Wellington, Wellington, New Zealand. [2]School of Education, Deakin University, Melbourne, Australia. [3]Monash University, Melbourne, Austria. [4]Deakin University, Melbourne, Australia. [5]Deakin Univeristy, Melbourne, Australia. [6]La Trobe University, Melbourne, Australia

Research Domains

Academic practice, work, careers and cultures (AP)

Abstract

The global COVID-19 pandemic imposed significant upheaval upon higher education institutions around the world, heightening neoliberal institutional responses and academic precarity. However, while much of the literature assumes that academics have been passive during this upheaval, this paper analyses the forms of resistance of teacher education academics from Australia and New Zealand (n=13) that emerged during lengthy pandemic lockdowns. Drawing on feminist, post-structural and critical pedagogy theoretical understandings of resistance, we propose and illustrate three framings of resistance: 'public opposition as resistance', 'education as resistance', and 'everyday activisms as resistance'. Participants described how they resisted changes individually and collectively by working to maintain quality education, collegiality, criticality and care. Such diverse forms of resistance created a 'crack' in the hegemonic logic and the precariousness of daily academic life, creating new possibilities for critical consciousness, creativity and collegiality even during pandemic times when what academics held most dearly was under threat.

279 Reflecting on educational leadership during COVID-19: Experiences of Finnish higher education leaders and lessons for future crises and emergencies

Marc Perkins

University of Jyväskylä, Jyväskylä, Finland

Research Domains

Management, leadership, governance and quality (MLGQ)

Abstract

Crisis leadership research has a long history in business, but less so in higher education. Crisis leadership pre-COVID generally focused on acute crises, which raises the questions: what lessons can be learned from the experiences of higher education leadership during COVID, and how does existing crisis leadership theory align with the experiences of leaders managing a chronic crisis?

I conducted a qualitative investigation into leadership at a Finnish university during COVID. Nine leaders varying in institutional hierarchy and unit participated in semi-structured interviews; transcripts and documents were analyzed descriptively (to identify which groups directed campus discourses) and thematically (to identify how leadership was conducted).

Results supported the core concepts of existing crisis leadership theory, but identified new elements potentially important for successful leadership during chronic crises. The identified themes have been integrated into a model of crisis leadership featuring culture and context, preparation, information flow, adaptive leadership, and time.

Parallel Session 1:3

10:00 - 11:30 Monday, 4th December, 2023
Chair Chris Millward

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91 European Spatial Imaginaries or Geopolitics? Higher Education Actors' Responses to the Ukraine-Russia Conflict

Rachel Brooks[1], Lee Rensimer[2]

[1]University of Surrey, Guildfors, United Kingdom. [2]UCL, London, United Kingdom

Research Domains

International contexts and perspectives (ICP)

Abstract

The Russian invasion of Ukraine, on 24th February 2022, was met with widespread condemnation across Europe, with a large number of universities and higher education-focussed national and supranational organisations all issuing their own statements about the invasion and subsequent conflict and, in some cases, taking specific action in relation to one or both of the nations. This article draws on an analysis of 55 such statements to examine what they reveal about how higher education organisations conceptualise the European HE space, and the position of Russia and Ukraine within it. Specifically, the article considers what spatial imaginaries – pertaining to higher education – are evident in the statements about the Ukraine conflict issued by

higher education organisations across Europe, and the extent to which the statements provide evidence about the role of these organisations as normative policy actors.

347 Peeling the Multiple Layers of Inequalities in Higher Education: The Case of Syria

Oudai Tozan

University of Cambridge, Cambridge, United Kingdom

Research Domains

International contexts and perspectives (ICP)

Abstract

It has long been debated as to whether HE is a site of social mobility that promotes meritocracy or social reproduction that creates and exacerbates inequalities in societies. In this paper, I argued that HE, even when democratised and provided free to everyone, reproduces inequalities unless coupled with an inclusive sectoral design, an expansion of funding, and a wider strategy to reduce socio-economic inequalities. To do so, I studied the case of Syria, which has always claimed to have a meritocratic HE system that is designed to achieve equality in society by providing free HE. I analysed the database of the Ministry of Higher Education for 15 academic years (2001-2015). I unpacked four types of inequalities, namely HE provision mode-based inequalities, specialisation-based inequalities, city-based inequality, and gender-based inequalities. Finally, I show how gender dynamics and roles are changing in the HE sector as a result of the Syrian conflict.

303 Inclusive Global Educators for the 21st Century: from challenges to advantages

Natalia Timus[1], Zakaria Babutsidze[2]

[1]Université Côte d'Azur, Nice, France. [2]SKEMA Business School, Valbonne, France

Research Domains

International contexts and perspectives (ICP)

Abstract

Academic debate highlights the need to develop inclusive teaching practice and faculty professional development to accompany the implementation of inclusive higher education policies. This study addresses this need by investigating the factors that determine the degree of implementation of inclusive pedagogy through a comparative US-EU study. The research is based on the analysis of original data from an international survey, conducted within the framework of a Fulbright-Schuman research in 2022. The study reveals that overall US faculty have reported a higher level of inclusive teaching practice than their European counterparts. No other individual characteristic, classroom specifics, faculty international profile or institutional profile matters in explaining the utilization of inclusive pedagogy. Further cross-regional comparison shows that in the European Union professional development training is a particularly effective lever to promote inclusive teaching, while in the USA it is formal institutional level discussions that promote the implementation of inclusive pedagogy more effectively.

Parallel Session 1:4 - Symposium

10:00 - 11:30 Monday, 4th December, 2023

12 A multiplicity of student voices: an intersectional exploration of structural inequalities in international mobility experiences

Research Domain

Student Access and Experience (SAE)

Rationale

Against the backdrop of a volatile geopolitical landscape it is increasingly important to critically interrogate a prevailing narrative depicting international students as a uniform group of transnational elites. Shifting global mobility flows and the emergence of regional higher education hubs in the 'Global South' progressively contest our understanding of the academic, cultural and social experiences of international students. Concomitantly, new forms of structural inequality in higher education need to be circumnavigated by international students. This symposium aims to critically deconstruct the notion of 'international student experience', acknowledging its subjective and highly individualised nature and foregrounding the lived experiences of internationally mobile individuals, whose voices remain largely absent from the higher education literature. Intersectionality is adopted as an analytical lens to provide a basis for understanding the multiplicity of experiences of international students. The 'critical turn' in the internationalisation of higher education is still to fully conceptualise and reflect upon the development of inclusive higher education practices and policies which are context-specific.

In response, this symposium brings together research from a range of higher education contexts with diverse international student mobility flows. An intersectional lens is needed to address how individual pathways of mobility experiences are influenced and shaped. Through an exploration of the lived experiences of international students in the UK, Portugal and Australia, the changing landscape of internationalisation in higher education is considered. The intersectional analyses under discussion deliberate upon the interplay between socio-economic status and gender, alongside geographical considerations of countries of origin and study destinations, in order to foreground a multiplicity of international student voices from varied contexts. The lived experiences of international students from diverse backgrounds (socioeconomically, geographically and gendered) are rarely considered comparatively across different countries in both established and regional hubs of international higher education. Therefore this symposium offers nuanced intersectional accounts of lived mobility experiences, in order to capture the complex ways in which social capital is exchanged across transnational fields. The papers in this symposium examine factors such as cultural homogeneity, language and colonial legacies to understand how intersectionality can compound or challenge structural inequities within higher education.

The papers reflect upon the increasing diversity of international student backgrounds and how the amplification of heterogeneous student voices is needed to (1) understand experiences of structural inequality in higher education and (2) to inform the development of context-specific inclusivity-focused educational policies and practice in an internationalised higher education sector.

Chair

Alina Schartner

Newcastle University, Newcastle, United Kingdom

Sam Shields

Newcastle University, Newcastle, United Kingdom

Discussants

Sam Shields

Newcastle University, Newcastle, United Kingdom

Alina Schartner

Newcastle University, Newcastle, United Kingdom

97 "Maybe in Portugal this is the correct way to ask the question, but in Angola you cannot do it like that": International doctoral students' perspectives on the qualities of supervisors

Pinto Susana

University of Aveiro, Aveiro, Portugal

Research Domains

Student Access and Experience (SAE)

Abstract

Although there is a greater diversity of international doctoral students (IDS) enrolling in PhD Programs worldwide and the role of supervisors in doctoral journeys is crucial, research on IDS' perspectives on the qualities of supervisors remains an understudied area. This contribution explores the perspectives of IDS from the Community of Portuguese Language Countries, attending the PhD Program in Education at the University of Aveiro (Portugal), regarding the qualities of a good supervisor. Semi-structured interviews were conducted with 11 IDS from Angola, Brazil, East Timor and Mozambique. Results from thematic analysis show that IDS value intrapersonal, interpersonal and communicative qualities associated specifically to pursuing a doctorate overseas. Within those, they underline: knowledge of their origin contexts (cultural characteristics, research traditions); acknowledgment of the influence of those contexts in learning/research approaches; and flexibility regarding students' variety of Portuguese language. Findings highlight the importance of supervisor professional development for intercultural doctoral supervision.

212 Privileged mobilities? The complexities of class in Chinese women's international education projects

Fran Martin

The University of Melbourne, Melbourne, Australia

Research Domains

Student Access and Experience (SAE)

Abstract

This paper draws on an ongoing longitudinal study that began in 2012 and charts the experiences of 50+ women who travelled from China to Australia to undertake tertiary education. In general terms, Chinese students in western nations come from middle-class backgrounds; indeed, international study has been posited as a defining characteristic of middle-class lives in urban China today. However, both the concept and reality of "the middle class" in contemporary China are distinct in notable ways from understandings based on Euro-American contexts. By presenting selected participant stories, this paper will illustrate the wide range of socio-economic backgrounds represented among Chinese women who study in Australia, and will draw out the multiple vectors of financial, academic, political and cultural capitals that intersect to position individual students in complex and heterogeneous ways within the broad category of China's transnationally mobile middle classes.

234 "'It's not easy": Amplifying voices of 'Global South' international students in the UK

Sam Shields, Alina Schartner

Newcastle University, Newcastle, United Kingdom

Research Domains

Student Access and Experience (SAE)

Abstract

The dominant discourse of international students characterised homogenously as socially, culturally and economically advantaged is increasingly contested as international student mobility (ISM) flows are changing. However, empirical analyses of the experiences of international students from diverse backgrounds remain limited. This paper seeks to offer a contribution to this lacuna through a consideration of the structural inequalities in higher education experienced by Global South international students in the UK. Twelve semi-structured interviews were undertaken with international students from the Global South using a narrative inquiry approach. The thematic analysis drew upon 'intersectional consciousness' and identified gender, economic precarity and familial commitments as shaping participants' experiences of studying. In highlighting the heterogeneity of international students' lived experiences, it is recommended that their voices are utilised in the university sector to develop more supportive policies regarding equality, diversity and inclusion.

383 Developing a global translation of Widening Participation to support international HE students

Sylvie Lomer, Rui He, Thomas Donnai, Sarah MacQuarrie

Manchester Institute of Education, University of Manchester, Manchester, United Kingdom

Research Domains

Student Access and Experience (SAE)

Abstract

The Office for Students (OfS) set out a range of criteria emphasising the importance of making Access and Participation Plans more accessible and easily comprehended for students, parents and other stakeholders. However, these criteria relate specifically to domestic students while the large cohort of international students in the UK are overlooked. Higher education institutions (HEIs) will fail to achieve their goals to support their entire student body when a partial understanding of the student experience is considered. This proposed study conducted focus groups and individual semi-structured interviews to explore how international students understand the concept of 'widening participation', what terms and language are used globally, and how they might be recognisable across appropriate global equivalents. This proposed study can help HEI staff to gain more comprehensive knowledge about their international students, and thereby minimise barriers, navigate dilemmas, establish inclusive approaches and support a more sustainable development in the institutions.

Parallel Session 1:5

10:00 - 11:30 Monday, 4th December, 2023
Chair Fiona Christie

203 Digital Educators: Figuring an identity in the world of Higher Education

Jo Basford, Francesca Brown-Cornwall

Staffordshire University, Stoke on Trent, United Kingdom

Research Domains

Digital University and new learning technologies (DU)

Abstract

This presentation provides an insight into how academic and professional services staff have engaged with digitally enabled pedagogies across a range of modes of delivery in a UK university. The overarching aim of the research was to understand the opportunities and challenges digitally enabled technologies had afforded them. The study is framed through sociocultural theories of identity and agency, specifically Figured Worlds (Holland et al, 1998). Utilising photo elicitation as a research tool, staff perceptions of their digital capabilities and the factors that had informed their perceptions were explored. We outline how the findings from the study have informed the development of a self-evaluation professional development model based on seven typologies of digital educators. Additionally, we reflect on the role of the university in creating the appropriate conditions that provide staff with the capabilities to influence their own professional development and transformation into new figured worlds.

141 (Re)Discovering the research on online music assessment: A systematic review

Carol Johnson[1], Chris Deneen[2]

[1]University of Melbourne, Melbourne, Australia. [2]University of South Australia, Adelaide, Australia

Research Domains

Learning, teaching and assessment (LTA)

Abstract

Prior to COVID-19, studies indicated a limited use of education technology and online learning in music education across Australia. How music was taught and assessed online during, and after the pandemic pose potential solutions to known issues (i.e., sound quality, latency, technology skill requirements, etc.). In today's teaching environment post-COVID, tertiary music academics need a working-understanding of online music assessments and identification of their direct links to learning outcome achievement. Using Systematic Review, this project explored multiple databases to identify global online music assessment practices with primary focus at the higher education level. This presentation will address the key themes rising from the results of the systematic review -- including challenges and opportunities Key recommendations for future research and recommendations for integrating online music assessments as sustainable practices will be considered.

336 Feeling like a rabbit in headlights – Experiencing and dealing with imposter phenomenon in Higher Education

Andrea Lane[1], Vicky MountfordBrown[2]

[1]Newcastle University, Newcastle upon Tyne, United Kingdom. [2]Northumbria University, Newcastle upon Tyne, United Kingdom

Research Domains

Academic practice, work, careers and cultures (AP)

Abstract

Whilst the expansion of entrepreneurial education programmes globally places emphasis on developing and nurturing the talents of students and researchers, we focus on the need to attract and develop enterprising talents to teach the subject and guide learners in realising their potential. Enterprise and entrepreneurship education in UK Higher Education teaches and supports learners with a diverse spectrum of those taking the role

of 'educator' (spanning various practitioner and research-focussed 'career types') from entrepreneurs and industry professionals, to academics, often from very different disciplinary backgrounds.

This paper draws on qualitative data situating the prominence of 'Imposter Phenomenon' voiced in the dialogues of educators from different career types in this field, and their strategies to manage a sense of disjuncture and struggles for (self-perceived) legitimacy. As such, we emphasise the complexities in educator identities in 'becoming' an entrepreneurial educator, suggesting professional development opportunities suitable to address feeling like an imposter.

Parallel Session 1:6

10:00 - 11:30 Monday, 4th December, 2023
Chair Pauline Kneale

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215 How you teach and who you teach both matter: lessons from learning analytics data

Robert Summers[1], Adrian Burgess[2], Helen Higson[2], Liz Moores[2]

[1]TASO, London, United Kingdom. [2]Aston University, Birmingham, United Kingdom

Research Domains

Student Access and Experience (SAE)

Abstract

To investigate the impact of disadvantage on student engagement and achievement under different teaching and assessment methods, this study compared the effects of pedagogic changes implemented during the COVID-19 pandemic on the performance and engagement of students from diverse backgrounds using a cohort-study approach. The study analysed learner analytics and academic performance data of first-year undergraduate students across three learning scenarios: (i) in-person teaching and assessment, (ii) in-person teaching with online assessment, and (iii) online teaching and assessment. Findings revealed that the achievement gap between disadvantaged students and their peers was widest when education was conducted entirely online, resulting in poorer outcomes for disadvantaged students. In light of these results, Higher Education institutions should monitor and assess the potential consequences of their chosen educational strategies on different student groups. Both the teaching methods employed, and the demographic composition of the student body are significant factors to consider.

225 What does simulations of the Office for Students b3 regulations tell us about how fair and effectively it can identify areas below specified thresholds.

Alexander Bradley, Vladislav Areshka

The University of Portsmouth, Portsmouth, United Kingdom

Research Domains

Employability, enterprise and graduate careers (EE)

Abstract

Increasing participation has led to increasing debts for students and government in funding higher education which has led to increase focus on assessing the 'value for money' higher education. In England this culminated in the b3 regulation where 60% of full-time first degree undergraduate need to be in positive outcomes 15 months from their course end. This study uses a simulation methodology to explore how effectively the OfS can identify the true population value of positive outcomes, the precision of those estimates and accuracy with which it can classify courses/universities below the 60% threshold. We find that whilst the OfS can accurately estimate the true population value it cannot do it with sufficient precision to enable correct classification below the 60% threshold when sample sizes are small and/or the percentage of the population is small nor when the true population value approaches the 60% threshold.

210 The Successes and Challenges of Implementing Assessment Plans in Japanese Higher Education: Using Student Learning Data within a New Quality Management Framework

Patrick Shorb[1], Kiyoshi Fujiki[1], Toru Hayashi[2], Satoshi Ozeki[3], Masamitsu Mochizuki[4]

[1]Kansai University of International Studies, Kobe, Japan. [2]Kanazawa University, Kanazawa, Japan. [3]University of Miyazaki, Miyazaki, Japan. [4]Soka University, Tokyo, Japan

Research Domains

Management, leadership, governance and quality (MLGQ)

Abstract

In line with international trends, Japanese higher education (HE) has recently emphasized the importance of assessing educational learning outcomes and making such learning "visible." Specifically, the Japanese government has encouraged universities to implement institutional-level Assessment Plans that specify different indices to document and evaluate student learning attainment. This attention on learning assessment is occurring as new HE educational governance and quality structures --broadly known as "Learning Management"—are being dramatically reformed within Japan. To understand how Assessment Plans are being implemented and used at the institutional level in this context, this study conducted a nationwide survey. On the one hand, the results suggest that Japanese HE has broadly succeeded in adopting institutional-level assessment of student learning outcomes within a relatively short time. On the other hand, evidence suggests that issues remain, both in how such assessment data is used and in the different ways organizations implement such plans in practice.

Parallel Session 1:7

10:00 - 11:30 Monday, 4th December, 2023
Chair Tracy Scurry

28 Skills and employability: Convergence of doctoral experiences in the global transformation of doctoral education

Lilia Mantai[1], Sónia Cardoso[2]

[1]The University of Sydney, Sydney, Australia. [2]The University of Lusófona, Porto, Portugal

Research Domains

Employability, enterprise and graduate careers (EE)

Abstract

In recent decades, doctoral education has grown in strategic importance for the knowledge society and economy. This resulted in the massification of the doctorate and its related professionalisation, with a focus on doctorate's ability to develop skills beyond research competences and to enhance employability outside of academia.

We examine how this context influences doctoral candidates' experiences and perspectives of the doctorate, using interview data obtained between 2000 and 2022 in Portugal, Germany, and Australia. Five narratives emerged in candidates' perspectives on agency, precarity, hope, demands and value of the doctorate.

Findings reveal that regardless of their national, institutional, and academic contexts, candidates see the doctorate as a place for professional and transferable skill development, making it relevant not only to academic research but also to work-settings beyond academia. This suggests that candidates are actively redefining the doctorate, with the global doctoral education transformation becoming the cornerstone of the doctoral experience.

262 Critical Perspectives on Educational Policies and Professional Identities: Showcasing lessons from doctoral studies

Richard Waller, Laura Manison Shore, Jane Andrews, Tim Clark

UWE, Bristol, United Kingdom

Research Domains

Postgraduate scholarship and practice (PGSP)

Abstract

This presentation showcases a collection of work by recent UK education doctoral graduates (Waller, Andrews & Clark, forthcoming (2024)). It demonstrates the unique contribution of 'insider', practice-based doctoral studies in aiding understanding of the rapidly changing professional and policy contexts confronting doctoral candidates and the wider practitioner/researcher community. Addressing questions regarding impact and progression for practice-based doctoral graduates (McSherry *et al*., 2019; Boud *et al*., 2021), the collection's innovative curation process provides an example for developing early career researchers (ECRs) and maintaining supervisory mentoring relationships in post-doctoral spaces.

The volume's 14 chapters are co-authored by the ECR and an experienced academic. The process offers a supported pathway into publication; a series of workshops and writing retreats scaffolded their development and production.

The presentation concludes with a contributory author (Laura Manison-Shore) reflecting on her experience of participating in the process, and an assessment of its value for developing ECRs.

121 International student fee-reliant higher education systems: A literature and policy review of the British case

Georgiana Mihut[1], Joana Filipa Almeida[1], Chen (Jill) Zhe[1], Philip Wing Keung Chan[2], Hongzhi Zhang[2]

[1]University of Warwick, Coventry, United Kingdom. [2]Monash University, Melbourne, Australia

Research Domains

Higher Education policy (HEP)

Abstract

In 2020-2021, 17% of income at UK universities came from international student tuition fees. At some institutions, over 50% of tuition fee revenue comes from international students (HESA, 2023). Over-reliance on international student fees is a risk across the higher education sector in the UK as well as in other countries. This presentation will share findings from two reviews: (1) an international literature review on system- and institutional-level preparation for funding loss; and (2) a policy document analysis of relevant UK higher education system-level policies and guidelines on institutional funding and higher education funding sustainability. Together, these reviews will inform a discussion of research and policies that may enhance the resilience of higher education institutions in the UK in the event of revenue loss.

Parallel Session 2:1

11:45 - 13:15 Monday, 4th December, 2023
Chair Sam Illingworth

21 Learned Words: A Poetic Content Analysis of 'Belonging' in Higher Education

Sam Illingworth[1], Marita Grimwood[2]

[1]Edinburgh Napier University, Edinburgh, United Kingdom. [2]Advance HE, United Kingdom

Research Domains

Academic practice, work, careers and cultures (AP)

Abstract

This study utilises poetry as a unique medium for investigating perceptions of 'belonging' among higher education staff. By applying poetic content analysis, we delve into an intricate examination of belonging within the lens of individual intersectional identities. Eighteen poems, contributed by professionals from the higher education sector, were subjected to scrutiny, which led to the discovery of four primary themes: 'Community', 'Exclusion', 'Transformation', and 'Self'. These revelations have prompted a series of proposed strategies that could potentially enhance the sense of belonging for all personnel within higher education institutions. The recommendations and emergent narratives pivot on an aspiration for the higher education industry to acknowledge more fully and foster the inherent dedication prevalent among staff towards the promise and potential of higher education in the present and beyond.

53 Belonging, agency and purpose in the digital university

Karen Gravett[1,2], Rola Ajjawi[3], Sarah O'Shea[2]

[1]University of Surrey, Guildford, United Kingdom. [2]. [3]Deakin University, Melbourne, Australia

Research Domains

Learning, teaching and assessment (LTA)

Abstract

Belonging is increasingly understood as important for students' success at university; however, in this presentation we examine the value of thinking in new ways about this elusive idea. Our research evidences how learners often enact belonging in ways that challenge institutional expectations of the essential nature of belonging, or of the fixed nature of 'belonging spaces'. Drawing upon empirical data from interviews, and video blogs with students, we foreground the relational and multiple ways in which students create and enact belonging, and how belonging is entangled with material spaces and artefacts. We consider how challenging dominant discourses around belonging is particularly important at this pivotal moment in higher education, where, as we emerge from a global health crisis, the very purpose of higher education is being reframed. We argue that interrogating the nature of belonging is needed if we are to understand students' diverse experiences in more meaningful ways.

61 'It has such a huge impact on a person's identity and sense of belonging': Saying Students' Names Right – Practices and Policies in Higher Education in England

Jane Pilcher, Hannah Deakin-Smith

Nottingham Trent University, Nottingham, United Kingdom

Research Domains

Higher Education policy (HEP)

Abstract

Given that names signal people's socio-cultural identities, including ethnic heritage of race, language and/or nationality, there must also be a trend toward greater cultural diversity of students' names in UK higher education. In this article, we position the cultural diversity of students' names, and particularly the pronunciation of students' names, as key issues of equality, diversity and inclusivity. We present findings from our study of the pronunciation of students' names in institutions of higher education in England and show how student-facing staff in higher education manage students' names when they are unsure how those names should be correctly pronounced. We conclude that, to better support the pioneering 'identity work' already undertaken by individual staff, policymakers in higher education should develop and implement 'whole institution' initiatives in recognition of the pronunciation of students' names as a key equality, diversity and inclusion issue.

Parallel Session 2:2

11:45 - 13:15 Monday, 4th December, 2023
Chair Alexander Bradley

7 Disabled Student Experiences in Higher Education

Gayle Brewer, Emily Urwin, Beth Witham

University of Liverpool, Liverpool, United Kingdom

Research Domains

Student Access and Experience (SAE)

Abstract

Disabled students remain systematically disadvantaged compared to their non-disabled peers. It is essential that educational practitioners and policy makers appreciate the complexity of the disabled student experience in order to address this issue. In the present study, we identified 60 online forum posts (and 31 replies to the posts) discussing personal experiences of disability and Higher Education. Online posts (and their replies) were subject to inductive thematic analysis and six themes were extracted from the data. These themes were (i) Impact on education, (ii) Isolation from peers, (iii) Seeking advice and support, (iv) Barriers to assistance and accommodations, (v) Impact of accommodations, and (vi) Providing guidance and support. Recommendations for practice focus on the practical and social support required to ensure that disabled students are neither marginalized nor disadvantaged.

47 Beyond resilience: Exploring transitions to and through higher education of care experienced students and graduates.

Ceryn Evans

Swansea University, Swansea, United Kingdom

Research Domains

Student Access and Experience (SAE)

Abstract

Whilst care experienced young people are one of the most under-represented groups in higher education in the UK, some care experienced young people do make successful transitions to and through university. Research in this field has routinely drawn on the concept of resilience to understand why some care experienced young people succeed in higher education despite experiencing considerable adversities and inequalities (Cotton et al., 2014). Drawing on the voices of 10 care experienced students and graduates from UK universities, the paper highlights the role of their learning identities, positive experiences of education during their time at university, supportive adults and social capital as key to the formation of their resilience. The data provides an opportunity to critique the concept of resilience which is often used to explain care experienced students' success in higher education by highlighting the role of wider circumstances in their successful transitions to and through higher education.

32 Context Matters: How Human and Material Forces Shape Approaches to Targeting in WP

Jessica Benson-Egglenton

Sheffield Hallam University, Sheffield, United Kingdom

Research Domains

Student Access and Experience (SAE)

Abstract

Inequalities in who accesses and succeeds in English higher education persist. A key feature of policy aimed at 'widening participation' to HE has been the idea that targeting should be used to reach the most in need, under-represented groups. Through interviews with nineteen WP practitioners working across England, this research explores how national policy is translated into local settings when it comes to targeting. With a focus on professional contexts (the values, beliefs, and experiences of WP practitioners) and material contexts (resources,

budget, staffing), it examines the degree to which variations in practice can be explained by context. Importantly, it also sheds light on how context shapes the prioritisation of target groups and facilitates or impedes individual young people taking part in these activities.

Parallel Session 2:3

11:45 - 13:15 Monday, 4th December, 2023
Chair Charlotte Verney

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169 Exploring the Multidimensionality of Student Experience in Australian Higher Education: A Comparison between Domestic and International Students

Josi Tabosa[1,2], Melissa Johnstone[1,2], Tomasz Zajac[1,2], Wojtek Tomaszewski[1,2]

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Research Domains

Student Access and Experience (SAE)

Abstract

This paper investigates the key factors impacting the student experience in Australian higher education (HE) institutions, for international and domestic students. Drawing on data from the 2019 Student Experience Survey (SES) with a sample of 208,734 undergraduate and postgraduate students (54,613 being international students) from 39 institutions, this research provides empirical insights into the impact of various factors on the student experience. Results reveal that international students' experiences vary based on their region of origin. Being an international student moderates the effects of each aspect on the overall educational experience. Teaching quality, student support, and skills development have weaker effects on international students' overall experience compared to domestic students, while learner engagement and learning resources have stronger effects. These findings have significant implications for research, practice, and policy in HE, emphasizing the need to invest in the international student experience for improved university performance and an equitable education system.

207 More than food and fun: a systematic review of higher education orientation programs

Sarah Walker

The Australian National University, Canberra, Australia

Research Domains

Student Access and Experience (SAE)

Abstract

Orientation and transition programs are intended to introduce a student to their university environment, physical and cultural, and traditional include key elements. Despite this, there has not been comprehensive sector-wide consideration on the impact of these programs on student's wellbeing and academic outcomes at university. Therefore, we undertook a rigorous systematic literature review of orientation programs and their impacts to provide universities with a clearer understanding about what elements would support a student's positive wellbeing and academic outcomes.

389 Precarity and privilege: exploring international early career researchers' experiences in Chinese universities

Jiexiu Chen[1], Junwen Zhu[2]

[1]Shanghai Jiao Tong University, Shanghai, China. [2]East China Normal University, Shanghai, China

Research Domains

Academic practice, work, careers and cultures (AP)

Abstract

In the context of rapid development of internationalisation in Chinese higher education, as well as the increasing mobility of academics across country borders, more and more international early career researchers (ECRs) are seeking career opportunities in Chinese universities. Using 32 in-depth interviews, we investigated international ECRs' acculturation strategies at Chinese universities through Berry's theoretical tools. We find that the adaptability of experienced international scholars are key indicators that have successfully led participants to achieve integration strategy, and we demonstrate how a lack of response and feedback from the institution might lead participants to the status of marginalisation and separation. Moreover, we emphasise that the individual strategy is not always freely chosen, but largely impacted and constrained by the contextual feature of institutional culture. We highlight the importance of notifying the dynamic nature of cross-cultural adaptation, and recognise the fluidity ingrained in this process.

Parallel Session 2:4

11:45 - 13:15 Monday, 4th December, 2023

317 'I would probably still be sort of floundering a little bit now if I didn't have the Foundation year and the skills that it afforded us.'

Louise Webber

University of Plymouth, Plymouth, United Kingdom

Research Domains

Student Access and Experience (SAE)

Abstract

Foundation Year programmes enable students, who had not considered university level study, to embark on a four-year degree programme (Webber, 2023,a,b). This conference paper and presentation will share initial

findings from a small-scale longitudinal research study in the UK, focusing on the lived experience of five students during their degree with Foundation Year programme (Webber, 2020, 2023a, 2023b). Initial findings reveal how well the Foundation Year prepared students for university level study including the development of study skills, self-belief and academic confidence (Webber, 2023a, 2023b) . Factors that have led to these findings will be explored during the presentation.

274 Transferring a Mathematical Problem-Solving Experience across contextual borders: A case study of an international educational transfer collaboration between Egypt and the UK

Mariam Makramalla[1], Shannon Chance[2,3], Emanuela Tilley[3]

[1]NewGiza University, Giza, Egypt. [2]TU Dublin, Dublin, Ireland. [3]University College London, London, United Kingdom

Research Domains

International contexts and perspectives (ICP)

Abstract

This paper is situated in an ongoing curricular transfer collaboration project between NewGiza University (NGU-Egypt) and University College London (UCL-United Kingdom). Using the Integrated Learning Curriculum framework (Mitchell et al., 2019) as an underpinning theoretical framework, consultants from UCL have designed a challenge-based curriculum that aims to equip undergraduate engineers with problem solving skills enabling them to confidently approach the job market in the 21st century. Over two years, researchers from both institutions have worked closely together to explore best administrative, academic and policy practices for transferring curricula across borders. Using reflective journal logs as the data collection point, this paper adopts pattern matching to identify enablers and barriers to the curricular transfer. Findings indicate interesting perceptions of the learning ethos across both cultural identities. The study discusses implications to these findings along with opportunities for future research and policy engagements.

126 Purposeful and unintentional greenwashing in Higher Education.

Fiona Cownie

Bournemouth University, Bournemouth, United Kingdom

Research Domains

Student Access and Experience (SAE)

Abstract

HEIs are making commitments to greenhouse gas reduction and adopting sustainable practices with increasing vigour. But might their progress be jeopardized by greenwashing? This paper argues that both purposeful and unintentional greenwashing are a potential threat to HEIs' engagement with the sustainability agenda. It reports on a pilot research study which engages with a UK HEI's marketing and sustainability departments and finds evidence of unintentional greenwashing influenced by a lack of sustainability literacy and collaborative orientation. It articulates a plan for future research with UK HEIs to enable us to challenge purposeful greenwashing and avoid unintentional greenwashing within the HE sector, and develop policy relating to greenwashing to inform marketing departments' activity. We aim to support sustainable behaviours within HEI communities, building green trust within the sector, and providing our students with exemplars of good practice to inform their future professional endeavours (Cownie, 2021).

Parallel Session 2:5

11:45 - 13:15 Monday, 4th December, 2023

12 Meeting Sustainable Development Goal 4 – A Case Study Of the Innovation Processes of Challenger Universities in Africa

Andrea Lane

Newcastle University, Newcastle-upon-Tyne, United Kingdom

Research Domains

International contexts and perspectives (ICP)

Abstract

Introduction. Achieving Sustainable Development Goal 4 in Africa is hampered by several demographic, historical, and economic challenges in the incumbent Higher Education system. Recently, new disruptive innovators, so-called 'challenger universities' emerged. This paper explores and compares challenger universities' innovation processes to provide accessible, affordable, and quality Higher Education.

Methodology. A qualitative multiple case-study research design is applied. Unit of analysis are two challenger universities operating in Africa: Nexford University and the African Leadership University. Document analysis was used to collect data, and O'Leary's (2014) 'interview technique' was used to identify connections and differences between cases.

Findings. Five critical innovation practices were identified: financial innovation, the Hub and Spoke model, competency-based online education, a focus on employability, and the use of emerging technologies.

Value: Results offer insights into how to achieve SDG 4, and also add nuances to the innovation debate, which is dominantly situated in the Anglo-Saxion context

79 Higher Education Is A Scam: A Critical Media Analysis of Value Construction for Higher Education In Nigeria

Yusuf Olaniyan

University of Bath, Bath, United Kingdom

Research Domains

International contexts and perspectives (ICP)

Abstract

Coupled with its postcolonial and contemporary challenges, the discussion about the role and value of Higher Education (HE) in Nigeria has gained traction among its stakeholders. This research critically explores how the value of HE in Nigeria is being constructed in public discourse. Media analysis, coupled with a discourse approach, was used to reconnoitre the value construction and narrative hegemony of the role of HE. The finding shows three dominant frames for constructing HE in Nigeria: (1) labour market value-driven model of education; (2) vocational-oriented education, (2) and neolibralisation of education. Also, there was a power imbalance and social inequality in the discourse around HE, where the government and academics have more discursive power and control over this discourse in the media. This study recommends exploring the perspectives of underrepresented voices in the discourse around HE in Nigeria and the impacts of neoliberalisation of education on student experiences and outcomes.

204 Teaching Practice Experience and Professional Skills Development in Student Teachers: A Case of Lead City University, Ibadan, Nigeria

Oluyomi Pitan

Lead City University, Ibadan, Nigeria. University of KwaZulu-Natal, Durban, South Africa

Research Domains

Employability, enterprise and graduate careers (EE)

Abstract

This case study investigates the influence of Teaching Practice (TP) on the professional skills development of education students at Lead City University, Ibadan, Nigeria. Seventy-five 300 and 400 Level education students were purposively selected for the study, and a Likert rating scale questionnaire was used for data collection. Findings reveal that students' TP experiences positively contributed to the development of various professional skills. Interactions with colleagues, co-operating teachers, and university supervisors were identified as significant factors influencing the enhancement of these skills. The study underscores the importance of co-operating teachers and university supervisors in facilitating the development of students' professional skills during TP. These individuals bear the vital responsibility of mentoring student teachers and proactively addressing any negative perceptions or attitudes they may hold towards teaching. The study made recommendations on how teaching practice exercise can be improved.

Keywords: Colleagues, co-operating teacher, professional skills, student teachers, teaching practice, university supervisor

Parallel Session 2:6

11:45 - 13:15 Monday, 4th December, 2023
Chair Fran Myers

246 Working class women on Access to HE courses two decades apart - A comparative analysis of risk, opportunity and (re)constructing identities across a 20 year period.

Sarah McLaughlin[1], Richard Waller[2]

[1]University of Bristol, Bristol, United Kingdom. [2]University of the West of England, Bristol, United Kingdom

Research Domains

Student Access and Experience (SAE)

Abstract

Widening participation (WP) in higher education (HE) remains a significant component of UK education and wider social policy landscapes. It aims to create a university system addressing the under-representation of particular social groups. Mature working-class students are one such group, yet they have recently largely disappeared from this agenda. The journey for those entering university via an Access to HE course provides valuable context

to the WP agenda. This paper presents a comparative analysis of two narrative studies conducted 20 years apart. It evidences the ongoing value of progressing into HE for mature working-class women taking an Access course. The research makes visible the realities of class-based inequalities, highlighting how they are experienced and continue to shape educational and employment trajectories. The women participants were motivated yet constrained by their classed consciousness. We present practitioner-led enquiry as a valid epistemology which provides important insights into mature students' journeys into university.

186 Leadership style and intra-university knowledge transfer in German higher education: making complementary use of administrative and disciplinary expertise in organizational development

Susan Harris-Huemmert, Julia Rathke

Ludwigsburg University of Education, Ludwigsburg, Germany

Research Domains

Management, leadership, governance and quality (MLGQ)

Abstract

Intra-university knowledge transfer in state higher education institutions (HEIs) is under-researched (Beutel 2015). Expertise within an HEI is not necessarily identified as a useful resource for organisational development, e.g. bringing subject-specific knowledge from within the scientific disciplines into administrative processes, and, in the other direction, transferring administrative knowledge back into research. The German BMBF-funded project AGICA - Agile Campus - University Internal Knowledge Transfer between Science and Administration (2022-2025) addresses this research gap and investigates aspects of and opportunities for knowledge transfer between university administrators. In our research we combine theories of leadership styles (Chen et al. 2016), which focus on the mindset and habitus of professors, with social exchange theory (Cropanzano & Mitchell, 2005), which concentrates on workplace behaviour (here: administration). We propose that the realisation of mutual ‚benefit' of knowledge transfer within HEIs can enhance and support leadership and organisational development, in particular in association with a transformational leadership style.

245 Degree Apprenticeships in England: What can we learn from the experiences of apprentices, employers and HE providers?

Andrea Laczik[1,2], Dana Dabbous[1], Kat Emms[1], Josh Patel[1]

[1]Edge Foundation, London, United Kingdom. [2]

Research Domains

Technical, Professional and Vocational Higher Education (TPV)

Abstract

Degree Apprenticeships (DA) were introduced in 2015 as an alternative route to obtaining a degree. Their number has been growing over the years. DAs offer a debt-free, vocational pathway into higher education, through the integration of off-the-job (university-based study) and on-the-job training. Most degree apprentices have been existing employees rather than new recruits, that is young people just finishing their level 3 qualifications. There have been clear expectations of DAs such as skilling, re-skilling and up-skilling young people and existing employees, supporting the local and national economy, and supporting social mobility of the disadvantaged groups. This paper aims at revisiting these expectations and reporting through the lens of apprentices, employers, HE providers and policy makers.

Parallel Session 2:7

11:45 - 13:15 Monday, 4th December, 2023
Chair Martin Gough

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345 Internationalisation of research and the shifting geopolitics of higher education in the European Union

Annette Bamberger[1], Tien-Yin Huang[2]

[1]Bar-Ilan University, Ramat Gan, Israel. [2]Hebrew University, Jerusalem, Israel

Research Domains

Higher Education policy (HEP)

Abstract

This paper identifies the European Union's (EUs) shifting approaches towards internationalisation in research between 2012-2022 and distinguishes between two periods. We argue that these periods represent shifting geopolitical environments that shaped the EU's agendas and priorities. We suggest that the EU's perception that its economic interests, global position and normative values were threatened, resulted in a shift in its approach to internationalisation in research from a liberal agenda which espoused openness, towards a more pragmatic and political agenda with a focus on ideological differences, regional interests and protectionism. As academic science becomes increasingly multipolar and nationalistic in nature, this periodisation sheds light on the connections between the shifting geopolitical environment, higher education and internationalisation in research.

165 The Representation of Internationalizing HE in the Omani Policy Documents

Said Al Furqani

University of Manchester, Manchester, United Kingdom

Research Domains

Higher Education policy (HEP)

Abstract

IHE has been constructed in different ways over time, largely in Western contexts. In the early 2000s the focal point of internationalization efforts moved from student mobility to 'internationalization at home' (Watcher, 2003; Mestenhauser, 2006; Beelan, 2007).

This paper explores how the national, institutional and school policy documents in Oman represent the concept of internationalization. By using two analytical approaches, namely thematic mapping and Bacchi's WPR, the paper unpacks the construction of internationalization. The result reveals that the documents hold a multiple construction of internationalization. Mobility is still low in Oman, but remains at least a rhetorical priority and the benefits of an internationally diverse faulty as regards 'internationalisation at home' compensate the low numbers of incoming exchange students. Yet, Underneath this composite construction of internationalization, drawn from Western institutions, lies a division between a national desire to preserve Omani values and the desire for Western-style "progress".

65 Conceptualising and assessing non-technical skills in simulation-based medical education and training: an integrative scoping review

Riikka Hofmann[1,2], Siobhan Dickens[1]

[1]University of Cambridge, Cambridge, United Kingdom. [2]Hughes Hall, Cambridge, United Kingdom

Research Domains

Employability, enterprise and graduate careers (EE)

Abstract

This presentation focuses on 'transferable' or 'non-technical' skills (NTS) development in medical education/training. NTS - teamwork, communication and decision-making - are widely acknowledged as central to workplace practice and hence important to HE. Simulation-based learning (SBL) is increasingly used to enhance NTS but little is known about its effectiveness. The field lacks robust outcome measures and clarity about educationally relevant conceptual and operational dimensions of NTS to support instrument development. We synthesise findings from two analyses: a Scoping Review of outcome measures used in research on SBL's effectiveness (funded by SRHE), and a content analysis of NTS-related learning objectives (LOs) in UK medical curricula. A comparative analysis demonstrates that while the outcome measures used in SBL-research address many of the identified curricular LO-dimensions, there are significant gaps relating to assessing evidence-based reasoning and inclusive practice. This study contributes to our understanding and evaluation of learning outcomes in NTS-focused SBL in HE.

Parallel Session 2:8

11:45 - 13:15 Monday, 4th December, 2023

73 Imagined academic futures: connections and complexities in the move to online teaching

Rosalyn Black, Margaret Bearman, Rola Ajjawi

Centre for Research in Assessment and Digital Learning (CRADLE), Deakin University, Melbourne, Australia

Research Domains

Academic practice, work, careers and cultures (AP)

Abstract

This paper shares emerging findings from a 2023 study which has sought to understand what collective imaginaries may be shaping the move to online teaching in Australia and the United Kingdom, where universities have been subject to rapid changes in the use of learning technologies since the advent of the pandemic, and what future practices and policies may be produced by these imaginaries. Drawing on interviews with senior academics in both nations, the paper reinforces previous concerns about the impacts on academic practice, labour and identities of the rapid move to online teaching but it also reflects on its transformative potential and considers what investments may be needed to maximise this potential. In particular, it considers the possibilities, as described by the interviewees, for academics to act in connected and collective ways in the present to first imagine, or re-imagine, and then to construct desirable academic futures.

151 Trajectories of merit: Re-viewing leadership in elite universities

Sarah Aiston[1], Tanya Fitzgerald[2]

[1]Teesside University, Middlesbrough, United Kingdom. [2]University of Western Australia, Perth, Australia

Research Domains

Management, leadership, governance and quality (MLGQ)

Abstract

Vice Chancellors, Presidents, or Rectors occupy elite public positions in universities. A cursory glance of the roll call of names across the top 100 universities globally reveals the dominance of white males. Our theoretical disquiet in this article is linked with an enduring unease that processes of formal and informal merit work to reproduce, not eradicate, deep inequities in the recruitment and appointment of Vice Chancellors, Presidents, or Rectors at the world's elite institutions. We argue that underpinning rhetoric of meritocracy works as a visible and audible performative tool that offers an appearance of a just, fair, and neutral process.

285 What does it mean to belong in the physical sciences?

Mariam Yacoub[1], Jennifer Leigh[1], Panagiota Axelithioti[2]

[1]University of Kent, Kent, United Kingdom. [2]University of Glasgow, Glasgow, United Kingdom

Research Domains

Academic practice, work, careers and cultures (AP)

Abstract

In recent years, professional societies have acknowledged the impact of belonging in science and pledged commitments to foster a more inclusive and representative academic culture as a means of addressing the lack of diversity and underrepresentation. The Royal Society of Chemistry concluded that a sense of belonging led 'to better science outcomes'.

Humans evolved to seek out and maintain close personal relationships. However, the sense of belonging felt by an individual is fluid, and belonging cannot be perceived as an absolute value that an individual may or may not possess. On the contrary, it is a sense of self that may be built and damaged depending on the cues we receive from our environment. In this paper we draw on our lived experiences to explore feelings of belonging and exclusion within the physical sciences – specifically chemistry - as three academics working within the field specifically around EDI.

International Research and Researchers Network Session

14:00 - 14:30 Monday, 4th December, 2023

Drop in at this informal session to meet some of the convenors of the IRR network – Cora Xu and Sazana Jayadeva – and other researchers working on topics related to international higher education and student mobilities. The convenors will tell you all about the IRR events they are planning for the coming year, and would be very interested in hearing about your research, and the kinds of events you would like to see the network organise. Everyone is very welcome!

Higher Education Policy Network Session

14:00 - 14:30 Monday, 4th December, 2023

Come along and meet the convenors of the Higher Education Policy (HEP) Network, Professor Colin McCaig, Sheffield Hallam University and Professor Karen Mpamhanga (formerly Smith), University of Hertfordshire. Hear more about what the network has been doing this year, and contribute to our session planning for next year by sharing your thoughts on potential future HEP network topics.

Postgraduate Issues Network Session

14:00 - 14:30 Monday, 4th December, 2023

Postgraduate Issues Network: a chance to raise issues of interest with the Convenors

The Postgraduate Issues Network was established in 1995 to help interested parties find out about new developments in the field of postgraduate education and to interpret these for their own use and benefit, by means of seminar and workshop events, variously online or face-to-face. This growing network has many members (researchers, supervisors and research supporters of many kinds) including a number from around the globe, by virtue of participating in events.

The network offers its members more than a series of meetings: it aims to be a true network of mutual support in which ideas, concerns, materials and help are shared in a collaborative, collegial way, amongst all interested parties.

Learning, Teaching and Assessment Network Session

14:00 - 14:30 Monday, 4th December, 2023

The Learning, Teaching and Assessment Network (LTAN) launched in October 2019 and its primary aim has been to highlight, discuss and share current issues, trends and debates in research supporting learning, teaching and assessment.In the network event on 4th December, the Network conveners, Professor Alex Owen, Dr Emily Danvers and Professor Namrata Rao intend to reflect on the activities of the network till date and will be sharing their plans for this year. This year the events have focussed on/will focus on Leadership in Learning and Teaching, Artificial Intelligence and its impact on learning and teaching and Academic Freedom and its impact on learning and teaching.

The LTA Network conveners would also be keen for the attendees to help shape the agenda of the network's activities and hear from them how the LTA network can support the researchers/practitioners in the field.

Employability, Enterprise And Work-Based Learning Network Session

14:00 - 14:30 Monday, 4th December, 2023

Come along to our network roundtable meeting to connect with convenors and others interested in this area of research. It's a great opportunity to hear about upcoming events and input into the development of future sessions.

Newer Researchers Network Session

14:00 - 14:30 Monday, 4th December, 2023

Our Newer Researcher network convenors will introduce the network and reflect on its activities to date, and how they are shaping plans for our schedule next year. This will be an opportunity to meet fellow newer researchers and to share your own ideas for NR network sessions.

Parallel Session 3:1

14:30 - 16:00 Monday, 4th December, 2023
Chair Pauline Kneale

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288 Understanding Wellbeing: The Affective Response of Writing Retreats in Academics and Postgraduate Students

Rowena Murray[1], Gillian McLellan[2], Michelle Smith[3], Morag Thow[4]

[1]University of Strathclyde, Glasgow, United Kingdom. [2]University of Stirling, Stirling, United Kingdom. [3]University of the Highlands and Islands, Inverness, United Kingdom. [4]Glasgow Caledonian University, Glasgow, United Kingdom

Research Domains

Academic practice, work, careers and cultures (AP)

Abstract

Writing is a core skill for academics and postgraduates. Working online may increase productivity, but, for some, it increases stress and negatively impacts on their ability to write. Writing retreats provide a means to escape these stresses, and this study is investigating their impact on participants' wellbeing. We explore the affective response of two cohorts of academics and postgraduates who attend writing retreats, online or in-person.

Participants complete the Positive and Negative Affect Schedule (Watson, Clark & Tellegen, 1988) at the start and end of a writing retreat. Questionnaire data are inputted in SPSS and analysed using paired samples t-test. Semi-structured interviews will be offered to participants. This study aims to identify if attending a writing retreat impacts the affective domain: reducing stress and improving wellbeing. We will explore the implications for improving academic wellbeing environments, specific to the core task of writing.

316 Moving from responsibility learning inaction to 'responsibility learning-in-action': A student-educator collective writing on the 'unnoticed' in the hidden curriculum at business schools

Uracha Chatrakul Na Ayudhya[1], Michelle Edmondson[1], America Harris[2], Fabien Littel[3]

[1]Birkbeck, University of London, London, United Kingdom. [2]University of Hohenheim, Hohenheim, Germany. [3]University of Southampton, Southampton, United Kingdom

Research Domains

Academic practice, work, careers and cultures (AP)

Abstract

We are a student-educator writing collective that have come together outside the formal classroom to experiment with 'writing differently', imbued with a desire to enact collective resistance against 'unnoticed' and intentionally hidden aspects of the business school curriculum that condone, normalize, and reproduce social injustice and inequalities. As students and educator in the Department of Organizational Psychology at a UK-based business school, we see our non-traditional writing as a form of resistance against hegemonic scientific norms of knowledge production that dominate our discipline. We evoked Freire's problem-posing education through a collective enactment of 'responsibility learning-in-action' by participating in regular 'writing as resistance' sessions, where we wrote around our lived experiences of the 'unnoticed' and intentionally hidden curriculum and responsibility learning in the same virtual space and time and then read aloud to one another. Our coming together through this practice (re)claims relationality and solidarity in the student-educator relationship.

297 Mental Health Problems in First Generation Students at UK Universities: A Comparison with Continuing Generation Students

Donna Smith

University of Cambridge, Cambridge, United Kingdom

Research Domains

Student Access and Experience (SAE)

Abstract

There is little UK-specific research on first generation university students (FGS; those whose parents did not achieve a university degree) and none which has focussed on mental health. The aim of this study was to compare the prevalence and types of mental health problems experienced by FGS and continuing generation students (CGS; those whose parents did achieve a university degree) at UK universities. Participants were students aged 18 years or older from any UK university and were recruited to the study via advertisements on social media. A sample of [target N = 200] UK university students comprising both FGS [target n = 100] and CGS [target n = 100] completed an online survey containing measures of mental health problems. In this presentation I will report the results of the data analysis and discuss the implications of the findings for FGS mental health, widening participation and future research in this field.

Parallel Session 3:2

14:30 - 16:00 Monday, 4th December, 2023
Chair Karen Jones

19 The reconstruction of Swedish doctoral education over the past 50 years

Britt-Marie Apelgren, Sverker Lindblad, Gun-Britt Wärvik

University of Gothenburg, Gothenburg, Sweden

Research Domains

Postgraduate scholarship and practice (PGSP)

Abstract

This paper presents results from a study on changes in Swedish doctoral education over a period of 50 years (Apelgren, Lindblad & Wärvik, 2022). Here we explore the restructuring of doctoral education through a review of Swedish national policy documents and a content analysis of twelve Swedish syllabi for a PhD in Education. Of particular interest is how governance and structure of doctoral research studies have changed and transformed the roles of supervisors and doctoral researchers. We identified three themes in this development: 'schoolification', increasing interest in stress management, and relevance in terms of professional competences. It was concluded that Swedish doctoral education is increasingly regulated at the cost of doctoral researchers' individual autonomy.

Apelgren, B-M., Lindblad, S. & Wärvik, G-B. (2022). Restructuring doctoral education in Sweden. In M-L. Österlind, P. Denicolo, & B-M. Apelgren (Eds.). Doctoral Education as if People Matter - Critical Issues for the Future. Brill Publishers.

39 More than a checkpoint? Exploring the pedagogical role of doctoral progression assessment

Timothy Clark

University of the West of England, Bristol, United Kingdom

Research Domains

Learning, teaching and assessment (LTA)

Abstract

There is an expectation that all doctoral programmes in the UK will include a form of progression assessment (QAA, 2020), with individual institutions having autonomy to determine specific processes and criteria. Yet, despite the potential significance of this assessment to the doctoral journey (Smith McGloin, 2021) it has previously received very limited empirical attention (Dowle, 2023; Sillence, 2023), particularly in relation to its pedagogic, rather than pragmatic, role. Supported by theory relating to the concept of assessment for learning (Wiliam, 2011) the present study sought to utilise narrative event-focused interviews (Jackman et al, 2022) to investigate student experiences of doctoral progression assessment at one university. The study framed the assessment as a potential learning event and considered perceptions of its impact on personal academic development. The findings highlighted the role of written and oral examination within this process and explored student perspectives of the pedagogic aspects of these processes.

128 A provocation to precarity: Reimagining the role of doctoral supervision in challenging precarity in academic careers

Ciaran Burke[1], Ewan Mackenzie[2], Alan McKinlay[2], Tracy Scurry[2]

[1]University of the West of England, Bristol, United Kingdom. [2]Newcastle University, Newcastle Upon Tyne, United Kingdom

Research Domains

Academic practice, work, careers and cultures (AP)

Abstract

Whilst there is increasing acknowledgement of precarity being effectively "baked-in" to academic careers, there has been limited examination of the role of doctoral supervision and supervisors in relation to this. Applying an institutional habitus lens (Reay, et al., 2005) we question the role of supervision in normalising, legitimizing and reproducing precarity as the 'rules of the game' and encouraging strategies of 'hope labour' to navigate precarity. Hope labour is unpaid or under-compensated labour undertaken in the present, usually for exposure or experience, with the hope that future work may follow (Mackenzie and McKinlay, 2021). In this conceptual paper we critically explore the potential implications of supervisors encouraging hope labour for academic careers and argue that hope labour disguises the long-term exploitative and ruinous effects of unpaid or under-compensated work on academic careers. We present the possibilities for a reimagining of doctoral supervision which moves beyond the legitimization of precarity.

Parallel Session 3:3

14:30 - 16:00 Monday, 4th December, 2023
Chair Rachel Brooks

310 No Country for Young Engineers: student migration from India to Germany as a second chance at success

Sazana Jayadeva

University of Surrey, Guildford, United Kingdom

Research Domains

International contexts and perspectives (ICP)

Abstract

The number of Indians studying in Germany has sharply risen between 2015-2016 and 2020-2021 and the majority are enrolled on engineering postgraduate courses. Drawing on interviews with 45 Indians who were applying to, currently pursuing, or had recently graduated from engineering Master's degrees in Germany, this paper discusses how the affordable cost of study in Germany had made overseas study an accessible escape from the unfavourable job market for engineers in India. I argue that the reason my interlocutors sought to study in Germany was not because they believed a German degree would give them a positional advantage in the Indian job market. Rather, what they sought to acquire through study in Germany was work experience at a German engineering company. The paper draws attention to alternative place-based markers of distinction beyond institutional prestige which motivate these student flows, and joins scholarship exploring socio-economic diversification among internationally-mobile students.

256 Refugee inclusion in higher education: the nexus of barriers and the digital

Rebecca Nambi[1], Rovincer Najjuma[1], Michael Gallagher[2]

[1]Makerere University, Kampala, Uganda. [2]University of Edinburgh, Edinburgh, United Kingdom

Research Domains

Digital University and new learning technologies (DU)

Abstract

This presentation will discuss the lived experiences and challenges refugee students face in participating in higher education in Uganda. The project sought to identify what refugees and those who worked with them in universities thought of the barriers and opportunities in higher education, what types of social capital was needed to succeed, and what role digital learning had in this process. Data were generated through desk research identifying policy language, a survey and 25 semi-structured interviews with students and staff at universities and staff at support organisations.

Findings surface how institutional policy can prohibitively frame the refugee experience. Non-academic structures, such as clubs and social networks designed to meet the students' social welfare, are critical in offsetting these framings. In this presentation, we will note the subtle tensions that emerge from the expectations of participation in university life, and Ugandan life more broadly, amidst digital structures that complicate inclusion.

182 University Rankings in Nordic Higher Education: A Scoping Review

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Research Domains

Higher Education policy (HEP)

Abstract

University rankings play a significant role in higher education (HE) policy in Europe, including the Nordic countries. This scoping review examines their relevance in Nordic HE by analyzing 86 studies published between 2003 and July 2022. The findings indicate a focus on universities' structural and governance reforms to achieve world-class status in a competitive environment. Themes such as educational affairs, funding, research policies, and internationalization received varying attention. A potential discrepancy emerges between global ranking criteria and Nordic scholars' research priorities. The evolving discourse reflects a shift from narrow international competitiveness to a critical perspective. The implications highlight the need for further research and understanding of rankings' evolving role in HE. This review contributes to the existing literature, serving as a valuable resource for policymakers, practitioners, and researchers in the Nordic HE context.

Keywords: University rankings, Nordic higher education, scoping review, structural reforms, research policies, internationalization.

Parallel Session 3:4

14:30 - 16:00 Monday, 4th December, 2023

52 Platforming Employability: Exploring the experiences of graduates using social media for their post-university career transitions

Tom Staunton

University of Derby, Derby, United Kingdom

Research Domains

Digital University and new learning technologies (DU)

Abstract

This paper will focus on the role of digital platforms as sites for employability in the context of higher education. It will draw on empirical data from a longitudinal study exploring how university graduates make use of digital platforms as part of their career transitions. In a higher education context platforms such as LinkedIn, Twitter and Instagram are increasingly presented to students and graduates as part of a strategy for bringing about a positive career transition. This paper will critique dominant notions of digital career literacy as central to understanding how graduates interact with social media and instead aim to use theorisations of social media as a platform as the starting point for how best to theorise this relationship.

38 Professional Digital ePortfolios: Perceptions on Employability, Reflective Practice and Professional Identity for UK Undergraduate Childhood Studies Students

Jodie Pinnell

University of Portsmouth, Portsmouth, United Kingdom

Research Domains

Employability, enterprise and graduate careers (EE)

Abstract

This research examines the integration of digital ePortfolios in UK undergraduate Childhood Studies courses. With graduate employability a key driver for UK universities to attract students, strategies to connect learning to employment are becoming increasingly valuable in higher education. Although ePortfolios may not be a novel approach in degree programmes, their integration as a central element of curriculum and assessment has not been fully explored. This study investigates how ePortfolios can affect students' interaction with their university experiences by enhancing professional identities and reflective, lifelong learning. Data collected for this project draws upon students' perceptions through recorded online interviews adopting a phenomenological approach, eliciting meaning through reflective, subjective understandings. Findings portray that reflective work in ePortfolios can be challenging through exposing vulnerabilities whilst also positively playing a role in the 'bigger picture' of students' development. This is through the facilitation of digital skill development and evolving professional identities.

209 We deserved fair treatment! A pathetic career transition within an outsourcing company

GONZAGUE ISIRABAHENDA

BABES-BOLYAI UNIVERSITY, CLUJ-NAPOCA, Romania

Research Domains

Employability, enterprise and graduate careers (EE)

Abstract

Romania is home to numerous outsourcing companies and their arrival has radically increased the number of service-job opportunities. Romania is among the leading countries with the highest underemployment rate, and the mismatch between education and job remains a public and socio-economic issue. However, there is a lack of studies on education-job misalliance-lived-work experience and the potentially complex issues facing young university graduates. This study explains the return to the office (RTO) transition drawn on two-year ethnographical case study data analysed with a reflective thematic lens. Findings emphasised that returning to work in the office on a full-time basis proved how company management purposively ignored employees' participation and devalued CSRs engagement—for many, minimal work flexibility hindered the work-life balance. We reveal how outsourcing aligns with talent mismanagement and insecure career prospects, i.e., CSRs' daily tasks entail deskilling, offer limited personal and professional development and deter career mobility.

Parallel Session 3:5

14:30 - 16:00 Monday, 4th December, 2023
Chair Steve Woodfield

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257 Faculty Enactment of Curriculum and Teaching Policy in Kazakhstan.

Saule Yeszhanova

Nazarbayev University, Astana, Kazakhstan

Research Domains

Learning, teaching and assessment (LTA)

Abstract

The purpose of this study is to explore how faculty members of one foreign languages department are enacting the changes in curriculum and teaching policy implemented in Kazakhstan's public higher education system and their perspectives on changing their teaching and learning practices. The current study employed an ethnographic research design. Twenty-one faculty members of one foreign languages department took part in the study. I conducted twenty semi-structured interviews, observed twenty-nine faculty classroom teaching, and attended one faculty meeting where they discussed how they enacted curriculum changes. Some of the hindrances in curriculum policy enactment by faculty might be a lack of clear guidelines or instructions on how to implement the policy into practice initiated by the policymakers and time pressure to enact curriculum policy. Also, academics may have mixed feelings about curriculum reforms. Some may be positive about these reforms whereas senior faculty members may not support curriculum changes.

372 Programmatic policy from a clientelist setting: The case of the passage of the free public higher education law in the Philippines

Nelson Cainghog

University of the Philippines Diliman, Quezon City, Philippines
Research Domains

Higher Education policy (HEP)

Abstract

Scholars characterized Philippine politics as clientelist. Policies that are not clientelist especially major ones that require huge funding rarely materialize. Starting in 2018, a free higher education law provided for free tuition and most miscellaneous expenses to students taking their first college degree within the prescribed duration of study in a government college. The assistance is provided to eligible students who passed the admission examination. Why was this programmatic program passed by a clientelist Congress? The following factors contributed to the passage of law: (1) the Supreme Court's declaration of Congress' pork barrel funds as unconstitutional in 2013; (2) the Philippine Senate's lesser incentive to engage in clientelist distribution due to their national as opposed to local constituency; and (3) the fiscal space that made a costly programmatic program feasible. The paper aims to shed light on how programmatic policies, especially a major one, emerge from a clientelist Congress.

26 A qualitative study employing Bourdieu's concepts: how Chinese graduates perceive the UK Masters programme

Miaomiao Jia

Cardiff University, Cardiff, United Kingdom
Research Domains

Employability, enterprise and graduate careers (EE)

Abstract

Extensive research has examined positive influences of international educational mobility (IEM) on international students, mostly regarding English language learning, cross-cultural interactions, student experience and student mobility. Few studies have investigated how Chinese graduates perceive and experience IEM, and relevant studies focus on singular facets, like acculturation, psychological adaptation or programme engagement. To fill this key gap, this study draws on Bourdieu's theoretical lenses of cultural capital and social practice to qualitatively explore the influence of international experiences on international graduates' perceptions of life and work. This study clarifies the positive implications of international exposure for graduates regarding institutional recognition, employability, global friendships, cosmopolitan horizons and acculturation. Particularly, accrued social capital and perceived employability are identified as key positive attributes. Future research needs to further synthesize cultural factors, labour market contexts and experiences of returnees and stayers to identify the sustainability of employability and capital values of IEM for Chinese graduates.

Parallel Session 4:1

16:15 - 17:45 Monday, 4th December, 2023
Chair Clare Loughlin-Chow

293 Enhancing University mentoring practice through Activity Theory analysis of the lived experiences of Learning and Teaching mentors.

Helen Hooper, Jaden Allan, Linda Allin, Michael Elsdon, Susan Mathieson, Roger Penlington

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Research Domains

Academic practice, work, careers and cultures (AP)

Abstract

Increased emphasis has been placed on mentoring in educational development to enhance the quality of University Learning and Teaching. However, there is little research exploring L&T Mentors' experiences. This study, by a cross-University team investigating LTM experiences, is underpinned by Cultural Historical Activity Theory. CHAT provides a framework for collaborative research to change thinking and practice through identification and understanding contradictions in 'Activity Systems'. The mentoring AS was collaboratively mapped and used to survey LTM. Data analysis surfaced typical patterns of experience and revealed mentors experienced contradictions with both sociocultural and structural aspects within the AS. Commitment to reflective practice and collegiality motivate LTM and conflicts with perceptions that L&T mentoring is not valued or rewarded by academic leaders who prioritise research. Exploring contradictions enable us to collaboratively develop interventions rooted in academics' lived experiences. We will reflect on the 'expansive learning' promoted by researcher engagement with CHAT.

267 Different but equal? Examining notions of difference and equality in the student-staff partnership literature

Maren Omland[1], Hege Hermansen[1], Gudrun Rudningen[1], Anja Amundrud[2], Magnus Hontvedt[3], Maiken Simmersholm Mathisen[1], Frederick Reiersen[1], Fazilat Siddiq[3]

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Research Domains

Student Access and Experience (SAE)

Abstract

Student-staff partnerships in higher education are grounded in an ideal of increased equality between students and staff. At the same time, a key argument for student-staff partnerships is that students contribute with knowledge and experiences that are different to those of staff. This paper argues that the implications of this juxtaposition of equality and difference have not been sufficiently explored. Building on a systematic review of literature on student-staff partnerships, we examine 228 published articles with analytical focus on how notions of equality and difference between students and staff are expressed conceptually and empirically. Our analysis, driven by the concepts of positioning and agency, identifies four main student positions as follows: students as resources on a) subject knowledge, b) pedagogical approaches, c) inclusive learning spaces, and d) self-growth. For each category, we discuss implications for students-staff relations and for opportunities of student agency.

Parallel Session 4:2

16:15 - 17:45 Monday, 4th December, 2023
Chair Sazana Jayadeva

206 Understanding how Doctoral Students Prepare for Faculty Positions in Higher Education: Building Connection, Gaining Insight and Understanding Complexities

Dinesh Rathi, Jennifer Branch-Mueller, Crystal Stang

University of Alberta, Edmonton, Canada

Research Domains

Employability, enterprise and graduate careers (EE)

Abstract

Higher education is complex. While in a doctoral program, students might get limited insight into the complexities of an academic role and the faculty search process. This qualitative study examines the ways in which doctoral students can prepare themselves for faculty positions. Analysis of eight semi-structured interviews conducted with current and former school library faculty members suggests that doctoral students should hone their soft skills and use strategies to build connections, understand complexities, and prepare themselves. Examples of recommended soft skills include networking, self-presentation, communication, planning, time management, leadership, and cultural awareness. Examples of recommended strategies include attending conferences, going to job talks, being active in associations, mapping your skills with teaching needs, practicing for interviews, learning about location, socializing, using support options and conducting research. The study provides a foundation for future research including exploring the experiences of current doctoral students as they prepare for academic positions.

278 Coaching - The Missing Link in Authentic Assessments for International Students?

Sarah Percy[1], Sarah Montano[2]

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Research Domains

Employability, enterprise and graduate careers (EE)

Abstract

Authentic assessments increasingly play a pivotal role in developing students' key employability skills (Sotiriadou et al., 2020). However, the authors observed international students struggling to connect theory to practice and develop employability skills required for an authentic assessment. Therefore, this paper focuses on the role of 'blended coaching', particularly expert industry coaching, as a learning intervention to develop and enhance students' employability and practical skills alongside authentic assessments. The author has extensive marketing industry experience, therefore, expert industry coaching was blended with facilitative coaching, to connect theory to practice and develop key soft skills including problem solving and creativity (Bloom et al., 2005). A case study from the MSc Digital Marketing module will be used to demonstrate the role of coaching to support international students with an authentic assessment.

This working paper contributes to research and practice in coaching and employability of international students in higher education.

344 Evaluating the Impact of the Teaching Campus Programme on Education Subject Students and Hosting Schools in an Indonesian Teacher Training and Education Institute

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Research Domains

Higher Education policy (HEP)

Abstract

This paper marks the pioneering effort to assess the impact of the Teaching Campus Programme (TCP) on individual students, universities, and hosting schools in the Kubu Raya Region of West Kalimantan Province, Indonesia. The TCP was designed to enhance the career prospects and employability skills of university students while fostering collaboration between universities and rural elementary schools as a vehicle for school improvement. The study draws on the principles of communities of practice and employs various sources of data, including curriculum documents, focus group interviews, and students' fieldnotes.

Preliminary findings indicate that the TCP has played a crucial role in cultivating practical teaching skills among education subject students; the hosting schools have greatly benefited from the programme, witnessing notable improvements in teaching practices and increased professionalism; the TCP has primarily emphasised the development of employment skills among university students, with less emphasis placed on school improvement.

Parallel Session 4:3

16:15 - 17:45 Monday, 4th December, 2023
Chair Andrea Cameron

294 Politics, Policies, and the crusade against science: higher education research and evaluation under a denialist government in Brazil

Maria-Ligia Barbosa[1], Adriane Gouvêa[1], André Pires[2], André Vieira[3], Leonardo Rodrigues[4], Luma Doné[1], Renato Santos[5]

[1]UFRJ, Rio de Janeiro, Brazil. [2]Uniso, Sorocaba, Brazil. [3]UFF, Rio de Janeiro, Brazil. [4]IFNMG, Almenara, Brazil. [5]Inep, Brasília, Brazil

Research Domains

Higher Education policy (HEP)

Abstract

Our proposal is to analyze the impact of the breakdown of institutional logic in the evaluation system in the last Brazilian Presidency on the forms of collaboration between researchers and policymakers. From a privileged point of view of a collaboration of more than 8 years between LAPES (Laboratório de Pesquisa em Ensino Superior) and Inep, we will analyze the official model of evaluation of the higher education system in Brazil and the types of participation of researchers from outside the institution (participation in Conaes and individual consultancy work).

Based on the institutional agency approach, we will analyze how INEP's researchers resisted the onslaughts of negationism and sought support from the academic community in the area of education and evaluation, ensuring

the resilience of institutional values. We analyze the types of theoretical/ methodological contributions proposed by groups of researchers in the development of social indicators related to the higher education system.

328 FACTORS RELATED TO THE PERMANENCE OF STUDENTS IN EVENING DEGREE COURSES AT THE UNIVERSITY OF BRASÍLIA - BRAZIL, 2015 -2019

Ana Maria Albuquerque Moreira, Ana Maria Nogales, Breitner Tavares, Danielle Xabregas Nogueira, Girlene Ribeiro de Jesus, Maria Teresa Leão Costa, Silene Lozzi, Stefan Klein

University of Brasília, Brasília, Brazil

Research Domains

Student Access and Experience (SAE)

Abstract

This paper examines the factors related to permanence in evening degree courses at UnB, as perceived by former students, both graduates and non-graduates, between 2015 and 2019. The study is relevant for institutional policies aiming to reduce the high dropout rates in these courses, which reach 50% of enrollments, and that are responsible for training teachers for primary and secondary education. The research draws on quantitative methodology and descriptive analysis, integrating institutional data and responses to surveys applied to graduates and non-graduates. First, it will present the theoretical-methodological framework of the research. Second, it will analyze determining factors to permanence of students who attend university at night. In conclusion, reducing dropout rates in evening courses requires institutional efforts to develop policies for the success of students, particularly workers. This challenge needs to consider inequalities in the student´s profile and improvements in infrastructure, technological aspects, pedagogical conditions, and curriculum innovations.

130 Levelling as a remedial education dispositif to govern the entry of non-traditional students within the inclusive Latin American University

Rafael Miranda-Molina

Universidad Alberto Hurtado, Santiago, Chile

Research Domains

Student Access and Experience (SAE)

Abstract

Levelling refers to remedial strategies usually focused on non-traditional students to foster their post-entry inclusion. Here I investigate about such construction, as a remedial education dispositif to govern their entrance in-between teaching, management and research. From an archive of conference/journal papers and policy documents from 12 countries, and interviews of Chilean affirmative action practitioners, this study adumbrates a system of relations of discourses, professionalisms, expert knowledges and practices that strategically construct gaps and slopes, as objects, and vulnerable students, as subjects, to level-up. I argue about a line of subjectification that invites students to be eager to participate, open to intervention and thankful of support, as well as affirmative action practitioner to be proud and useful agents of inclusion. Finally, levelling, as curricular and supplementary teaching, derives from assessment of academic and social vulnerability, as well as studies that legitimize what to measure and intervene to foster student retention.

Parallel Session 4:4

16:15 - 17:45 Monday, 4th December, 2023
Chair Rachel Brooks

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153 Geographies of pedagogies in internationalised higher education

Hanne Kirstine Adriansen[1], Lene Moller Madsen[2]

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Research Domains

Academic practice, work, careers and cultures (AP)

Abstract

Inspired by critical internationalisation studies, this work in progress explores 'geographies of pedagogies' inherent in present internationalisation practices. The past 30 years, academia has become increasingly international through mobility of students and staff. Within the EU, polices such as the Bologna process intend to make this mobility as smooth and seamless as possible. In this development, the English language has gained prominence as the lingua franca of Academia. Based on 14 interviews with international academics at Danish universities, we examine how language, pedagogies, and scientific knowledge are seen and articulated as universal, particular, or contextual. We use spatial theories and the notion 'geographies of scientific knowledge' in our analysis, which highlights the situatedness of academic practice in internationalisation of higher education. By using Denmark as a case, this study provides new findings from a non-English speaking country and shows how teaching is a localised practice even in an international classroom.

270 Unveiling the path to internationalisation: an evaluation of strategies and understandings in Portuguese higher education

Joyce Aguiar[1], Cristina Sin[2], Orlanda Tavares[2], Cosmin Nada[3], Diogo Lourenço[4,5], Luís Fernandes[4], Ricardo Biscaia[4,1]

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Research Domains

International contexts and perspectives (ICP)

Abstract

Portuguese higher education comprises universities and polytechnics, both public and private. Although a relatively new phenomenon in Portugal, internationalisation may be at different stages of development according to institution type. This paper examines how different higher education institutions (HEIs) in Portugal approach internationalisation from a strategic point of view and how they understand this phenomenon. It uses a mixed-methods approach comprising an online survey (N = 65) and semi-structured interviews (n= 4) with HEIs' representatives. The first results indicate that internationalisation represents a strategic objective for most institutions, however less than half have structures dedicated to it. Differences between institution types emerge concerning the activities undertaken to pursue internationalisation as well as concerning the understanding of the

concept. The study contributes to the existing literature on the varied nature of internationalisation, stressing the fluid and multifaceted nature of the concept, especially in HE systems marked by diversity.

136 Examining the Impact of Distance Learning in the Context of International Mobility

Brendan Harrison, Susan Marango

Commonwealth Scholarship Commission in the UK, London, United Kingdom

Research Domains

International contexts and perspectives (ICP)

Abstract

The Commonwealth Distance Learning programme was launched in 2001 to enable development impact in the Commonwealth by providing training that is not otherwise available to skilled and qualified postgraduate students who wish or need to stay in their home country while they study thereby enabling them to access opportunities that would otherwise require them to travel abroad.

An evaluation of the programme was completed in 2022, using surveys, interviews, and case studies to investigate the impact of the programme on students, universities, and international partner organisations. This paper explores the findings of the evaluation in greater detail from the perspectives of these different stakeholders, and the longer-term impact that their involvement in the programme has had for themselves, their organisations, and their larger communities.

Parallel Session: 4:5

16:15 - 17:45 Monday, 4th December, 2023
Chair Harriet Barnes

311 Quality assurance parameters evolution in online environment

Anna Korchak, Tatiana Khavenson

Higher School of Economics, Moscow, Russian Federation

Research Domains

Digital University and new learning technologies (DU)

Abstract

Higher education nowadays is under a significant transformation, with digitalisation being a part of this change (Tømte et al, 2019). Rapid growth of online-programmes started from 2009 (Blagg, K., 2018) and turned them into a part of university system. A need to provide online-programmes with the same set of tools as traditional ones emerged, for example, with quality assurance models. Existing instruments, however, are hardly suitable for online mode due to a complex nature of quality online (La Rotta et al, 2020). This paper presents results of comparative analysis of quality assurance models for online university programmes. The aim is to trace models' overlapping parameters evolution. Analytical frame consists of apriori parameters, derived from literature review,

and aposteriori parameters that emerged during the analysis process. The research question is: How have the criteria of quality evolved over time and how this evolution shapes online quality nature nowadays?

369 Examining the Impact of Online Teaching and Learning on Medical Trainers and Trainees in the East of England Deanery

Tamer Said[1], Anna Von Essen[2], Amr Kandil[3], Rowan Burnstein[4], Prof. Riikka Hofmann[1]

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Research Domains

Technical, Professional and Vocational Higher Education (TPV)

Abstract

The unprecedented changes to the delivery of medical training in response to the Covid-19 pandemic continue to impact postgraduate medical education. Our study aims to learn from this unanticipated 'experiment' and inform the development of future policy and practice. While the focus is on medicine, findings will offer insights across HE. To understand new forms of provision and educator and learner experiences, we conducted a theory-based evaluation to examine the factors that could affect online teaching and learning within the East of England Deanery. Our results indicate that trainees and trainers enjoyed the flexibility offered by online learning and believe that online training should play a more prominent role in medical education. The perceived learning efficacy was predicted by the lecturers' experience in online teaching, course features, and self-regulation. The challenges included reduced trainers' motivation to teach online, lack of admin support and IT skills, and loneliness during learning.

Closing remarks

17:45 - 18:00 Monday, 4th December, 2023