

Conference Programme

Higher Education Research, Practice, and Policy: Connections & Complexities

SRHE International Research Conference

4 December, 6-8 December 2023

Conference Aston in Birmingham, UK

SRHE

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

The Society for Research into Higher Education (SRHE) is an independent and financially self supporting international learned Society. It is concerned to advance understanding of higher education, especially through the insights, perspectives and knowledge offered by systematic research and scholarship.

The Society's primary role is to improve the quality of higher education through facilitating knowledge exchange, discourse and publication of research. SRHE members are worldwide and drawn from across all the disciplines.

The Society has a wide set of aims and objectives. Amongst its many activities the Society:

- is a specialist publisher of higher education research, journals and books, amongst them Studies in Higher Education, Policy Reviews in Higher Education, Higher Education Quarterly, Research into Higher Education Abstracts and a long running monograph book series.
- funds and supports a large number of special interest networks for researchers and practitioners working in higher education from every discipline. These networks are open to all.
- runs the largest annual UK-based higher education research conference and parallel conference for postgraduate and newer researchers. This is attended by researchers from over 35 countries and showcases current research across every aspect of higher education.
- runs an established series of Professional Development Workshops for new and emerging researchers
- offers a series of annual research awards which are funded entirely by the Society to support new research into higher education.



SRHE

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Advancing knowledge Informing policy Enhancing practice

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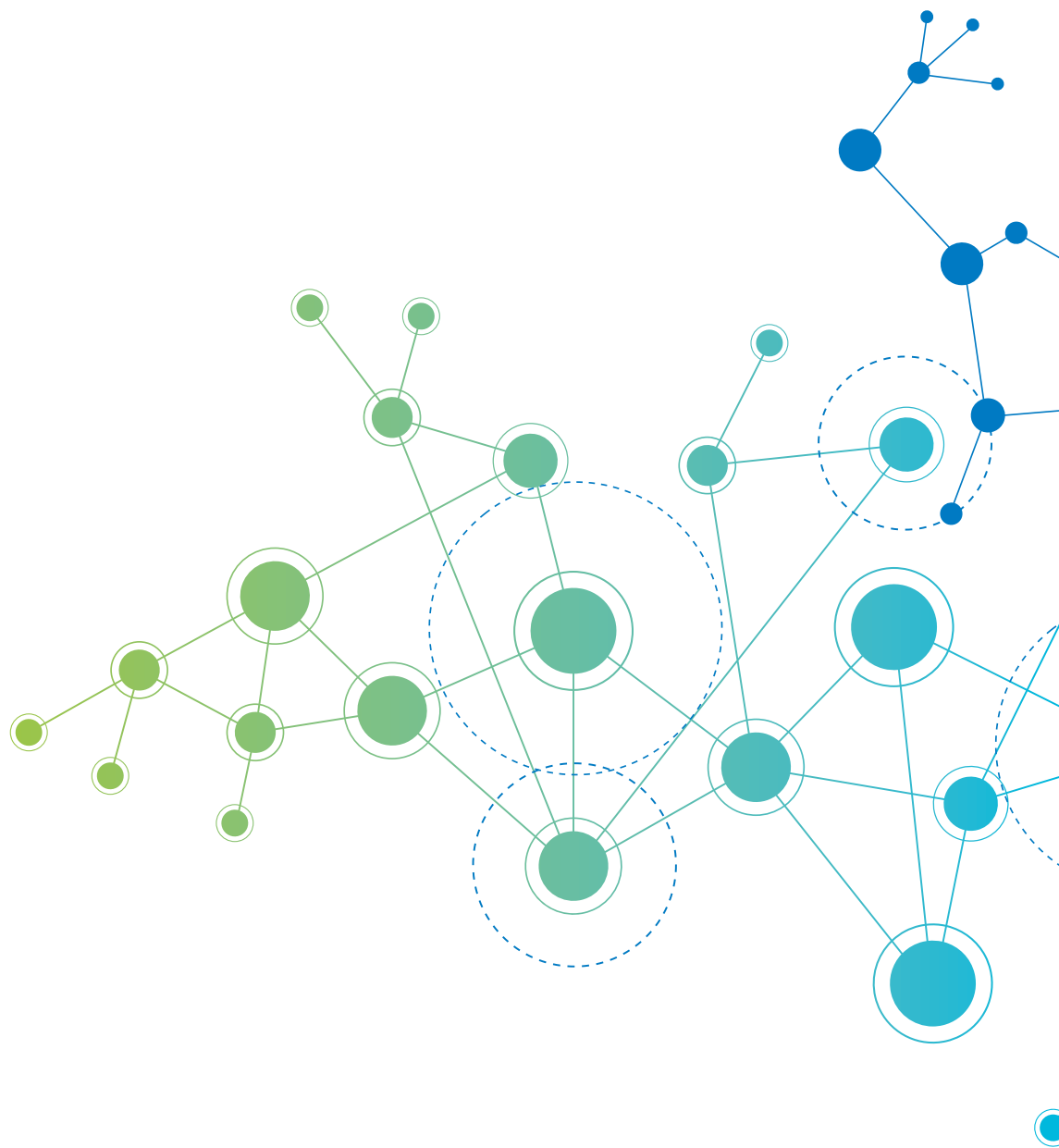
Higher Education Research, Practice, and Policy: Connections & Complexities

SRHE International Research Conference

4 December (online), and 6-8 December (in-person) 2023
Conference Aston in Birmingham, UK

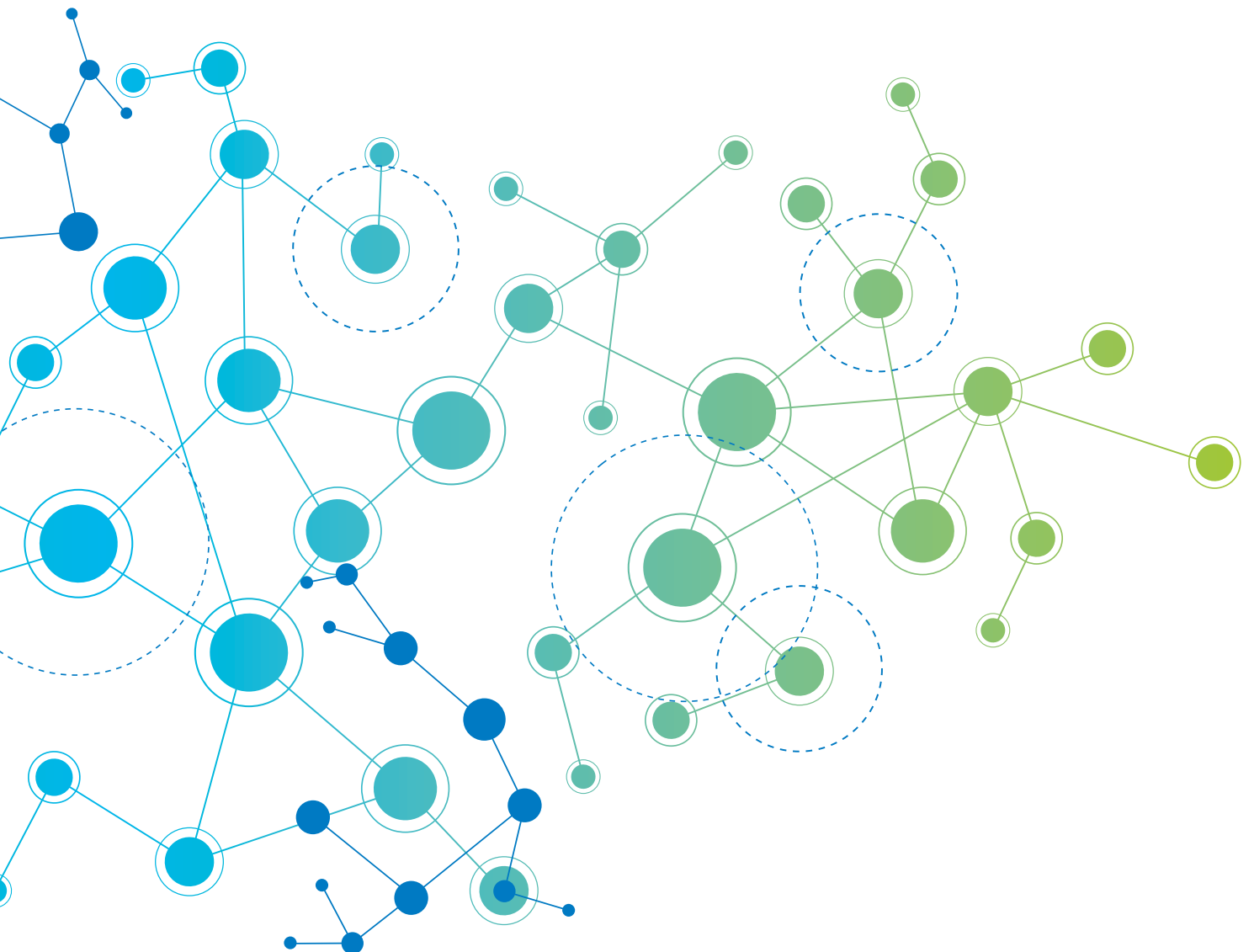
Conference Programme





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23	Presenter Index



CEO'S WELCOME LETTER

Dear Friends and Colleagues

On behalf of the Society for Research into Higher Education, and of all those who have contributed to the development of the 2023 SRHE International Annual Research Conference, it is my great pleasure to extend a very warm welcome to all attendees.

Our theme this year is **Higher Education Research, Practice, and Policy: Connections & Complexities**, providing space for the consideration of academic-policy engagement, and the challenges posed in fostering research-informed policy. With academic research and policy development operating to different paces, scales, and access to resources, it can be difficult to incorporate even highly relevant research findings into policy. How can research into policy be embedded into mechanisms of scrutiny and evaluation? It must also be acknowledged that there are potential drawbacks to forging closer links between academia and policy, and that there can be disagreement about what constitutes an acceptable evidence base. Can we maintain research integrity and support curiosity, while also responding to policy issues? We hope over the course of the conference to provide a stimulating forum to consider what works (and what does not) in terms of fostering academic policy engagement.

Our two plenary sessions will address different aspects of some of these questions. Professor Nicola Dandridge DBE will be speaking in our online session about the complex relationships between higher education research and policy making. Our in-person plenary panel will be chaired by Sir Peter Scott, Emeritus Professor of HE Studies at UCL, and will have four speakers speaking to various aspects of "Re-shaping Tertiary Education".

We've had a very pleasing response to this conference theme, with over 260 papers being presented across 10 different research domains. The split format of the 2023 conference will, we hope, offer the best of both worlds in terms of accessibility, with our dedicated online day on Monday 4 December continuing to offer access to those unable to attend in person, and allowing us to retain the advantages of the online engagement that we have worked so hard to develop over the past few years. We are especially excited, however, to be conducting our first conference with an in-person dimension since 2019, and we're very much looking forward to reengaging with you all in both academic and informal networking sessions from Wednesday to Friday. In both formats we aim to offer a lively and stimulating space for discussion and a real sense of being part of a global community of scholars and practitioners. I am particularly looking forward to meeting members and hearing your views on both the conference theme, and on the role and activities of the Society more generally.

We are also pleased to be able to announce the theme for the 2024 conference as **Higher Education: a place for activism and resistance?** More details will follow in our introductory and closing sessions, and we hope that you will start thinking about engagement with this topic so that we can begin planning in earnest!



Dr M. Clare Loughlin-Chow, CEO

IN-PERSON CONFERENCE PROGRAMME AT A GLANCE

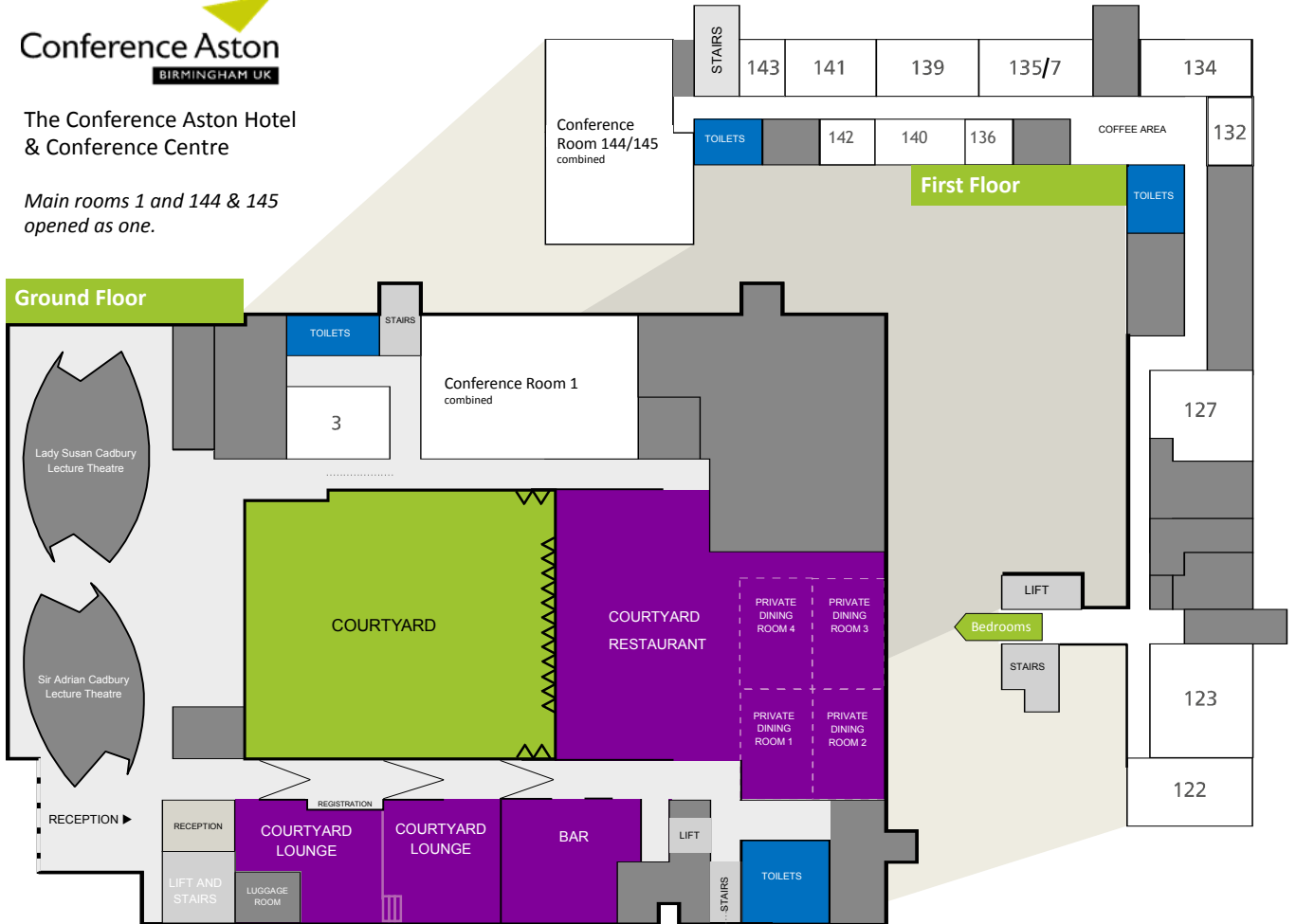
WEDN 6 /12	10.00-11.00	Registration - Tea & coffee and exhibition viewing
	11.00-11.15	SRHE Welcome & Opening Remarks
	11.15-12.30	Plenary: <i>Re-shaping Tertiary Education</i>
	12.30-13.00	Meet the SRHE Network Convenors
	13.00-14.00	Lunch - Networking, poster & exhibition viewing
	14.00-15.30	Parallel Session 1
	15.30-16.00	Tea & coffee - Poster and exhibition viewing
	16.00-17.30	Parallel Session 2
	17.30-18.30	Poster Presentations
	18.30-19.30	Welcome Drinks Reception (Sponsored by Taylor & Francis) All delegates are welcome
THUR 7 /12	08.30-09.00	Registration - Tea & coffee and exhibition viewing
	09.00-10.30	Parallel Session 3
	10.30-11.00	Tea & coffee - Poster and exhibition viewing
	11.00-12.30	Parallel Session 4
	12.30-13.30	Lunch - Networking, poster & exhibition viewing including HEQU Session with Wiley
	13.30-15.00	Parallel Session 5
	15.00-16.00	Guest Panels
	16.00-16.30	Tea & coffee - Poster and exhibition viewing
	16.30-18.00	Parallel Session 6
	18.00-18.30	SRHE Network Sessions
19.00 - late	Informal Buffet Dinner & Disco - All delegates are welcome	
FRI 8 /12	08.30-09.00	Registration - Tea & coffee and exhibition viewing
	09.00-10.30	Parallel Session 7
	10.30-11.00	Tea & coffee - Poster and exhibition viewing
	11.00-12.30	Parallel Session 8
	12.30-13.00	Closing Remarks
	13.00-14.00	Lunch

FLOOR PLAN



The Conference Aston Hotel
& Conference Centre

Main rooms 1 and 144 & 145
opened as one.



IN-PERSON CONFERENCE PROGRAMME IN FULL



10:00-11:00	Registration, tea & coffee and exhibition viewing – Courtyard Restaurant
11:00-11:15	SRHE welcome & opening remarks – Conference Room 1 <i>with Dr Clare Loughlin-Chow (SRHE CEO) and Prof Pauline Kneale (SRHE Chair)</i>
11:15-12:30	<p>Plenary: Re-shaping Tertiary Education – Conference Room 1 <i>Chair: Prof Sir Peter Scott</i> <i>Plenary speakers: Prof Huw Morris, Prof Ellen Hazelkorn, Prof Chris Millward, and Prof Andy Westwood.</i></p> <p>This plenary will consider theoretical frameworks for understanding tertiary system models, how they relate to evidence on practice at different levels of geography and governance, and the potential lessons from this for future governments in England and beyond. The plenary will address this through discussion of four key areas of interest that will:</p> <ul style="list-style-type: none"> • Compare theories for understanding models of tertiary education with practice across the UK nations. • Review major trends impacting on post-secondary education, including the policy shift towards tertiary eco-systems, and putting forth propositions on governance, design, delivery and funding. • Explore the changing landscape for tertiary education in England and the different approaches that may be adopted by current and future governments. • Explore existing funding and regulation issues for FE and HE – and why policymakers might prioritise tertiary reform in England?
12:30-13:00	Meet the SRHE Network Convenors – Courtyard Restaurant
13:00-14:00	Lunch, networking, poster & exhibition viewing – Courtyard Suites 1- 4

WEDNESDAY 6 DECEMBER

NOTES

14:00-15:30 Parallel Sessions

Parallel Session 1:1 Room 141 <i>Richard Davies</i>	Parallel Session 1:2 Room 139 <i>Jacqueline Stevenson</i>	Parallel Session 1:3 SYMPOSIUM Room 145	Parallel Session 1:4 Conference Room 1a <i>Gina Wisker</i>
<p>[30] Writing machines: Embodied gestures and generative AIs in higher education <i>Lesley Gourlay</i></p> <p>[112] Exploring the Impact of a disruptive technology on Higher Education assessment design: The case of ChatGPT <i>Alexander Kofinas, Crystal Tsay, David Pike</i></p> <p>[172] Chat GPT and ethics of suspicion <i>Liz Bennett</i></p>	<p>[319] Working towards inclusive internationalisation: Policy, staff perspectives and implementation <i>Omolabake Fakunle, Velda McCune, Seongsook Choi</i></p> <p>[122] The operationalisation of collaborative academic practice <i>Hazel Messenger</i></p> <p>[162] Internationalisation and its impact on students in higher education: A scoping review of the literature 2011 - 2022 <i>Jenna Mittelmeier, Sylvie Lomer, Said Al Furqani, Daian Huang</i></p>	<p>Challenges in developing professional knowledge, education, and practices in Swedish higher education</p> <p>[106] Professional Knowledge Domains in Community-oriented Teacher Education: A literature review <i>Amoni Kitooke</i></p> <p>[120] Evolving professional development in nuclear reactor physics and safety through hybrid learning environments <i>Yihua Zhang, Christian Stöhr, Susanne Strömberg Jämsvi, Jens Kabo, Christophe Demazière</i></p> <p>[173] Valuable knowledge in teacher education: Negotiating digital technology and AI in a teacher education program <i>Per Holmgren</i></p> <p>[229] The Dynamics of Detach and Connect when using Autobiographies in Professional Education <i>Sara Andersson</i></p>	<p>[116] Reimagining Research Excellence in Doctoral Education: Connecting Communities with Doctoral Research Agendas <i>Rebekah Smith-McGloin, Rachel Handforth, Matthew Young</i></p> <p>[331] Creative contagion – what can we learn from the REF about doctoral education? <i>Sian Vaughan</i></p> <p>[291] Is Decolonising HE making headway in Professional and Education Doctorate Supervision and Examination Processes: survey findings from UK Higher Education. <i>Beth Cross</i></p>

NOTES

Parallel Session 1:5 Conference Room 1b <i>Andrea Cameron</i>	Parallel Session 1:6 Room 144 <i>Pauline Kneale</i>	Parallel Session 1:7 Conference Room 1c <i>Clare Loughlin-Chow</i>
<p>[167] The Impact of Higher Education Reform on Professional Education <i>Matilda Bogren Svensson</i></p> <p>[5] An Examination of University Paramedical Students' Enculturation into the Ambulance Service-A sociological perspective <i>John Donaghy</i></p> <p>[211] Investigating tutor teaching development through peer mentoring in business education <i>Valeria S Cotronei-Baird, Gabriella Corbo-Perkins, Alexandra Johnston, Andy Wear</i></p>	<p>[82] Emotions Experienced by Instructors Delivering Assessment feedback <i>Jennifer Hill, Kathy Berlin, Julia Choate, Lisa Cravens-Brown, Lisa McKendrick-Calder, Susan Smith</i></p> <p>[253] Student voice: what assessments do higher education students find most engaging? <i>Guadalupe Sellei, Kathleen M Quinlan, Ben Davies, Wissia Fiorucci</i></p> <p>[243] Clear in advance to whom? Transparency of assessment criteria in UK Higher Education assessment policy and guidance. <i>Chahna Gonsalves, Zhongan Lin</i></p>	<p>[302] The UK's institutionalisation of racialised, global inequality through its academic employment practices: Insights from the period of 2015-2020 <i>Dina Zoe Belluigi</i></p> <p>[358] Getting the record straight: On the production of records in the context of professorial recruitment <i>Anna Gerchen</i></p>

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15:30-16:00	Tea & coffee, poster & exhibition viewing – Courtyard Lounge		
16:00-17:30 Parallel Sessions			
<p>Parallel Session 2:1 Room 141 <i>Emily Danvers</i></p> <p>[75] Meme Making as a Research Methodology to Enhance the Student Experience <i>Gary Currie, Helen Tidy, Joanne Irving-Walton, Leisha Nichols-Drew</i></p> <p>[6] Wicked problem inquiries in higher science education: Philosophical analysis and pedagogical implications <i>Hendra Agustian</i></p>	<p>Parallel Session 2:2 Conference Room 1a <i>Karen Jones</i></p> <p>[37] Creating more representative policy for doctoral education and progression: using participatory methods to generate knowledge about diverse student journeys and needs <i>Sherran Clarence</i></p> <p>[17] The LGBTQ+ Interactive International Travel for Work Policy Development Tool – An Introduction <i>Frances Hamilton, Tahlia-Rose Virdee</i></p> <p>[142] Revisiting national and institutional policy texts to enhance and revise understandings of the rise of the 'student experience' discourse in English higher education <i>Deanna Meth</i></p>	<p>Parallel Session 2:3 SYMPOSIUM Room 144</p> <p>COVID-19 and higher education: Challenges and opportunities for (in) equalities?</p> <p>[148] Inequalities in higher education experiences during COVID-19 across Europe <i>Charikleia Tzanakou, Alexis Still, Audrey Harroche</i></p> <p>[98] Learning from Labour: challenging student worker's precarity in UK post-92 HE <i>Claudio Morrison, Parisa Dashtipour, Janroj Keles</i></p> <p>[280] Inequalities in HE during Covid-19: experiences of ethnic minority PhD students at an English pre-1992 University <i>Reka Plugor, Chandrima Roy</i></p> <p>[385] Casting a long shadow: COVID-19 and UK female academics' research productivity. <i>Kate Carruthers Thomas</i></p>	<p>Parallel Session 2:4 Room 139 <i>Dina Belluigi</i></p> <p>[382] Reading Time. A phenomenological exploration of reading habits, rhythms and practices in doctoral education in the UK. <i>Fadia Dakka</i></p> <p>[171] Creating peer learning spaces in distance education: the case of academic writing <i>Susanne Strömberg Jämsvi, Maria Lindh</i></p> <p>[251] Implementing Baseline Mathematics Testing and In-Curriculum Peer Mentoring Scheme to Improve Attainment and Continuation of 1st Year Engineering and Computer Science Students Post COVID-19. <i>Gareth Woods, Pinar Ozbaser, Nicola Allett, Goudarz Poursharif, Ellen Pope</i></p>
17:30-18:30	<p>Poster Session - Courtyard Restaurant</p> <p>Poster presenters are invited to be available by their posters for a live discussion with conference attendees. This is a chance to showcase your research, receive feedback and connect with colleagues.</p> <p>There will be two prizes for poster presenters; all posters will be judged by members of the SRHE Committee and by conference delegates. The Delegate Pack will include the voting form with further guidance. Voting will open on Wednesday 6 December and end after lunch break on the following day.</p> <p>Poster prize winners will be announced at 18:30 on Thursday 7 December – good luck to all involved.</p>		
18:30-19:30	<p>Welcome Drinks Reception (Sponsored by Taylor & Francis) – Courtyard Bar The Drinks Reception is open to all delegates.</p> <p>This will be an excellent opportunity to network and mingle with exhibitors, meet old friends and colleagues, and to make new ones.</p>		

Parallel Session 2:5 Conference Room 1b <i>Rita Hordosy</i>	Parallel Session 2:6 Room 145 <i>Camille Kandiko-Howson</i>	Parallel Session 2:7 Conference Room 1c <i>Ella Taylor-Smith</i>
<p>[315] Promoting students' interest through culturally sensitive curricula in higher education <i>Kathleen M Quinlan, Dave S.P. Thomas, Annette Hayton, Jo Astley, Leda Blackwood, Fatmata Daramy, Morag Duffin, Muhammad Arslan Haider, Deborah Husbands, Richard Joiner, Helen Kay, Mary Mosoeunyane, Ian J Turner, Claire Walsh, Dan West</i></p> <p>[158] Love at the first sight? Students' attitudes towards statistics and R <i>Emilia Kmiotek-Meier, Marita Jacob</i></p> <p>[276] Exploring the role of research in curriculum documents and the eyes of Norwegian, Hungarian and English students <i>Rita Hordosy, Meryem Betul Yasdiman, Asadullah Lashari</i></p>	<p>[127] Troubling Identity: An Illustrative Example of a Middle Woman Leader's Identity Construction in HEI in China <i>Zeya Li</i></p> <p>[219] Students' agency in mainstreaming gender equality policies in higher education institutions in Kazakhstan <i>Zumrad Kataeva, Naureen Durrani, Aliya Olzhayeva, Aray Rakhimzhanova</i></p> <p>[333] Has the 2014 Quality Reform in Higher Education in Peru Benefited the Development of Women in Academia? <i>Nelly Calderón de Amat, Andrea Nuñez Rodas, Monica Bonifaz</i></p>	<p>[281] The impact of symbolic violence on the perceived choices of female trainee primary school teachers: A poetic perspective <i>Laura Manison Shore</i></p> <p>[357] What are we backgrounding? Exploring emerging aspects of technology in teacher training programmes <i>Katrine Ellemose Lindvig, Liv Nøhr, Maria Hvid Stenalt</i></p> <p>[188] The Visual Design of Mouse Icons for Digital Literacy and Inclusion <i>Jonathan Mortimer, Debbie Meharg</i></p>

THURSDAY 7 DECEMBER

08:30-09:00		Registration, tea & coffee and exhibition viewing – Courtyard Restaurant	
09:00-10:30 Parallel Sessions			
<p>Parallel Session 3:1 Room 139 <i>Jacqueline Stevenson</i></p> <p>[184] Female academic leaders in processes of transition: results from a small study from Germany and the USA <i>Susan Harris-Huemmert, Leslie Zenk</i></p> <p>[350] Gender Equality Policy in the Neoliberal University: a Relational Analysis utilising Bourdieu’s Field and Capital <i>Maria Ash</i></p>	<p>Parallel Session 3:2 Conference Room 1a <i>Colin McCaig</i></p> <p>[86] Climbing the ivory tower: educational and career pathways of care-experienced academics in higher education <i>Neil Harrison, Simon Benham-Clarke</i></p> <p>[318] Facing the ‘cliff edge’: Care-experienced graduates’ transitions into and through taught postgraduate study <i>Zoe Baker</i></p> <p>[326] How does lived experience of the care system influence higher education decision-making and choices for care experienced young people? Reflections on findings from an anonymous online questionnaire <i>Fionna McLauchlan</i></p>	<p>Parallel Session 1:3 SYMPOSIUM Conference Room 1b</p> <p>Grant-funding and the careers of women academics: what, where and when</p> <p>[140] Research funding and gender: insights from the literature and a Canadian project <i>Sandra Acker, Michelle K. McGinn</i></p> <p>[107] Research funding, gender and academic career building: two stories from Finland <i>Oili-Helena Ylijoki</i></p> <p>[176] Gender and precarity amidst the changing research landscape in the UK <i>Lisa Lucas, Barbara Read</i></p>	<p>Parallel Session 3:4 Room 141 <i>Clare Loughlin-Chow</i></p> <p>[223] The German “Disadvantage Compensation” as an Instrument of Inclusion in Higher Education <i>Pascal Angerhausen, David Langguth, Shweta Mishra</i></p> <p>[16] On beyond Sheldon Cooper: what do we know about neurodiverse PhD students? <i>Inger Mewburn, Nigel Palmer</i></p> <p>[346] Teaching and Learning Practice and the Retention of Disabled Students in Scottish Higher Education <i>Patricia E. Castellano</i></p>
10:30-11:00		Tea & coffee, poster & exhibition viewing – Courtyard Lounge	

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Parallel Session 3:5
Conference Room 1c
Richard Davies

[185]
 Teaching-based job roles in a research-intensive environment: Driving change or nowhere to go
Camille Kandiko Howson, Martyn Kingsbury

[163]
 The in/visibility of the 'teacher' role in a STEM-focused institution: Competing and complementary identities across career trajectories
Jessica Wren Butler, Kate Ippolito, Jo Horsburgh

[255]
 Who do you think we are? Social representations of academics among academics and other professional groups
Louise S Delicato, Mark J Ewing, Farah Abdulrahman, Reece Docherty, Lauren M Potter, Mioara Cristea

Parallel Session 3:6
Room 145
Dina Belluigi

[89]
 International Research Collaborations in the Post-Brexit Era: Implications for the scientific connectivity between the UK, EU and MENA Science
Yusuf Ikbal Oldac

[375]
 Refocusing Embedded Agency: Internationalisation Strategies of Taiwanese Higher Education Institutions under Current Policies
Yi-Hsuan Irene Huang

Parallel Session 3:7
SYMPOSIUM
Room 144

Disrupting Coloniality in Global Higher Education: Perspectives from the Margins.

[41]
 Challenging Dominant Paradigms: Towards a Decolonised Approach to Internationalisation in Latin America
Carolina Guzmán-Valenzuela

[125]
 Can we transcend the nation-state ontology in global higher education?
Riyad Shahjahan

[305]
 The Challenges of Curriculum Decolonization within the Postcolonial Indian Context: a case study
Mousumi Mukherjee

Parallel Session 3:8
Room 122
Ibrar Bhatt

[392]
 Challenges and Positive Practices for Supervisors of Part-Time and Distance Learning Doctoral Candidates
Gina Wisker

[164]
 Navigating the Role of Replacement Lead Supervisor: An Autoethnographic perspective
Nicola Palmer, Richard Tresidder

[13]
 Doctoral rhythms within an EdD: the case of group supervision
Tony Armstrong, Juia Everitt

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11:00-12:30 Parallel Sessions	
<p>Parallel Session 4:1 Room 144 <i>Camille Kandiko-Howson</i></p> <p>[367] Exploring ‘readiness’: Women academics and the demonstrative mangle of promotions practices in the performative university <i>Carol A. Taylor, Sally Hewlett, Christina Hughes</i></p> <p>[31] Maternity leave experiences and implications in the neoliberal academy <i>Karen Jones</i></p>	<p>Parallel Session 4:2 Room 141 <i>Omolabake Fakunle</i></p> <p>[60] The Knowledge, Action and Identity Project: Empirically modelling ‘Professionalism’ in Undergraduate Students <i>Didi M.E. Griffioen</i></p> <p>[337] Working While Studying: an exploration of the drivers leading university students to seek employment over the course of their degree <i>Fabio Arico, Laura Harvey, Ritchie Woodard</i></p>
<p>Parallel Session 4:3 SYMPOSIUM Room 145</p> <p>Reimagining Transitions into, through and beyond Higher Education: Empirical and theoretical considerations</p> <p>[232] Enabling transformative university transitions: becoming a student and a graduate <i>Rita Hordosy</i></p> <p>[14] The scyborg work towards an anti-racist English university <i>Manny Madriaga</i></p> <p>[271] Routes through higher education: Black and Minority Ethnic (BME) students and the development of a ‘specialisation of consciousness’ in UK universities <i>Martin Myers</i></p> <p>[313] Refugee transitions to English Higher Education (HE): Towards an intersectional social justice framework (Reimagining Transitions in and out of Higher Education: Empirical and theoretical considerations) <i>Eugenia Katartzi</i></p>	<p>Parallel Session 4:4 Conference Room 1c <i>Gina Wisker</i></p> <p>[134] UK universities’ responsiveness to local migrants and ethnic minorities? Exploring the hidden curriculum of evasion and race unconsciousness in the Northern Irish academy <i>Dina Zoe Belluigi</i></p> <p>[216] A conceptual exploration of universities as migration intermediaries <i>Thomas Brotherhood</i></p> <p>[349] Perspectives from the South: a transgressive schema for knowledge-making in Higher Education <i>Corinne Knowles, Linda Mensah</i></p>
<p>12:30-13:30</p> <p>13.00 13.30</p>	<p>Lunch, networking, poster & exhibition viewing – Courtyard Suites 1- 4</p> <p>HEQU Session with Wiley: Academic Publishing in the Era of AI: Risks and Opportunities for Authors Location: Conference Room 1a</p>

Parallel Session 4:5 Room 122 <i>Martin Gough</i>	Parallel Session 4:6 Conference Room 1b <i>Rob Cuthbert</i>	Parallel Session 4:7 SYMPOSIUM Room 139	Parallel Session 4:8 Conference Room 1a <i>Pauline Kneale</i>
<p>[324] Academics of working-class heritage talking: a participatory storytelling project with academics working in UK-based elite institutions <i>Charlie Davis</i></p> <p>[101] 'I work 9 to 5, Monday to Friday, and I often think those kind of academics are invisible': Communicating ideal academic identity and complicity with cultures of overwork in English higher education <i>Jessica Wren Butler</i></p>	<p>[352] Creating a community through Discord: The use of innovative technology in distance education <i>Mel Green</i></p> <p>[110] The 'RED': A Liminal Space for New Chinese Academics <i>Alex (Yanglu) Wang</i></p> <p>[312] An agency approach to path creation by academics in technology research - lessons from semiconductor research in India. <i>Debananda Misra, Kalyani Tidke</i></p>	<p>Accessing difficult-to-reach voices using diary method in higher education research</p> <p>[299] Using diary method to access the voices of 'busy' academics: methodological insights from three diary studies <i>Emily Henderson, Ahmad Akkad</i></p> <p>[300] Capturing the Difficult-to-Reach Voices of Displaced Academics: Methodological Benefits of Solicited Diary as a 'Participant-Centred' Method <i>Ahmad Akkad</i></p> <p>[301] Sharing experiences in flux: Using audio diaries to access international scholars' lived experiences during the pandemic <i>Dangeni Dangeni, Dayana Balgabekova, Natthaphon Tripornchaisak, Emily-Marie Pacheco, Rui He, Dely Elliot</i></p> <p>[304] Audio diary: Embracing the complexity of student's experience through 'hearing' their voices <i>Dangeni Dangeni</i></p>	<p>[25] Walk, talk, and connect: Exploring the potential of informal walking groups for enhancing learning communities <i>Andrea Cameron, Jennifer Padaruth, Fiona Stirling</i></p> <p>[117] Exploring the Homeification of Post-Pandemic Learning: Pedagogic Relations, Student Experiences and Questions of Equity <i>Emily Danvers, Abigail Wells</i></p> <p>[199] Students' perceptions and experiences of online and hybrid education during and after the pandemic: Lessons for HE Pedagogy and Policy <i>Venetia Evergeti, Brenda Bastos Campos</i></p>

13:30-15:00 Parallel Sessions

Parallel Session 5:1

Room 139

Jill Dickinson

[23]
Spaces to write: temporal, physical, digital. What can we learn from the experiences of female academics attending writing groups and retreats during and beyond the COVID-19 pandemic?
Kate Carruthers Thomas

[143]
Ecologies of Research Writing in Chinese Universities
Xiajing Chen, Ibrar Bhatt

[100]
The Complex Impact of Space on Academic Identity and Sense of Community
Lauren Clark

Parallel Session 5:2

Room 141

Sandra Acker

[113]
Third-space research: Influencing higher education policy?
Natalia Veles, Carroll Graham

[224]
Interrogating the representation efficacy of low socioeconomic status as an equity category in Australian higher education
Matthew Bunn

[239]
Looking back at the funding and development of higher education systems in France, UK, USA and Canada: prospects and challenges
Vincent Carpentier

Parallel Session 5:3

SYMPOSIUM

Conference Room 1b

Personal Approaches to Resilience and Community – supporting student success

[34]
Building Academic and Social Success: Abertay Discovery Tool
Luke Millard, Jack Hogan, Andrea Cameron

[384]
Personal Approaches to Resilience and Community –Supporting Student Success on Postgraduate Professional Courses
Holly Heshmati

[388]
Diagnostics to support student success: A case study
Heather Fotheringham

Parallel Session 5:4

Conference Room 1a

Pauline Kneale

[46]
Connecting conceptual and practical dimensions of employability
Omolabake Fakunle, Helen Higson

[146]
Too complex for policy? Identity work in students' paths through and out of university
Eva Lykkegaard, Lars Ulriksen

[159]
International experience – not a must have in the labour market: Why? Where? And for whom?
Emilia Kmiołek-Meier

15:00-16:00 Panel Discussions

Landscapes of Learning for Unknown Futures: Prospects for Space in Higher Education

Conference Room 1a

with Prof Sam Elkington and Dr Jill Dickinson.

This presentation unpacks the principal findings that emerged from an SRHE-hosted Symposia Series that brought together sector stakeholders to consider new thinking in decision-making, policy, and practice and reflect on the promise of future landscapes of learning in HE through the prism of three thematic lenses: networks, assemblages, and flexibilities. Each of these lenses formed the conceptual focus for a symposium event with the aim of providing designated space and scope for interrogating a range of theoretical and applied interpretations and perspectives, and generating collaborative, reflexive discussions, and debate. The presentation draws together key learning and emergent themes to emphasise a more holistic understanding of the synergies and possibilities for learning spaces and the networks, assemblages, and flexibilities that characterise them according to the level of complexity and depth that they exhibit and the neoteric topologies of connection, social meaning, and practice that they promote.

Panel Discussion: Higher Education Policy

Conference Room 1b

Chaired by Prof Colin McCaig (co-convenor of the HEP network).

The session will be an open forum for discussion on UK HE policy in the medium term, led by Colin McCaig, and feature a stimulus talk by Smita Jamdar who will consider ways in which the HE sector might change/develop following the upcoming general election.

16:00-16:30

Tea & coffee, poster & exhibition viewing – Courtyard Lounge

<p>Parallel Session 5:5 Conference Room 1c <i>Colin McCaig</i></p> <p>[145] Narratives of higher education and the university in UK general election manifestos: 1945 to 2019 <i>Adam Matthews, Debbie McVitty</i></p> <p>[111] "You have to play the game". Discomfort and compromise in third sector organisations' strategic decision making to influence widening participation policy <i>Ruth Squire</i></p> <p>[177] Widening Access to University in England: Understanding Access Agreements <i>Laura Harvey</i></p>	<p>Parallel Session 5:6 Room 145 <i>Richard Davies</i></p> <p>[361] Education research in UK higher education: connected research, policy and practice? <i>Thomas Perry, Rebecca Morris, Emma Smith, Jess Pilgrim-Brown</i></p> <p>[102] All that glitters is not gold: The depoliticization of social inequality in European education policy on 'microcredentials' <i>Marita Ljungqvist, Anders Sonesson</i></p> <p>[282] Opportunity pluralism, widening participation and the implications of higher education regulatory environment <i>Richard Davies</i></p>	<p>Parallel Session 5:7 Room 122 <i>Dina Belluigi</i></p> <p>[381] The challenges of academic freedom of expression in the Scandinavian universities – and how they are handled <i>Øyunn Høydal, Agnete Vabø</i></p> <p>[314] Re-inventing research-based teaching in a time of performance governance: Examining the premises for linking research and teaching in Danish higher education since the 1990s <i>Marie Ryberg</i></p> <p>[95] Balancing Life Times and Term Times: Study Rhythms and the Long History of Temporal Synchronization in Swedish Higher Education Policy <i>Hampus Östh Gustafsson, Lars Geschwind</i></p>	<p>Parallel Session 5:8 Room 144 <i>Rita Hordosy</i></p> <p>[266] Gatekeepers and producers of global sociological knowledge: exploring the stated aims, editorial boards and author networks of disciplinary journals <i>Rita Hordosy, Elizabeth Brown, Gabriel Lee, Maria Antonieta Vega Castillo</i></p> <p>[154] What and where to publish? Tensions of publishing choices for individual researchers in Finland <i>Melina Aarnikoivu, Charles Mathies, Nelli Piattoeva</i></p> <p>[191] Research Culture as Instiuent Practice: the possibilities of thinking differently? <i>Sian Vaughan</i></p>
<p>Panel Session: Use and Misuse of Generative Artificial Intelligence Large Language Models in Student Undergraduate and Postgraduate Research Conference Room 1c <i>Dr Christine O'Dea</i></p> <p><i>Speakers: Professor Tony Wall, Dr Christine O'Dea, Dr Ruth Stoker, and Dr Mike O'Dea.</i></p> <p>This session will provide an opportunity for educators to explore possible opportunities in using GenAI tools to support students to conduct academic research in an ethical manner, share good practices and make recommendations for university key stakeholders and policy makers.</p>			

16:30-18:00 Parallel Sessions

<p>Parallel Session 6:1 Room 122 <i>Christine O'Dea</i></p> <p>[57] The other side of knowledge transfer - science officers in local governments <i>Michael Hoelscher, Editha Marquardt</i></p> <p>[284] Narratives of research impact and knowledge exchange: a regional perspective <i>Adam Matthews, Vanessa Cui</i></p>	<p>Parallel Session 6:2 Room 139 <i>Dina Belluigi</i></p> <p>[179] Between a rock and a hard place: the effect of regionalised global university rankings in Chile <i>Stephen Darwin, Malba Barahona</i></p> <p>[59] Cultural Studies and University Rankings <i>Riyad Shahjahan, Naseeb Bhangal</i></p> <p>[371] The Hegemonic and Disciplinary Power of International University Ranking Programmes: Chinese Prestigious Universities under Embroilment <i>Jinxi Xu, Yue YIN</i></p>	<p>Parallel Session 6:3 SYMPOSIUM Conference Room 1c</p> <p>Contextual complexities of interdisciplinary collaboration to demystify academic discourses</p> <p>[370] The complexity of interdisciplinary collaboration: what LCT's Autonomy can tell us about success and failure <i>Susie Cowley-Haselden</i></p> <p>[320] Alternative approaches to interdisciplinary collaboration: navigating new challenges, alignments and alliances <i>Jeni Driscoll</i></p> <p>[198] Challenges in developing a systematic approach to interdisciplinary collaboration to embed academic language and literacies into the curriculum: a case study <i>Karen Nicholls</i></p>	<p>Parallel Session 6:4 Room 145 <i>Katy Jordan</i></p> <p>[156] State of Play: An Historic Review of Playful Learning Approaches in Higher Education <i>Nicola Whitton</i></p> <p>[228] Learning by design in Living Labs: understanding the complexities <i>Linda van Ooijen-van der Linden, Didi M. E. Griffioen</i></p> <p>[378] The generative power of co-creation: lessons from a blended learning co-creation project <i>Ivana Lessner Listiakova, Jo Trowsdale</i></p>
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18:00-18:30 Network Sessions

<p>Digital University Network Session Conference Room 1a</p> <p>Please join us for this session if you would like to find out more about the Digital University network. One of the network convenors, Katy Jordan, will be present to informally discuss the network, introducing its work to-date and plans for the future. Everyone is welcome to attend and we look forward to discussing the next steps with you and hearing your thoughts about topics and events you would like to see within the network moving forward.</p>	<p>Postgraduate Issues Network Session Conference Room 1b</p> <p>Postgraduate Issues Network: a chance to raise issues of interest with the Convenors</p> <p>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.</p> <p>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.</p>
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<p>18:30-19:00</p>	<p>Break</p>
<p>19:00-23:59</p>	<p>Informal Buffet Dinner and Disco – Courtyard Suites 1- 4 This informal buffet dinner and disco are open to all delegates.</p>

Parallel Session 6:5 Conference Room 1b <i>Jacqueline Stevenson</i>			
<p>[183] Making connections between research and ancillary staff experiences in Higher Education: a literature review. <i>Lucie Wheeler, Marie-Pierre Moreau</i></p> <p>[137] Doing the dirty work of academia? Ancillary staff in UK Higher Education <i>Marie-Pierre Moreau, Lucie Wheeler, Marie-Pierre Moreau</i></p> <p>[283] Doing the heavy lifting: The experiences of working class professional services and administrative staff in Russell Group universities <i>Jess Pilgrim-Brown</i></p>	<p>Parallel Session 6:6 Room 144 <i>Neil Harrison</i></p> <p>[268] Reprioritising personal tutoring through the lens of under-represented student experiences <i>Rachael O'Connor</i></p> <p>[342] Tutoring Forcibly Displaced Students: Understanding the Barriers and Unlocking the Potential of Tutoring Systems for Displaced Students at UK Universities <i>Nick Gill, Isabelle Schafer, Lisa Lucas, Katharina Lenner, Sin Yi Cheung</i></p> <p>[27] Considering a pedagogy of vulnerability in higher education <i>Fiona Stirling</i></p>	<p>Parallel Session 6:7 Conference Room 1a <i>Andrea Cameron</i></p> <p>[213] Beyond employability? A new conceptual framing for 'real world learning' to better situate institutional endeavours in this space <i>Deanna Meth</i></p> <p>[237] Which future skills and entrepreneurial skills are teachable at universities and what are the currently applied teaching methods? <i>Eszter Szendrei-Pál</i></p> <p>[157] From "group work" to "teamwork": students' perception and lecturer's reflections. <i>Atisha Ghosh, Kamilya Suleymenova</i></p>	<p>Parallel Session 6:8 Room 141 <i>Michael O'Dea</i></p> <p>[22] Students' gendered experiences of male-dominated Computing and Engineering courses <i>Ella Taylor-Smith, Sally Smith, Kristin Fabian</i></p> <p>[45] Addressing gender imbalance in STEM graduate apprenticeships. <i>Maria Cecil, Ella Taylor-Smith</i></p>
<p>Newer Researchers Network Session Conference Room 1c</p> <p>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.</p>			

08:30-09:00		Registration, tea & coffee and exhibition viewing – Courtyard Restaurant	
09:00-10:30 Parallel Sessions			
<p>Parallel Session 7:1 Room 141 <i>Katy Jordan</i></p> <p>[286] Narrative CVs – evaluative storytelling and the construction of academic value(s) <i>Justyna Bandola-Gill</i></p> <p>[340] Uncovering the interplay between academic competence and knowledge exchange <i>Keira O’Kane</i></p>	<p>Parallel Session 7:2 Room 139 <i>Andrea Cameron</i></p> <p>[364] Mature Student Motivation and Drop Out: Age-related patterns in experience. <i>Charlie Sutton</i></p> <p>[365] Complexities in reflective pedagogical practices among adult learners <i>Ruphina Obare</i></p> <p>[175] A longitudinal exploration of the impact of COVID-19 on Disabled and Neurodivergent students <i>Jodie Enderby</i></p>	<p>Parallel Session 7:3 SYMPOSIUM Room 144</p> <p>Addressing Structural Inequalities in Graduate Employability</p> <p>[180] Is work experience during higher education gendered?: Access and outcomes in the UK <i>Charikleia Tzanakou, Daria Luchinskaya</i></p> <p>[259] Graduating in a pandemic without safety nets: The role of career competencies for sustainable start to careers Belgin Okay-Somerville, Daria Luchinskaya, Dora Scholarios, Pauline Anderson, Scott Hurrell</p> <p>[264] The role of the university services in international student employability: A systematic literature review <i>Lindsay Nygren</i></p>	<p>Parallel Session 7:4 Conference Room 3 <i>Pauline Kneale</i></p> <p>[62] ‘It made university possible.’ exploring the opportunities created through online learning for commuter students to engage in higher education study <i>Rebecca Turner, Oliver Webb, Christie Pritchard</i></p> <p>[105] Unpacking the connections and complexities of UK commuter students’ HE experiences. <i>Emma Maslin</i></p> <p>[351] When Life and Learning Are Separated: The Experience of International Students Taking Online Master Courses <i>Daian Huang</i></p>
10:30-11:00		Tea & coffee, poster & exhibition viewing – Courtyard Lounge	

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Parallel Session 7:5
Room 145
Camille Kandiko-Howson

[138]
 Are we answering the question that has been set? Exploring the gap between examinations research and practice in higher education
Alex Buckley

[265]
 Research trends in the higher education feedback literature since the 'new paradigm' shift to learner-centred feedback practices
Kieran Balloo

[332]
 Shared language, shared values? An exploration of the embedding of policy discourses on learning & teaching and the illusion of 'best practice'.
Sarah Horrod

Parallel Session 7:6
Room 122
Christine O'Dea

[356]
 Higher Education Attainment: Comparing education achievement between A-Level and non-A-Level students
Linda-Marie Nakibuuka

[296]
 Ethical Consumers: students' potential to reimagine the 'student as consumer' model of higher education
Martin Myers, Kalwant Bhopal

[108]
 The shifting goalposts of Digital Technology Skills in Scotland
Debbie Meharg, Tatiana Tungli

Parallel Session 7:7
Room 140
Michael O'Dea

[124]
 Investing in degree apprenticeships: Analysing experiences through Conservation of Resources Theory
Ella Taylor-Smith, Sally Smith, Andrew Bratton

[391]
 A comparative exploration of capabilities and wellbeing among legal apprentices and law students
Caroline Casey, Anna Mountford-Zimdars, Sally Hancock

[363]
 Chinese international students' silence in multicultural group work at a UK university: the fluid-construct nature
Yilan Guo

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11:00-12:30 Parallel Sessions			
<p>Parallel Session 8:1 Room 139 <i>Daria Luchinskaya</i></p> <p>[150] TCoNTC – To Care or Not to Care Paper Series <i>Priscilla Omonedo, Uche Ogwude, Helen Higson</i></p> <p>[231] Care-Full Evaluation: navigating ethical challenges in policy and program evaluation with an ethics of care <i>Matt Lumb, Rhyall Gordon</i></p> <p>[92] The 10 wellness spheres to support student and staff health and wellbeing in a modern post 1992 university <i>Michelle Morgan</i></p>	<p>Parallel Session 8:2 Conference Room 3 <i>Richard Race</i></p> <p>[329] Conceptualizing, Strategizing and Advertising: Student Perceptions of Accessing Higher Education Institutions in the UK <i>Elizabeth Brown</i></p> <p>[35] Revisiting the Robbins Report at 60: education for citizenship versus education for consumerism? <i>Josh Patel</i></p> <p>[152] Student Activism, Plural Citizenships, and the Political Purpose of the University <i>James Harrison</i></p>	<p>Parallel Session 8:3 - SYMPOSIUM Room 144</p> <p>Doctoral admissions research in UK higher education: Foregrounding complex processes, cultures and inequalities</p> <p>[131] The role of doctoral programme directors and professional services staff in managing pre-application doctoral communications (PADC): Enablers and gatekeepers in doctoral recruitment? <i>James Burford, Sophia Kier-Byfield, Dageni Dageni, Emily Henderson, Ahmad Akkad</i></p> <p>[132] '5 secrets they won't tell you': Analysing YouTube Advice Videos on Contacting a Potential Doctoral Supervisor <i>Sophia Kier-Byfield, James Burford, Emily Henderson</i></p> <p>[195] 'Knowledge or Skills': the implications of different conceptualisations of the purpose of the doctorate for admissions <i>Kelsey Inouye, James Robson, Paulina Rodriguez Anaiz, Sara Baker, Mona Jebri, Sonia Ilie</i></p> <p>[197] Factors shaping inequalities in the doctoral admissions process <i>James Robson, Kelsey Inouye, Paulina Rodriguez Anaiz, Sara Baker, Mona Jebri, Sonia Ilie</i></p>	<p>Parallel Session 8:4 Room 140 <i>Ella Taylor-Smith</i></p> <p>[187] Creative Lives: A Qualitative Study of Students' Creative Biographies <i>Jane Jensen</i></p> <p>[200] Conceptualising the sustainability agenda in higher education <i>Tristan McCowan</i></p> <p>[390] University identity: statutes and architectures <i>Michelangelo Verardi</i></p>
12:30-13:00	<p>Closing Remarks – Conference Room 1 <i>with Prof. Rob Cuthbert and Prof. Helen Higson.</i> Join us as we conclude this year's conference by sharing our highlights and reflections.</p>		
13:00-14:00	<p>Lunch – Courtyard Suites 1- 4</p>		

Parallel Session 8:5 Room 141 <i>Tony Armstrong</i>	Parallel Session 8:6 Room 122 <i>Fadia Dakka</i>	Parallel Session 8:7 Room 145 <i>Richard Davies</i>	
<p>[252] International students and everyday multiculturalism: Rethinking 'connection' through evaluating the mundane <i>Jenna Mittelmeier</i></p> <p>[244] Reflections on the complexities of using participatory methods for higher education research in South Africa <i>Mikateko Mathebula, Faith Mkwanzani</i></p> <p>[196] The Research Landscape and the Development of Research Assessment Framework in Vietnam <i>Alastair Morrison, Raymond Lee, Thuy Thi Ngoc Bui, Milena Bobeva, Nga Nguyen, Dinh Tien Bui</i></p>	<p>[118] Employability as Learning Outcomes in Master's Degree Programmes: Cases in Education and Engineering Fields <i>Jisun Jung</i></p> <p>[248] Reflexive Narratives in the Third Space: A Morphogenetic Approach to Understanding the International Student Transition to the Labour Market <i>Rizqarossaa Darni</i></p> <p>[217] Assessing the Role of Teamwork Skills in Cybersecurity Graduates' Perceived Work Readiness <i>Anna Griffin, Lynette Vernon</i></p>	<p>[353] Academic inbreeding and faculty research capabilities: exploring tenure track rules and mechanisms in four traditional universities in Peru, Chile and Colombia <i>Monica Bonifaz</i></p> <p>[327] The collaborations you do not get by pressing a button: hierarchical tensions in large collaborative research clusters in the social sciences and humanities <i>Lautaro Vilches</i></p> <p>[149] Academics' Understanding and Experiences of Leadership in Omani Higher Education <i>Salim Al Maqbali</i></p>	

SRHE FUNDED RESEARCH AT CONFERENCE & AND SPONSORS/EXHIBITORS

Name (and Award)	Title (and Abstract number)	Session	Day	Time
Kate CARRUTHERS-THOMAS (Research Award 2020)	Casting a long shadow: COVID-19 and UK female academics' research productivity. [385]	2:3	Wed	16:00
Yusuf Iqbal OLDAC (Newer Researcher Award Winner 2022)	International Research Collaborations in the Post-Brexit Era: Implications for the scientific connectivity between the UK, EU and MENA Science [89]	3:6	Thu	09:00
Charlie DAVIS (Newer Researcher Award Winner 2021)	Academics of working-class heritage talking: a participatory storytelling project with academics working in UK-based elite institutions [324]	4:5	Thu	11:00
Marie-Pierre MOREAU (Research Award 2020) – with Lucie Wheeler	Doing the dirty work of academia? Ancillary staff in UK Higher Education [137]	6:5	Thu	16:30
Justyna BANDOLA-GILL (Newer Researcher Award Winner 2022)	Narrative CVs – evaluative storytelling and the construction of academic value(s) [286]	7:1	Fri	09:00
Mikateko MATHEBULA, Faith MKWANANZI (Scoping Award 2021)	Reflections on the complexities of using participatory methods for higher education research in South Africa [244]	8:5	Fri	11:00
Jisun JUNG (Scoping Award 2021)	Employability as Learning Outcomes in Master's Degree Programmes: Cases in Education and Engineering Fields [118]	8:6	Fri	11:00

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BLOOMSBURY ACADEMIC



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SRHE Networks

The Society for Research into Higher Education (SRHE) convenes and supports a series of special interest Networks designed to bring together communities of researchers and to provide a space for the exploration, discussion and dissemination of research knowledge and ideas.

The Society welcomes the involvement of all researchers in higher education in our range of networks. SRHE Networks are led by higher education academics active in the relevant research area. Each network provides a range of opportunities for discussion of current research issues from seminars to web based discussions and email forums. As appropriate, research topics explored within the networks can also lead to a range of publication options with the Society's Journals and the SRHE Book Series.

SRHE network events are open to all and membership of any Network or participation in any network activities is not restricted to current members of the Society.

Visit the SRHE website at www.srhe.ac.uk or contact the Society on srhe@srhe.ac.uk to view the calendar of forthcoming events and join the mailing list of any of the networks.

Academic Practice

Convenors: Professor Helen Walkington, Oxford Brookes University
Dr Richard Davies, University of Central Lancashire
Dr Vanessa Cui, Birmingham City University

Digital University

Convenors: Dr Jeremy Knox, The University of Edinburgh
Dr Katy Jordan, Lancaster University
Dr Janja Komljenovic, Lancaster University

Employability, Enterprise and Work-Based Learning

Convenors: Dr Ciaran Burke, University of the West of England
Dr Daria Luchinskaya, University of Strathclyde
Dr Fiona Christie, Manchester Metropolitan University
Dr Tracy Scurry, Newcastle University

Higher Education and the COVID-19 Pandemic

Convenors: Dr Kate Carruthers Thomas, Birmingham City University
Dr Charikleia Charoula Tzanakou, Oxford Brookes University

Higher Education Policy

Convenors: Professor Karen Mpamhanga [Karen Smith], University of Hertfordshire
Professor Colin McCaig, Sheffield Hallam University

International Research and Researchers

Convenors: Dr Sazana Jayadeva, University of Surrey
Dr Miguel Antonio Lim, University of Manchester
Dr Josef Ploner, University of Manchester
Dr Cora Lingling Xu, Durham University

Learning, Teaching and Assessment

Convenors: Professor Namrata Rao, Liverpool Hope University
Dr Alex Owen, Ulster University
Dr Emily Danvers, University of Sussex

Newer Researchers

Convenors: Dr Mark J.P. Kerrigan, London School of Hygiene & Tropical Medicine
Dr Simon Pratt-Adams, Anglia Ruskin University
Dr Charlotte Verney, University of Bristol

Postgraduate Issues

Convenors: Professor Pam Denicolo, University of Reading
Dr Martin Gough, University of Liverpool
Dr Richard Race, Teesside University
Dr Julie Reeves, University of Southampton

Student Access and Experience Network

Convenors: Richard Budd, University of Lancaster
Sonia Ilie, University of Cambridge
Rita Hordósy, University of Nottingham
Manny Madriaga, University of Nottingham

South West Regional Network

Convenors: Professor Rajani Naidoo, University of Bath
Dr Lisa Lucas, University of Bristol

Technical, Professional and Vocational Higher Education

Convenors: Professor Ann-Marie Bathmaker, University of Birmingham
Professor Kevin Orr, University of Huddersfield

SRHE AWARD FOR NEWER RESEARCHERS: 2024 CALL FOR APPLICATIONS

We are delighted to invite applications from newer/early career Researchers to submit a research proposal for a small-scale project. All entries are reviewed by an expert panel of experienced researchers. The successful SRHE award winner receives a number of benefits from the Society in addition to funding for the selected project.

Entry is open to all and not restricted to current SRHE Members. **The SRHE Award for Newer Researchers is jointly sponsored by SRHE and Routledge Taylor & Francis Group.**

In 2024 there will be three awards of £3,000 available for a research project of one year's duration. These awards are intended to provide support for early career researchers in the field of higher education research to enable them to:

- undertake a research project in their own right
- develop research skills which will help advance their research career.

BENEFITS OF THE AWARDS

The primary purpose of these awards is to offer support to newer researchers pursuing a career in higher education research by providing funding for an initial research project and offering access to the resources of the Society. Successful award holders are provided with the support of a mentor/critical friend and are invited to become a member of the Society's Research & Development Committee which affords a wider involvement in higher education research. Benefits include:

- £3,000 research funding
- the support of a SRHE senior researcher as mentor/critical friend
- publication by the Society of the final report on the research project undertaken
- one year's full free membership of the SRHE

For further details on eligibility, assessment criteria, and expectations from these projects, please visit www.srhe.ac.uk and go to **Research > Prize for Newer Researchers** or use this **QR code**



All enquiries about the SRHE Award for Newer Researchers should be addressed to srhe@srhe.ac.uk

TIMETABLE FOR APPLICATIONS IN 2024

Call for applications opens:	December 2023
Closing date for receipt of applications:	31 March 2024
Short-listing:	April-May 2024
Awards Announced:	30 June 2024