

CONFERENCE PROGRAMME IN FULL

Tuesday 8 December 2015

1A

Conwy 1 | Session 1A | Tuesday 12.00-13.00

An Exploration of Perceptions of Sustainable Feedback to Better Understand Learning Behavior (0030)

Gerry Geitz, Desirée Joosten - Ten Brinke, Paul A. Kirschner, *Open University of the Netherlands, The Netherlands*

Purpose

An exploration of student and tutor perceptions of feedback and discussion of the relevance of individual-level analyses in addition to mean-level analyses.

Nature of the research

The nature of the research is empirical, the research is completed and reported in an article.

Methodology

Perceptions of the quality and usefulness of feedback might affect students' beliefs and behaviors such as self-efficacy, goal orientations (Nicol & MacFarlane, 2006) and concomitant learning behavior. A sustainable feedback (Carless, 2006) intervention study was conducted among first-year students. The aim of the intervention was enhancing self-efficacy and altering goal orientation together with the peers, the tutor, with the student as the initiator of the process. Research question in this study was: How do perceptions of sustainable feedback relate to effects of sustainable feedback on self-efficacy, goal orientation, and learning behavior? Both quantitative and qualitative data were gathered.

Findings, implications, conclusions

The perceptions of sustainable feedback provided additional insights to better understand students' self-efficacy, goal orientations, and learning behavior. Students' profiles at pre-test and post-test were different and changed in several directions. Overall, it can be concluded that the relations between and changeability of the concepts self-efficacy, goal orientations, and learning behavior on mean-level found in previous research (Fennollar et al., 2007), were not always reflected on an individual level.

What and how students learn is regulated by feedback, but also by how they feel about themselves (Dweck, 2000). In other words, students and tutor perceptions have to be taken into account to gain more knowledge on students' behaviors. Even though all participants positively valued sustainable feedback, personal characteristics, previous experience and concomitant perceptions directed both tutors and students to specific, individual behavior and responses. More attention to personalized guidance and approaches might contribute to enhancement of self-efficacy, stimulant of mastery orientation, and deep learning.

References

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1A

Conwy 1 | Session 1A | Tuesday 12.00-13.00

Undergraduate exam design and learning outcomes across different disciplines (0096)**Ricky Jeffrey**, *University of Nottingham Ningbo China, China*

University assessment practices have been shown to exert a powerful influence on student learning, and are currently the primary measure of student learning outcomes – a topic attracting growing interest. However, there has been limited investigation of how and why universities' assessment instruments differ according to academic discipline. Using concepts from the psychometric literature (Haladyna and Rodriguez, 2013; Webb, 2006; Mislevy, Steinberg, and Almond, 2003), this study performs content analysis of the most popular type of assessment instrument – exam papers – from a range of disciplines at a UK Russell Group university. Coding categories include item type, type of grading, number of separate items completed, proportion of paper completed by students, proportion of paper which is compulsory, and relation of items to “real-life” performance.

In addition to showing trends in item type and exam format across different disciplines, the study also suggests ways in which these features of exam design correlate with particular types of learning outcome, such as the type of knowledge assessed (e.g. declarative or procedural), and coverage of course curriculum. The results are triangulated in interviews with disciplinary academic lecturers, and interviews with undergraduate students to investigate their ‘test-taking cognitions’. By comparing and grouping disciplines according to exam design and the types of learning outcome assessed, the study aims to contribute to students’ and other stakeholders’ understanding of disciplinary differences, and to HE professionals’ understanding of the implications of particular exam design practices. The findings will be compared with the commonly-used categorisations of disciplines, such as Biglan’s (1973) hard-soft and pure-applied dimensions.

References

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1A

Conwy 1 | Session 1A | Tuesday 12.00-13.00

Paper exams: The end is near? (0103)**Walaa-Eldeen Bakry**, Rachel Lander, Nicholas Lambrou, Ann Thapar, *University of Westminster, UK*

Traditional unseen examinations continue to form a significant proportion of students’ assessment within higher education. As student numbers continue to rise, issues related to the security, collection and distributions of the exam scripts are becoming a concern to examiners and administrators. This study analyses students’ perceptions of “Digital Exams” in a pilot study at the University of Westminster Business School. A “Digital Exam” is one where students type their answers to a traditional unseen exam into a locked browser on a computer. Students cannot access the Internet or other material stored on the computer. The exam is invigilated under traditional exam conditions. Students’ answers are uploaded to a remote server where the examiner can login and grade the answers. The post graduate module selected for the pilot had 41 students, of whom eight opted in and thirty-three opted out of the digital exam. The study surveyed all forty-one students to assess their reasons for opting in or out, and further explored the experiences of those who opted in. In addition, the effect of the use of digital exam on students’ performance is tested. Statistical analysis is a conducted to test the significance of the results.

The study also highlights the challenges of conducting digital exams, and concludes with a discussion on possible strategies for adopting digital exams in the assessment process.

References

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1B

Conwy 2 | Session 1B | **Tuesday 12.00-13.00**

How does an outdoor residential influence adherence for first year university students? (0002)

Luke Pickard, *Leeds Trinity University*; Julie Brunton, *Leeds Trinity University*;
James Mckenna, *Leeds Beckett University*; Andrea Utle, *University of Leeds*

The aim of the study is to investigate the effect of outdoor orientation programmes (OOP) on 1st year student's adherence to their programme of undergraduate study. OOP use adventure experience to aid transition to university. Transition processes are said to be achieved by helping students develop constructive social support systems as well as providing them with feelings of belonging, trust and connection to a group of peers. (Bell et al., 2014). Important markers of success at university are academic attainment, retention and student development, all of these are important for both the finances and reputation of universities. Strategically, universities put retention as a key issue for improvement. The current study aims to provide insight into the impacts of OOP's on undergraduate student retention and therefore adherence. The benefits of OOP's which aid transition into higher education have also been cited as key components in reducing attrition and increasing adherence to three-year programmes of study (Schofield & Dismore, 2010). Although research in this area is growing, a number of important questions remain unanswered. For example, there remains a need to establish best practice for OOP service delivery including the specifics of programme content, location, duration and academic-social balance. Furthermore, it is important to establish how these features operate to influence retention, attainment and overall student satisfaction.

This residential OOP is planned to take place within the first term of the university year. The study will utilise a mixed methodology study design employing both qualitative and quantitative methods. Specifically the methods are participant observation, semi structured interviews with both students and staff involved in the OOP (analysed using phenomenological analysis), student questionnaires and student focus groups.

The study will report preliminary findings of year one of a planned three year PhD research project. It is envisaged that the results will be explored using psychological theory, especially Social Cognitive Theory (SCT, Bandura, 1986). Applying SCT to OOP's is fitting since both address behavioural, cognitive, social and environmental factors. Importantly, and distinctively, SCT accounts for the interplay between these factors. The final project may also provide practical guidelines for delivery of OOP to help the researched University meet their goals for student retention and adherence.

References

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1B

Conwy 2 | Session 1B | Tuesday 12.00-13.00

Whither student voice? A critical, historical analysis of the 'student voice' concept (0020)**George Mindano**, *University of Kent, UK*

The term 'student voice' is understood differently and has not only become a catchphrase, but also an influential, defining feature of the contemporary higher education landscape. McLeod (2011) asserts that voice typically signals a concern with representation and empowerment. This paper critically analyses historical developments of the student voice concept as used and practiced in higher education (HE)

Although literature on student voice in HE is slowly growing, including debates on re-framing voice as problem of listening and recognition McLeod (2011); quality enhancement and assurance (e.g. Shah & Nair, 2006); student voice in participatory curriculum design (Bovill et al, 2011); student-led research (Neary, 2010); and linking the 'voice' to the construction of the student as a consumer (Leathwood and Read, 2009), most of the existing work relate to the concept as applied and practiced in schools e.g Rudduck, Chaplain, and Wallace (1996); Fielding (2004); Cook-Sather, (2006), among others.

Besides critically analysing and tracing the multidimensional nature of 'student voice', I draw primarily on how the concept has evolved and how ideas that alluded to 'student voice' in the 19th century, when it was first used, are different to ideas associated with the concept today. Student protests, for example, punctuated one of the most common ways students expressed their voice and demands. Hence, from critically analysing debates by Crouch (1970) about students' growing unwillingness to accept as legitimate a university authority that did not include their representatives within its structure; Ashby and Anderson (1970) on how British students periodically sought to gain more power within the university structure; the establishment of the first student union in 1864 and the NUS more than 60 years later; I critically investigate the expansive history of the concept through a combination of significant dates, events and themes that recurred throughout the period, including changes that instigated how the concept is applied today.

Among others, I build on work by Seale (2010) who observed that there has been little research on voice in HE that unpacks the meaning and effects of key concepts such as participation, or relations between learners and teachers, which are central to how we understand the mediation of student voice.

This paper is part of my ongoing PhD project which looks at student voice, in particular impact and representativeness of avenues (like the NSS and student representation systems) that give students platforms to express their voice

Key references

Ashby, E., & Anderson, M. (1970). *The rise of the student estate in Britain*. London: Macmillan. Crouch, C. (1970). *The student revolt*. London: Bodley Head.

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1B

Conwy 2 | Session 1B | Tuesday 12.00-13.00

Potentials and pitfalls**Sara Blackwell MacLean**, *University of Stirling, School of Education, UK*

Starting from Selwyn's (2012) assertion that the contentions in social media usage within higher education arise less from its technical affordances and more from the ethical questions that it raises on the nature of education, this paper will explore the significance of social media on students' perceptions of professionalism and higher education's role in developing online professionalism.

The discussion stems from an early-stage piece of cross-professional research exploring the boundaries of online professionalism and how pre-service students perceive and negotiate them. The presentation will first situate the discussion within the literature, go on to discuss the theoretical approach, then explore the methodology used and finally present some very initial thoughts on the data and its relevance to student development of professionalism.

Background: Social media is often discussed in policy and academic literature as a challenge to professionalism with its ability to blur boundaries and conflate the personal with professional. However, little is known about how these boundaries of professionalism are actually impacted by social media or indeed about what the boundaries are and how they are formed.

Theoretical approach: Employing an Actor Network Theory (ANT) sensibility, this research reconceptualises boundaries as networks – heterogeneous assemblage of bodies, devices, technologies, algorithms, standards, representations etc. Thus, materials move from factors in boundary practices to actors constructing the boundaries in a process of generative materiality. As they are networks, boundaries are being made and re-made as the relations are constantly being performed (Latour, 2005). Moreover, networks are not inherently consistent. Parts of the network may be in conflict creating fissures and tensions. Applying this to boundaries, therefore, would allow for an analysis that explores, as Law (1992) has put it, “the precarious mechanics of organisation” (p.389). It will inquire about what is invited and what is excluded in the boundary practices of online professionalism as well as tracing specific ways things are enacted - what enables or constrains these enactments. It will also explore what effects these assemblages produce.

Methodology

The research will follow a three stage design incorporating both individual and group interviews. Digital materiality will be involved in the research through the use of digital artefacts and the tracing of digital footprints.

Bibliography

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1C

Denbigh 1 | Session 1C | **Tuesday 12.00-13.00**

A case study of teachers' knowledge and beliefs in English language teaching (0023)

Maria E. Lemus-Hidalgo, *State University of Aguascalientes, Mexico*

This presentation drew on an interpretivist case study of the role of teachers' cognition in their teaching of English as a foreign language within the context of Mexican higher education. The purpose of the presentation is to raise awareness of how the knowledge and beliefs of the teachers intersect to inform their teaching practices.

Research suggests that there is a knowledge base for teaching that is significant for teachers and informs their practice irrespective of the subject they teach (Randall and Thornton, 2001; Shulman, 2004). This knowledge base encompasses different knowledge categories, such as content knowledge, pedagogical content knowledge and knowledge of learners, among other types of knowledge (Shulman, 2004). Additionally, teaching practices seem to be shaped by teachers' beliefs. Peripheral beliefs that are theoretically embraced and core beliefs that are grounded in experience (Phipps and Borg, 2009). Beliefs about the nature of language, the nature of the learning process and the nature of the teaching act tend to enlighten language teaching practices (Nunan, 2004).

The interpretivist case study involved four university teachers of English. The methods used were: observations and video recordings of classes, focus groups, interviews and conversations with the participant teachers, and teachers' journals. The words and actions of the teachers were the units of the within-in case and cross-case analysis undertaken. The case study illustrates that teaching practices are not only supported by teachers' knowledge but they are also enlightened by teachers' beliefs. It could be stated that the teachers' beliefs, whether they are implicit or explicit appear to inform every teaching practice they develop. It also suggests that teachers' beliefs could have a predominant role in their teaching since teachers argue using only the knowledge in which they believe. However, identifying where knowledge ended and beliefs started were highly problematic because in teachers' mind, knowledge and beliefs tend to be interlinked (Borg, 2003). Overall, the case study illustrates that a continuous interaction, in which teacher's knowledge, beliefs and teaching practices feed each other, appears to take place. Awareness of this interaction would be important in teacher education.

References

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1C

Denbigh 1 | Session 1C | **Tuesday 12.00-13.00**

Meet the Researcher: Connecting students and researchers from day one (0084)

Alex Standen, *Julie Evans, UCL, UK*

In this paper I introduce a pilot project carried out in the UCL Faculty of Brain Sciences, in which first year undergraduates met and interviewed researchers, before presenting their findings to their peers. The project was first carried out in 2014, and feedback was sought from students, their seminar tutors and the researchers who participated. I will present the project and its findings, and locate it in relation both to existing scholarly literature and UCL's Connected Curriculum (Fung 2015), an initiative which aims to ensure that UCL students are able to learn through participation in research and enquiry throughout their degree. Finally, I will discuss the scope for expanding the project elsewhere in the institution.

The Faculty of Brain Sciences offers undergraduate degrees in psychology and language sciences, with an annual intake of around 200 students. It has a much larger body of postgraduate students and is research intensive, with expertise in neurology, cognitive neuroscience, ophthalmology, audiology, psychology, psychiatry and language sciences. Forty-four expert researchers from across these disciplines were invited to make a short video explaining their research and its impact; in small groups, the students watched these videos, selected a researcher to interview and reported back to their seminar group – all in the first six weeks of their degree. The pilot was positively received by all involved and is being rolled out again in 2015, with some small changes as a result of feedback.

The relationship between teaching and research and its implications for both staff and students continues to be the subject of much scholarly debate (see, for example, Brew 2012, Deakin 2006 and Healey 2005) and this project offers a concrete example of how it can be approached from the beginning of an undergraduate degree. In line with UCL's Connected Curriculum, students connect not only with researchers, but with UCL's research culture: how research is created, the nature of uncertainty and looking beyond their subject into the world.

References

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1C

Denbigh 1 | Session 1C | Tuesday 12.00-13.00

Sociology curriculum and human capabilities formation: Perspectives of sociology lecturers at one South African university (0039)**Bothwell Manyonga**, *University of the Free State, South Africa*

Across the world, higher education (HE) is expanding rapidly and issues of curriculum change have increasingly become contentious and political. Although numerous research on curricula review in the social sciences and particularly sociology has been conducted (Lucket 2009, Shay 2011, McLean et al. 2013, and Graaff 2007 among others), the main narratives has been on teaching and transmitting disciplinary knowledge, student identity and instrumentalisation of university outcome, with little focus on curriculum conceptualisation and capability formation. While the former remains important, this paper builds on and contributes to accumulating knowledge in the field of sociology curriculum design in the South African HE context to argue for a broader approach to developing curriculum. Drawing from the principles of Capabilities Approach (CA) of Amartya Sen and Martha Nussbaum, the paper argues that sociology curriculum conceptualisation could be enriched by capabilities identification. The CA sheds a fresh light on how curriculum ought to be designed to offer students real opportunities, expanding choices for individuals to be what they want to be and do.

The paper presents perspectives based on individual interviews with four sociology lecturers at one South African university. Being in the second year of a three year doctoral research, initial findings suggest that there is no clear philosophical underpinning guiding the conceptualisation of curriculum. The conceptualisation of modules is based on lecturer expertise, research interest, meeting national guidelines and as a response to topical and societal issues. Furthermore, there is little or no engagement with students regarding what they want to achieve or become as a result of studying for a sociology degree. Although lecturers recognise some human development capabilities such as critical thinking and problem solving as important for sociology students, there is little evidence to illustrate how these are being cultivated in students. Taken together, the results suggest that sociological knowledge is being regarded as the starting point for curriculum conceptualisation as opposed to being the vehicle through which capabilities could be developed.

Key words

Sociology curriculum, Capabilities Approach, graduate attributes, higher education.

References

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1D

Denbigh 2 | Session 1D | Tuesday 12.00-13.00

Higher Education decision-making amongst socioeconomically underrepresented Further Education students: Reflexive modes in landscapes of choice (0009)**Zoe Baker**, *The University of Sheffield, UK*

The purpose of this presentation is to provide further insights into Higher Education (HE) decision-making amongst socioeconomically underrepresented Further Education (FE) students. The key findings will be disseminated in response to the research question of how individualisation and structural limitations emerge in FE students' approaches to educational decision-making. Research has outlined the often unequal processes in HE decision-making in relation to socioeconomic status (Ball et al., 2002; Reay et al., 2005). Much of this research however was carried out during a period with strong political focus on widening participation by the New Labour government. In 2011, the White Paper titled 'Students at the Heart of the System' (BIS, 2011) not only proposed the largest increase in tuition fees in England since their introduction,

but further emphasised the responsibilities of students to make the 'right' choices for themselves. It also highlights the importance of competition between institutions for providing high quality HE, increasingly positioning students as rational consumers (Davies, 2012).

The research employs a longitudinal narrative inquiry approach to understand the reasons informing students' decision-making regarding their HE plans over the final 12 months of their FE studies. This was achieved through the use of paper and audio diaries as well as periodic interviews. I apply Margaret Archer's (2003; 2012) modes of reflexivity to participants' narratives which enables a more intricate understanding of individual action and responses to structure in the decision-making process.

The presentation will demonstrate that not only is HE decision-making constrained by structure for some, but that this hinders the development of personal projects. Conversely to Archer's empirical research (2003; 2012), reflexive modes emerged as context dependent in response to encountering constraints. These modifications in reflexive modes further demonstrate the contextually embedded nature of decision-making in which making the 'right choice' becomes deciphering the 'reasonable option'.

Key words

Higher education, choice, reflexivity, socioeconomic status, participation

References

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1D

Denbigh 2 | Session 1D | **Tuesday 12.00-13.00**

Collage as a method for uncovering personal histories and portraying transitions into university of first in family to higher education learners (0056)

Stephane Farenga, *University of Hertfordshire, UK*

This paper explores a key component of my doctoral research while critically evaluating the efficacy of an alternative method in extracting a unique understanding of higher education (HE) and the student experience. The research uses an arts-based enquiry technique, collage, to help inform two key aspects of the study: 1. engagement with individuals' personal histories and the resulting identification of habitus amongst first in family to HE students; 2. the nature of their transition into the University of Hertfordshire (UH).

Reay, in her work exploring Bourdieusian concepts, such as habitus, and their role within educational research, comments that "individual histories [...] are vital to understanding the concept of habitus" (2004: 434). My doctoral research is primarily concerned with identifying and mapping these histories, deciphering their role in shaping habitus and understanding their impact on transition into HE, amongst students who are first in their family to access HE at UH. This research complements the critique of neo-liberal discourse surrounding access to HE and seeks to recalibrate the relationship between student and institution to one that validates the identities and experiences of students from widening participation backgrounds. Bourdieu's concepts exposes such inequalities between students and institution as it emerges that those with a "feel for the game" (Bourdieu, 1993: 5) are better equipped to navigate educational institutions, which are often predisposed to favour individuals with certain habitus.

The use of collage may result in fresh perspectives on how and what habitus is formed of, as well as, allow participants (and researchers) to make “new connections” concerning student experiences (Butler-Kisber, 2010: 104). Specifically, participants will be prompted to create collages both exploring their personal histories, which can then be analysed to understand their habitus, and their experiences of transitioning into university. This paper will include the results of a pilot testing collage as a method, along with an analysis of early findings from the ensuing longitudinal study and a critical review of collage methodology.

References

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1D

Denbigh 2 | Session 1D | **Tuesday 12.00-13.00**

The Socio-cultural Dynamics of Promoting and Monitoring for Student Academic Success, Reflections of an Education Development Practitioner

Valindawo Dwayi, Walter Sisulu University, South Africa

Higher education literature tends to focus on the understanding and explanation of factors that enable and constrain how learning and teaching takes place and the complex spaces within which such practices reside. Not many studies report on how teaching and learning systems and processes could be better monitored and supported by means of academic leadership and management, at least in the developing economies. In developing markets, the matter of academic monitoring and support should receive priority in research partly due to the social justice orientation of higher education, especially under the notions of university as the public good.

This paper reports on the phase two of the study which is based on the work of social realist, Margaret Archer. The bigger project of which this paper forms part seeks to explore the factors that condition academic decision making events and processes about student academic success which thus eliminate or perpetuate student disadvantage, marginalisation and exclusions and in a developmental context. For the socio-cultural interaction phase, according to Archer’s morphogenetic approach, data was collected from multi sources and over two teaching cycles. Data confirms the previous works about the challenges of integrating education development within the mainstream of teaching and learning, but also takes the conversation forward by locating the agency for teaching and learning within the academic leadership and management roles, which should be transformative.

How such culturally and structurally conditioned roles might be unlocked towards developing the ideal university culture is therefore explained as the dialectic relationship of structure and agency which might involve a deeper analysis of the underlying mechanisms. Insights from the paper, which constitute the tentative findings for the bigger project, will also highlight the role that education development practitioners should consider in influencing dominant discourses in higher education.

References

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1E

Beaumaris 1 | Session 1E | Tuesday 12.00-13.00

Language Policy in Retrospection - Swedish Higher Education the last 80 years (0079)**Susanne Strömberg Jämsvi**, *University of Borås, Sweden, University of Gothenburg, Sweden*

Language issues and language use form an essential part of internationalising higher education. In recent time, many universities around the world have adopted different kinds of language policy, not only due to internationalisation but also due to national language interests. In order to understand what is going on at the moment, this presentation sets out at exploring the past, building on “the assumption that all discourses are historical and can therefore only be understood with reference to their context” (Wodak & Meyer, 2009, p. 20).

The presentation is based on a review of Swedish governmental reports from the 1930s and onward, forming a contextualising chapter on language policy in my thesis. Language policy is here understood as “acquisition planning” (Phillipson, 2003, p. 14f). Two questions have been guiding the retrospection of language policy: What characterises the view on language competencies over time? Who has to have proficiency in what, when and why? The overall study is framed within a critical discourse analysis (Fairclough, 2010; Fairclough & Fairclough, 2012), and this part of the thesis mainly deals with how the representation of language issues has changed.

In reviewing the language views, it became apparent how completely different the conditions were in the early years compared to present time. Even so, ways of representing then has had an effect on what came later. In the presentation some preliminary findings will be elaborated upon, e.g. the position of the native-speaker, language plurality and English-only bias, educational language demands in relation to working-life demands, enabling fellowship and cooperation through language skills, linguistic hierarchies and instructional languages in relation to content and language for specific purposes.

References

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1E

Beaumaris 1 | Session 1E | Tuesday 12.00-13.00

Quality of Transnational Student Experience: a Critical Realist Perspective (0063)**Rashmi Dravid**, *University of Northampton, UK; Balasubramanyam Chandramohan, University of London, UK*

Given that there is limited research into quality of student experience on Transnational education (TNE) from the perspective of the student, this research attempts to engage with developing critical realist perspectives to examine quality of transnational student experience through understanding student’s perceptions of quality to propose a conceptual framework.

Quality in higher education is a ‘contested concept’ (Barnet, 1998). In TNE, the different stakeholders - academic partners as providers of HE (Higher Education) programmes, quality assurance (QA) agencies as providers of quality frameworks, students and their families as consumers, governments, professional bodies and academic recognition bodies as enablers and regulators, and employers as beneficiaries; have differing interpretations of quality and demand different quality outcomes and methods of assessing them (Tam, 2010). The arguments pursued in this paper contend that the transnational students’ perceptions of quality are influenced by the concomitant perspectives of the different TNE stakeholders that integrate local (institutional mission statement), national (government regulations and QA framework of local institution) and international (QA framework of host institution) dimensions.

It is further argued that the current explanations for TNE student experience that are rooted in the dominant theoretical approaches to causation, although adequate at descriptive level, are insufficient at a conceptual level to integrate full range of potential causal factors and their contingent inter-relationships arising from different stakeholders of TNE. Based on critical realism, the paper attempts to propose a complex, emergent and non-linear conceptual framework to enable a coherent causal analysis of factors influencing the quality of student experience on TNE. The paper contends that quality of student experience on transnational education is an ontologically differentiated and stratified conception at agential (micro or individual student level), structural (meso level) and macro (national policy and regulations) level.

The paper is based on the case study of a transnational collaborative alliance between the XXX and xxx, the University's transnational partner and a private HE provider in XXX. The research, currently at its inception, will be conducted as a longitudinal study, with data collected in four different stages over a period of two years. The research will utilise survey questionnaires and semi-structured interviews for data collection and grounded theory's methodology of open and selective coding to examine the concepts and themes that emerge from the data.

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1E

Beaumaris 1 | Session 1E | Tuesday 12.00-13.00

The seductive Neoliberal idea of a For Profit University (0067)

Kiev Ariza, *University of York, UK*

This paper offers a literature review analysis and discussion of an ongoing qualitative single instrumental case study research of US Laureate International Universities global network, describing the nature, Internationalization strategy, mission, sociocultural impact and contributions of For Profit Institutions to the neoliberal idea of a university.

In a neoliberal university (Ball 2015), the institutions identity is transformed by existing competitive tensions among stakeholders involved in Higher Education, replacing collective professional values with commercial value.

According to McGettigan (2013) the privatisation of public higher education due to austerity policies in different countries is just a cover of the true intentions of regulators. Ultimately, in a neoliberal world, customer satisfaction is offered as a surrogate for learning, and "to be a citizen is to be a consumer, and nothing more" (Giroux 2012).

Dunne (2015) argues that any university pursues the truth through critical investigation and Newman (2011) considered the nature of knowledge and the inherent nature of the University as the foundation of what value means for any University. However, there are marketization trends and pressures found in a commoditized neoliberal Higher Education market.

If Higher Education is to be considered as a commodity (Ozoli š 2015, Altbach & Knight 2007, Vita & Case 2010) then for Profit Institutions would share neoliberalism ideology by nature, promoting internationally the creation of a "Wall Street version of Internationalization", a greater purpose than just fostering the economic development of nations and the provision of opportunities for individuals (Marginson 2010).

Finally, the recognition of Higher Education as a neoliberal element of social domination whilst protecting upper class privileges is discussed.

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1F

Caldicot | Session 1F | **Tuesday 12.00-13.00**

Using the American Culture Wars to understand the New College of the Humanities debate (0046)

Kathryn Telling, *University of Manchester, UK*

This conceptual paper examines the ways in which the New College of the Humanities (NCH), one of the UK's newest private higher education institutions, has modelled itself on the American liberal arts tradition. Discourse analysis of NCH's publicity materials and the broader media debate around the college, along with a brief literature review and discussion of US debates about liberal arts, form the basis of the paper. It will be argued that an understanding of the American debate can illuminate the controversy around NCH and new private provision in the UK in general. This is part of an ongoing discourse analysis project which looks at contested intellectual and educational values in debates about new private provision of higher education in the UK, particularly where these debates centre on internationalisation and the influence of other national cultures.

During the so-called Culture Wars of the 1980s and 90s, debate raged in the US about the purpose of higher education and, in particular, the role of a broad, liberal arts education. Was the point of higher education to give students a general basis in “the best which has been thought and said” across the disciplines, but especially in the arts and humanities (Bloom 1987)? Was its role to inspire a critical and politically active citizenry (Nussbaum 1987)? Or should higher education best be understood as technical training for the professions and business (Meister 1998)? The presentation of NCH as a liberal arts college, and the sometimes vociferous debate which has subsequently emerged, mirrors these American Culture Wars much more than it does earlier British discussions of educational values. I argue that the NCH debate can't fully be understood unless we try to understand the link between educational values and economics, and in particular the increasing marketisation of UK higher education (Brown and Carasso 2013).

Category

models of higher education

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1F

Caldicot | Session 1F | Tuesday 12.00-13.00

What is Leadership in Higher Education? Innovating Theory and Methodology in Developing Understandings and Constructions of Leadership. (0052)Fiona Conway, Joan Mowat, *University of Strathclyde, UK*

This conceptual paper provides an overview of the author's current Doctor of Education study and aims to stimulate discussion of the proposed theoretical frame and innovative methodology which have been designed in response to calls for further research from existing studies in the field.

Current Research in the Field

Leadership in Higher Education is a complex phenomenon which is under-researched (Tourish, 2012; Middlehurst et al., 2009; Bryman, 2007). Bolden et al (2012) propose that leadership within the sector has distributed characteristics whilst academics also demand visionary leadership to set the strategic direction of the institution. Current research in the field locates leadership within the field of social practice through the lens of Bourdieu with knowledge developed through large scale surveys and interviews focussing on participants in formal leadership positions.

The Study

The study aims to develop an understanding of how leadership is constructed and construed within Higher Education and how the capital derived from the construction of leadership in this community of practice influences understandings of leadership.

Convergence and Innovation - Theoretical Framework and Methodology

This paper will discuss the proposed convergence of understandings of Bourdieu and Wenger in relation the influence of social practice on development understandings of leadership. Bourdieu recognises the world as being social and a result of social constructions that are reliant on relational workings through existing social structures. In contrast, Wenger argues that communities learn and construct understandings, routines and structures in an organic manner. This paper will argue that leadership in an academic department is constructed through a process of social learning through which constructions and understandings are developed through formal and informal structures.

The paper will also propose innovation in methodology within the field through use of a case study methodology incorporating visual and narrative methods. In accordance with philosophies associated with the theoretical lens proposed the most applicable forms of method are selected.

Bolden R, Gosling J, O'Brien A, Peters K, Ryan M, and Haslam A (2012) *Academic Leadership: Changing Conceptions, Identities and Experiences in UK Higher Education* London, Leadership Foundation for Higher Education

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1F

Caldicot | Session 1F | **Tuesday 12.00-13.00*****The dual role of institutional context vis-a-vis national higher education policy: The case of a national program for Arabs in higher education in Israel (0053)*****Ayala Hendin**, *Myers-JDC-Brookdale Institute, Israel*

Local institutional context and national higher education policy shape and reshape each other throughout the implementation process. The presentation aims to illuminate this reciprocity while highlighting the dual role of institutional context. We use a case study of a minority-student, outcome-oriented national policy, that while interacting with institutional context, resulted both in the development of multiple implementation models and priorities and in increased national awareness of how context is relevant to student outcomes.

We present preliminary results of the shaping and reshaping process, as part of an ongoing empirical evaluation of the implementation and outcomes of Israel's Council of Higher Education's multi-year plan for expanding access to higher education for Arabs. Specifically, we follow the implementation process in all 28 publicly funded higher education institutions that serve, among others, Arab students, and that are not teachers colleges. We conducted semi-structured, in-depth interviews with staff who supervise and operate the policy program in 17 institutions, and surveyed all 28 institutions regarding their interpretation and implementation of the policy. We also participated in and analyzed national peer learning sessions with representatives of all institutions, and the Council of Higher Education, and the national steering committee that reshapes decisions regarding the development of the policy.

Through the data, we demonstrate how contextual characteristics, institutional climate, and initiatives shape the implementation model. We analyze the local implementation by institution type (university or college), size (total number of students and composition), minority student distribution among fields of study, and student housing options. We also consider student characteristics such as gender and sub-population (Druze, Bedouin, East Jerusalem residents) and map various institutional policies and initiatives such as affirmative action, exam time extensions, planned academic calendar, and Arabic language presence on campus. These all shed light on local implementation models.

Concurrently, we show how the local context, climate, and initiatives described above feed into and reshape national policy. This results in expansion of budgeted program components, additional requirements for climate-focused changes, and extra attention to institutional context.

As we introduce the idea of a dual-role of institutional context, we build on two bodies of knowledge: the role of educational climate, particularly as it relates to minorities, often referred to as 'Chilly Climate' (Hall & Sandler, 1982; Pascarella et al., 1997; Whitt et al., 1999) and the role of institutional staff as street-level bureaucrats, in implementing policy, and shaping and reshaping it de facto (Lipsky, 1977, Dery, 1988).

1G

Caerphilly | Session 1G | **Tuesday 12.00-13.00*****The 'Learning Places' Project: introducing, constructing and evaluating active learning environments (0100)*****Louise O'Boyle**, *Ulster University, UK*

As the global higher education landscape undergoes change at an unprecedented rate, are learning spaces evolving in tandem, leading or chasing the change? Learning spaces are no longer bound by physical or time constraints; advancements in information and communication technologies have penetrated all academic disciplines and formal bodies of knowledge (Usher). Within the higher education learning landscape, technological advancements have made possible hybrid models of interactive learning; promoting access, collaboration, sustainability and global awareness. As educationalists the learning spaces we create for our students need not be bound by physical or time constraints. How we shape, re-shape, use and re-use spaces can be transformative to the students learning experience.

This paper will examine the integration of space, teaching approaches, facilities and resources to support student learning across the Faculty of Art, Design and the Built Environment, Ulster University. The 'Learning Places' project includes a number of cross-school and programme activities with both staff and students. They include the design and fitting of a pilot classroom to test the SCALE-UP (Student Centred Active Learning Environment with Upside-down Pedagogies) approach to large group teaching, student compilations of their learning experience through the use of 'Photo-voice', print and digital publications,

joint staff and student workshops, networking events, project website and blog. All of the activities will investigate the role of the learner as an active agent in their learning experience and consider the role of the teacher as an expert facilitator of learning (Race). Our professional challenge is to build a sense of belonging and community among students. Space becomes place as when endowed with value (Yi-Fu Tuan). The construction of learning places that foster high quality learning through inclusivity and equity of all learners is dependent upon our understanding of and responsiveness to how students use such places. Assessing the elements, structure and impact of those places, physical and/or digital, through discussion with both staff and students will inform the pedagogies for the future.

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1G

Caerphilly | Session 1G | **Tuesday 12.00-13.00**

Using the Student Out-of-Classroom Experience to Support Learning (0076)

Beth Hicks, *Taylor University, USA*

While the academic classroom is often considered the main arena for learning on a university campus, students also grow and develop through out-of-classroom educational opportunities. This presentation will cover findings from a phenomenological research project studying practitioner efforts to address learning objectives in and out of the classroom.

Prominent research regarding student learning emphasizes the importance of connection between the student experience and classroom teaching. Kuh, Schuh, and Whitt (1991) note that all areas of the university, including “activities and events that are not part of the curriculum,” must still “complement the institution’s educational purposes” (p. 7). Astin’s (1985) involvement theory also supports student engagement with learning opportunities inside and outside of the classroom. Additionally, Tinto (2006) notes involvement includes academic and social pieces, and when students integrate these two, they are more likely to graduate. These researchers and others offer support for connecting the variety of learning opportunities available at a university.

The research for the project was conducted through interviews with a sample of educators at a small, private, faith-based, liberal arts university in the Midwestern United States. In order to represent both the in and out-of-classroom experiences, the sample included residence hall directors and general education professors. In the interviews, educators were asked to describe their methods for addressing seven general education learning objectives as well as their efforts to foster connections between learning in their respective educational environment and other environments. The presentation will discuss the sample’s success in focusing on specified learning objectives and connecting in and out-of-classroom learning. The presenter will also discuss implications related to the study and possible areas of growth for educators in addressing learning objectives and connecting learning opportunities. Come and consider the importance of holistic student learning through the classroom and the student experience.

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1G

Caerphilly | Session 1G | **Tuesday 12.00-13.00*****Perceptions of change facilitators' role in operationalising institutional technology-enhanced learning strategy. (0095)*****Margaret Korosec**, *University of Hull, UK*

The purpose of this presentation is to identify how individuals operationalise technology-enhanced learning (TEL) strategy at a higher education institution. Within the conference theme, this aligns with higher education associated with leadership, governance and management. First, the strategic intent (Boisot, 2013) of the institution as it relates to TEL will be assessed based on strategy documentation. Second, individuals who actively use TEL in their leadership, academic or support roles, also called change facilitators, will be contrasted against the strategic intent of the institution. Finally, the researcher seeks to explore how individual operationalisation of TEL practice, or strategy, might be extended to the larger institutional system.

The nature of the research presented will be a reflexive account and analysis of the data gathered via questionnaire and interviews. The researcher anticipates submitting her work early in 2016, hence the presentation will represent near-completed research.

The methodology adopted for this research will be a sequential mixed-methods case study. The case study identified is a British institution of higher education with the purpose of understanding the situation, influences and system within which the institution operates (Yin, 2009). With TEL incorporated into the most recent institutional strategy and curriculum reform initiatives, the selected institution is actively engaged in planned change.

The Concern Based Adoption Model (Hall and Hord, 2011) will be used as the conceptual framework for the context of this study. Hall & Hord identified the role of the change facilitator and they designed the Change Facilitator Stages of Concern Questionnaire to recognize the unique position this role has within educational change initiatives. The researcher administered the online questionnaire to 63 individuals in leadership, academia and support roles and received 26 responses, or a 41% return rate. Quantitative data was collected through 35 pre-determined questions and qualitative data was collected through researcher-designed open-ended questions. Six individuals participated in semi-structured interviews for additional in-depth qualitative data to enhance and deepen the questionnaire outcomes.

The researcher is currently analyzing the data and conclusions will be presented during the conference.

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2A

Conwy 1 | Session 2A | **Tuesday 14.00-15.00*****The London orchestra as a prestige economy (0003)*****Francesca Carpos**, *University College London, Institute of Education, UK*

As a professional bassoon player in London I have found myself undertaking a wide variety of work such as orchestral playing, chamber music and west-end shows, education projects, examining, and instrumental teaching for three organisations. Instrumental music teachers tend to be practical musicians whose teaching practice is just a part of their portfolio career. Having worked as a professional musician for over thirty years, I began to consider, what do I know that would be useful for an aspiring bassoonist to know? There is only so much work that can go around, competition between self-employed musicians is inevitable, and musicians need to consider 'what you need to do to get ahead'. I began to question whether musicians perceived 'prestige-seeking' behaviour as necessary in order to gain work and therefore money.

A central feature of this study is consideration of the possible contribution of the concept of a 'Prestige Economy' (Bascom and Herskovits, 1948; English, 2005; Blackmore and Kandiko, 2011), as a framework

for illuminating perceptions of musicians. Ways of understanding the nature of an individual's interaction with others in the organizational setting of an orchestra, is explored through the lens of this theory. The model of a prestige economy may allow insight into the vulnerabilities, inequalities and tensions of orchestral life. I consider how I can share my experiences as a professional bassoonist, in order for my students to learn how to fit socially and musically into their musical world; to negotiate future employment, and realise their aspirations as professional musicians. By exploring experiences of my broader professional practice, I address key issues in education, for example, widening participation, and also consider how my current PhD scholarship and research as a reflective practitioner, may enable my students to develop strategies for dealing with performance issues within the musical community as a whole.

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2A

Conwy 1 | Session 2A | Tuesday 14.00-15.00

Learning outcomes: tensions and potentials in higher education in Ireland (0016)

Irene McCormick, *Institute of Technology Carlow, Ireland*

It has been over 10 years since the learning outcomes (LOs) approach to teaching and learning in higher education (HE) was implemented in Ireland. This move, from a content-focused curriculum to a student-focused curriculum, represented a radical change in the way higher education was organised and understood. This paper, based on empirical research into LOs in media HE, seeks to take a measured look at the uses and purposes of LOs in HE and juxtapose these with the tensions that have arisen out of the adoption of LOs as pedagogic and policy instruments in Ireland.

To date the literature has focused on the neoliberal underpinnings of LOs and LOs as instruments of the quality movement that seeks to measure educational output (Brancaleone and O'Brien, 2011). Some authors argue the case for LOs as enhancing student learning and making the pathway of educational attainment perspicuous (Werquin, 2012). Both views are represented in this research.

Methodology

An interpretivist approach was taken to the research, which was conducted using critical discourse analysis (Fairclough, 1995) to connect language and social practice in order to understand the uses and strains associated with LOs. 17 teachers, managers and teaching and learning experts, connected to media practice education from three sites, were interviewed. The researcher also used Touraine's Sociological Intervention (2000) as a method of data collection.

Conclusions

The findings of this research show that teachers are frustrated by the use of learning outcomes when it externalises their experience of teaching. Managers have a different experience of LOs and see them as an opportunity to enhance learning. Interestingly teachers, managers and teaching and learning experts all agree that LOs can offer structure in policy and pedagogic terms. This consensus represents a more measured view of LOs that is not always evident in the literature. Although there were differences in roles and contexts among the participants, which informed participants' attitudes to LOs, the results show that all parties have the best interests of students at heart but tensions arise when participants value different conceptions of student success.

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2A

Conwy 1 | Session 2A | Tuesday 14.00-15.00

Read, Write, Repeat: The Dangers of Film Literacy in University Film Education (0040)

Chris Nunn, *University of Greenwich, UK*

Film Literacy has been the basis of thought on film education in the UK for the past fifteen years. Whilst this has largely been at a public level; through the British Film Institute; or at a secondary/further education level, it is undeniable that thinking of film as a language has also impacted on the teaching of film in higher education. This paper, in part presenting some of my preliminary doctoral research into tertiary film education in the UK, argues that treating film as a literacy does not allow for a comprehensive film education. Instead, citing the works of former Royal College of Arts rector Christopher Frayling ('On Craftsmanship', 2014) and philosopher Richard Sennett ('The Craftsman', 2009), this paper argues that we should instead view the education of film as the education of a craft - that is, something we design, make and create. To quote Bauhaus School founder Walter Gropius, 'we must all turn to the crafts'.

This is not an unproblematic or unchallenging prospect and this paper neither suggests that literacy is completely the wrong approach, nor that craft education is simply the correct one. What this paper, a condensed version of some of the larger themes explored in my thesis so far, explores, is how the craft discourse might offer solutions to some of the problems in contemporary film education. Exploring briefly the history of the discourse; from the Medieval Guilds, to John Ruskin's 'The Stones of Venice' (1851) and William Morris's 'News From Nowhere' (1890); to the Bauhaus school, Janet Wolff's 'The Social Production of Art' (1982) and beyond, the theoretical ideas of craftsmanship can assist our thinking in three spheres: craft tradition and engagement, the labour of the craftsman and, perhaps most crucially, crafts, technology, and the industrialisation of culture.

The ethos of craftsmanship, often associated with 'looking backward', can in this instance help us look forward by attempting to reinstate some of the values intrinsic to craft practice. As the authors appraised here believed, craftsmanship is about doing good work for the sake of doing good work, firstly. Secondly and most importantly, it is about doing work for the benefit of your community, however you choose to define that community. As Sennett points out in some of his closing statements 'good craftsmanship implies socialism' and it is both the craftsmanship and the implied socialism that are missing from contemporary film education.

2B

Conwy 2 | Session 2B | Tuesday 14.00-15.00

How do the experiences of full and part time mature learners compare in Irish institutes of technology? (0029)

Carol Moran, *Institute of Technology, Sligo, Ireland*

This empirical research improves understanding of mature learner experiences and provides an appreciation of the effect that full or part time programme delivery has on this cohort in Irish institutes of technology (IoTs).

Many mature learners at IoTs in recent years returned to full time education for vocational reasons through government supported programmes, reflecting higher education institutions sensitivity to market needs (Zhao, 2010). IoTs are stronger than universities in terms of part-time and flexible provision and also have a larger proportion of mature and disadvantaged entrants (HEA, 2014; Slowey, 2010). The ways in which external and internal barriers can effect transition to higher education (Yau & Cheng, 2013; Moro-Egido & Panades, 2010) are considered. Dewey (1938) argues that education can only achieve its end through individual experiences; therefore understanding and creating positive student experiences (Thomas, 2012) are paramount.

A phenomenological approach was adopted for this mixed methods enquiry. Quantitative data was gathered from the mature learner population (n=8,944) of five IoTs. Stratified random sampling was used to select one full and one part time participant for interview from each institute; interpretative phenomenological analysis was used to develop the key themes of their narratives.

The findings indicated that mature learners who were returning to education due to unemployment attended on a full time basis while those returning for personal development and career advancement attended part time. Financial issues were of greatest concern for full time learners whereas time pressures were of greatest concern for part time learners. Full time students were seven times more likely to report having a very negative experience. Part time students were more likely to feel excluded from the wider community at their IoT, while full time students were more likely to feel excluded within their own class.

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2B

Conwy 2 | Session 2B | Tuesday 14.00-15.00

Battles beyond the classroom: Disabled students engaging with extra-curricular activities (0044)

Ciara Doyle, *University of Greenwich, UK*

This paper presents an empirical research project exploring disabled students engagement with extra-curricular activities and their students union.

Significant evidence points to the role of extra-curricular activities as a key site of social class identity formation for university students and a place where class battles which dictate future opportunities are fought. Bathmaker et al (2013) for example, find that social, cultural and economic capital are all vital for a student to access work experience and opportunities and forged more through extra-curricular activities than in the classroom. Such studies do not engage with the added dimension of bodily capital and its key role in the presentation of the habitus.

This study presents three case studies of disabled students, all with some level of autistic spectrum disorders, and their experience of engaging with extra-curricular activities and student union engagement.

Findings presented here suggest that student union activities can be a great equalizer, enabling the disabled student to forge and create significant social capital for themselves. This can then be deliberately and intentionally used to override disadvantages from presenting with a habitus read as 'disabled' by others in the student body or by lecturers. However, the process is not a smooth one, and legal, institutional and cultural barriers can all work to re-label the disabled student as one who is 'creepy', as having a 'body that doesn't work' (can't gain employment) or as inhabiting the 'wrong' habitus and therefore creating subtle, implicit barriers to social mobility.

Firmly rooted in an ontological perspective drawing on the social model of disability (Oliver, M. 2009) and inspired by concepts of a social justice approach to students with autistic spectrum disorder (Madriga and Goodley, 2010), this paper moves on to present a Bourdieuan challenge to established models of understanding disability and suggests a need for a deeper interplay with social class analysis when individual habitus are read as 'disabled'.

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2B

Conwy 2 | Session 2B | Tuesday 14.00-15.00

Gender Reconciliation and the College Campus: Exploring Struggles of Male and Female Students (0049)

Charles Allen, *Taylor University, USA*

Nature of Research

This presentation explores pressures related to gender constructs experienced by male and female college students. The researcher draws inspiration from Emma Watson's speech to the United Nations (Watson, 2014) and proposes that male and female students experience similar struggles that manifest differently depending on expectations for one's gender construct.

This is phenomenological research and the researcher will be sharing completed findings.

Methodology

The research implements a qualitative methodology. Twenty-seven students from a small liberal arts university in the Midwest United States participated in this study. Participants were between the ages of 18-24 years of age (M = 9, F = 18) and ranged from first-year to fourth-year students. Both male and female students viewed one or both of two documentaries: *The Mask You Live In* and *Miss Representation*. Following the viewings, students filled out an interview questionnaire asking them to discuss inequality issues on their campus that affected each gender.

Findings

The current study explored the nature of masculine and feminine gender constructs on the Midwest university campus and asked students to identify whether specific male-related or female-related issues in their campus community matched pressures on males and females in larger society. While students identified broad themes when discussing societal pressures, such as the emphasis on female sexuality (Kwan, 2010) and lack of male emotion (Downey, Feldman & Ayduk, 2000), students discussed their campus differently. Students overwhelmingly identified same-gender influences on gender behaviors, suggesting that same-sex peers are the greatest sources of pressures for students. The researcher found common themes in the pressures identified for both males and females. Participants listed lack of discussion and pervasive societal expectations as the greatest obstacles to gender reconciliation, calling for increased conversations and peer support.

Sample of References

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2C

Denbigh 1 | Session 2C | Tuesday 14.00-15.00

Agency and Academic Writing in the Healthcare Academy (0035)

Marion Waite, University of Oxford, UK, Oxford Brookes University, UK

I will present the research that I am undertaking on formative writing interventions within a Higher Education (HE) setting. Firstly the successful outcomes of a health care faculty-based collaborative writing group for teachers, learners and alumni to facilitate writing for peer-review publication. Subsequently, how this had led to further writing interventions and ongoing research within a doctoral study.

Firstly, initial empirical research findings, which identify mechanisms that transform collaborative writing thus enabling agency and voice of the writers. Secondly how such an intervention can be conceptualised, further developed and researched.

Outcomes were explored through a case study approach. Methods included observation of the group process during writing activities and follow-up semi-structured interviews. The sample consists of eight pairs (n=16) of teacher-learner dyads.

Nursing and allied health professional students have direct relationships with healthcare organisations via employment or placement. Authentic practice-based issues engage learners, and influences dissertation topic choice. Consequences of non-dissemination of this writing are loss of potential for transfer of knowledge for the benefit of patient care. Moreover, writing for peer-reviewed publication is a desirable output for healthcare teachers within academia. Many lack confidence in this respect let alone support learners to publish. Furthermore academic research writing is problematised in the HE context.

The way in which a faculty-based collaborative writing group has operated offers a model of good practice for groups in similar sociocultural settings. The evaluation of participant experiences has suggested that activities undertaken within the writing group may also be beneficial to learners at an earlier stage of their academic development and thus a programme of writing workshops for dissertation students and mechanisms to support the writing of staff new to academia has been implemented within the context.

Potential contribution to theoretical perspectives for research on academic writing influenced a sociocultural approach to ongoing doctoral research. More in-depth analysis of the individual and collective agentic actions of participants can provide knowledge of how challenges and contradictions are overcome in order to pursue the development of academic research writing, and how these activities transform personal trajectories. If these strategies could be identified then it may be possible to nurture them and thus promote further scholarship through writing.

References

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2C

Denbigh 1 | Session 2C | Tuesday 14.00-15.00

Attitudes toward patient involvement in healthcare science education among multiple stakeholder groups (0085)

Anvay Deshpande, Panagiotis Grigorios Kyriazis, Kearabiloe Mafohla, Maria Orellana, Gemma Scott, Connor Smith-Warren, Vivien Rolfe, University of the West of England, UK

The aim of this research is to explore 'patient and public involvement' (PPI) in Healthcare Science education, reflecting the NHS policy shift toward patient involvement in healthcare services (Department of Health 2010). The Healthcare Science suite of undergraduate programmes are new, and pathways in Life Sciences and Physiological Sciences are two of the recognised training routes for NHS scientists. Life Sciences graduates

will work as laboratory scientists with little patient or public interaction, so the need to incorporate PPI into course delivery is rather ambiguous. There is little evidence to support university teams in determining the correct use of terminology, on evolving a departmental infrastructure, or even to shed light on stakeholder views of patient involvement in science teaching (McKeown et al 2012).

Methods

The presentation will report on the views of four stakeholder groups; patients and public members, students, NHS trainers and university teaching teams. It represents a pilot study at the University of XXX conducted by a team of summer interns. We used a mixed-method approach drawing on initial conversations with the academic team and existing literature to form qualitative and quantitative components that were run concurrently (Curry et al 2013). Individual interviews with academic staff were recorded and transcribed verbatim. Four questionnaires were piloted and distributed to all stakeholder groups. Participants were asked about their definition of PPI and their views on the benefits to student learning. We used thematic analysis to distil ideas emerging. Themes were coded, and notes kept by all researchers during the project were used in discussions as part of the analysis.

Findings

This paper will present our findings, and relate them to the policy drive to place patient at the heart of the health system. We will provide reflections on how these four-way partnerships can solidify to deliver the well intended, but as yet to be proven, impact on healthcare diagnostics and service delivery.

Curry, L. A., Krumholz, H. M., O’Cathain, A., et al (2013). Mixed methods in biomedical and health services research. *Circulation: Cardiovascular Quality and Outcomes*, 6(1), 119-123.

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2C

Denbigh 1 | Session 2C | Tuesday 14.00-15.00

Service user and carer involvement in education for health and social care: a social practice perspective (0097)

Jill Anderson, Lancaster University, UK

Aim

This presentation draws on my PhD research, on the involvement of people with experience of using health and social care services in the education of professionals. It presents that ongoing work - foregrounding my interest in social practice, questions of identity and the links between them - and explains how those interests have shaped my research design. I identify some challenges raised by my first set of interviews, and explain how my study is evolving to address those.

Background: There is a substantial literature on the involvement of people with experience of using services in the education of health and social care professionals. They are involved not only in face-to-face teaching, but also in recruitment and selection, student assessment and programme planning (McKeown et al, 2011). Facilitating such involvement is a complex area of practice, the province of an emergent group of higher education employees - Developers of User and Carer Involvement in Education. Yet, curiously, such workers feature little in the literature on involvement in teaching. One explanation for that can be found in the lack of focus, within such writing, on involvement as a situated, social practice and on involvement work as an identity; and hence on its relationship with other emergent academic practices and identities (Barnett & Di Napoli, 2008).

My study: This paper draws on an ongoing, ethnographically informed, inquiry in to the practice of involvement and identity of involvement workers; encompassing observant participation, documentary analysis and 15 photo-elicitation interviews, informed by Nicolini’s ‘interview to the double’ approach (2009). In this presentation I draw on my initial set of interviews to consider new insights to which the accounts of involvement workers - viewed through a social practice lens - can give us access. These have implications both for local practice and for the development of national policy on involvement in higher education teaching.

Resources

Barnett, R. & Di Napoli, R. (2008) *Changing Identities in Higher Education: Voicing Perspectives*, Abingdon: Routledge

McKeown, M., Malihi-Shoja, L. & Downe, S. (2011) *Service user and carer involvement in education for health and social care*, Chichester: Wiley-Blackwell

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2D

Denbigh 2 | Session 2D | **Tuesday 14.00-15.00**

Transition to Higher Education: Key Considerations for African Refugee Youth in Australia (0077)

Svetlana King, *Flinders University, Australia*

The transition from high school constitutes a significant period in a person's life. For African youth from refugee backgrounds, this transition is complicated by the unique set of challenges they face. In particular, many of these young people have had minimal or disrupted formal schooling experiences as a result of civil conflict, with some spending the majority of their childhoods in refugee camps (Brown, Miller & Mitchell, 2006). These issues not only impact upon African students' engagement in the school system (Grant & Francis, 2011), but can also influence their participation in higher education (Harris & Marlowe, 2011; Zufferey & Wache, 2012).

This presentation draws upon the findings of a recent qualitative study which examined the education and career pathways of African youth from refugee backgrounds in South Australia in the context of the transition from secondary school. Case study methodology was used and data were primarily collected from multiple semi-structured interviews. The participants were: African youth from refugee backgrounds (n = 14); high school teachers (n = 7); Technical and Further Education (TAFE) educators (n = 4); university educators (n = 5); social service providers (n = 3); and African community leaders and elders (n = 5).

This study found that African students' English language skills, previous schooling experience, career aspirations and expectations, and the influences of family, kin and community were key factors in shaping their transition to higher education. This research invites universities to evaluate the support they provide to ensure that all students have opportunities to succeed – irrespective of their cultural background.

Key Words

African refugee youth; transition; higher education; challenges

References

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Zufferey, C., & Wache, D. (2012). Connecting with the African-student diaspora in Australian higher education. *Research and Development in Higher Education*, 35, 363-373.

2D

Denbigh 2 | Session 2D | **Tuesday 14.00-15.00*****Higher Education Access in Developing Countries: Structural Inequalities and Educational Expenditures (0090)*****Sonia Ilie**, *University of Cambridge, UK*

The emphasis of post-2015 development goals[1] on equal access to higher education (HE) raises issues related to the governance and funding arrangements conducive to the mitigation of long-standing structural inequalities. This paper assesses the progress still to be made to achieve a reduction of wealth and gender inequalities in HE access, and the manner in which this may be associated with educational expenditure patterns. The aim is to ascertain whether wealth-based distributions of expenditures[2] for primary, secondary and higher education are related to HE participation[3].

The paper draws on the empirical analysis of the Demographics and Health Survey data for around 35 developing countries from Sub-Saharan Africa and South Asia. The data for these countries, all collected after 2007, are representative at the national level and based on a combined sample of over 2,450,000 observations. Additionally, the paper analyses data on expenditures for each level of education, as reported by national governments to the World Bank and UNESCO.

The results suggest that a large majority of sample countries exhibit very wide wealth-driven HE access inequalities, underpinned by gender gaps that appear to be associated with overall participation rates. The benefit incidence analysis disaggregating expenditures by wealth group suggest that while primary expenditures are essentially pro-poor (or at parity) in many sample countries, the same is not the case for either secondary or higher education; and that the countries exhibiting large discrepancies in favour of the rich have overall lower levels of educational participation, and larger wealth-related gaps. There is no apparent relationship between the size of the higher education gender gaps and these expenditure distributions, warranting further exploration of the issue in future research.

This paper has implications for assessing the potential of post-2015 goals to be successful, and connects to wider debates concerning HE funding by international donors and national governments, and highlights the persistence of structural inequalities even in systems where funding arrangements are progressive.

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2D

Denbigh 2 | Session 2D | **Tuesday 14.00-15.00*****Opportunities and constraints for studying using digital media encountered by Higher Education students from widening participation backgrounds (0102)*****Bernardita Munoz-Chereau**, *University of Bristol, UK*

This paper reports on findings from the first phase of the qualitative longitudinal study 'Digital Diversity – Learning and Belonging (DD-lab)' funded by the University of Bristol's Widening Participation Research fund. While the general aim of this study is to explore how digital media is influencing the work and studying practices of 2nd. year under represented students (BME, mature, local, first generation at university) and how these technologies might support their sense of belonging and participation across 6 faculties, this paper focuses on one key aspect: the opportunities and constraints for studying using digital media, from the perspective of the 31 co-researchers. The term 'co-researcher' refers to the participants of the study, who captured their digital practices adopting a participatory model of inquiry (Timmis & Williams, 2013). Hence each co-researcher was provided with an iPad to document their learning lives using the application

'Evernote', which enabled the collection of authentic multimodal data. Hence the final data includes 637 documentaries, 54 semi-structured interviews and 5 focus groups, this paper reports the findings derived from the analysis of the first phase of the data collection (28 interviews and 268 documentaries).

Building on Selwyn's (2011) insight that digital technologies are neither neutral nor necessarily positive influences, I report on the main findings concerning opportunities and constraints for studying using digital media identified by the co-researchers, such as accessing and mobilizing resources to enhance learning, while coping with the pervasiveness of digital media. By doing so, I will provide new evidence to elucidate the way in which digital technologies are merging co-researcher's study practices with their social encounters within the university 'figured world' (Holland et al, 1998), amplifying in this critical way their academic identities and their sense of belonging and learning. This is followed by a discussion of the main methodological challenges that I have faced when analyzing this data (such as searching for ways of not reducing the richness and complexity of multimodal data). Finally, I will share my reflections as a researcher coming from a different field who joined this longitudinal study at a later stage. This has given me the opportunity to make sense of the data with 'fresh eyes' but at the same time demanding a strong engagement in order to generate a thick description.

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2E

Beaumaris 1 | Session 2E | Tuesday 14.00-15.00

Liberal education, general education or tongshi education? A case study of the current undergraduate curriculum reform at Chinese research universities (0069)

Qijuan Shen, *University of Edinburgh, UK*

This study examines the current undergraduate curriculum reform at Chinese universities. Under the name of 'tongshi education', the reform seemingly resembles the 'general education' approach of many undergraduate programmes in the United States (Zhang, 2012). A case study has been done at one Chinese research university. Along with documents collection, the researcher conducted interviews with fifteen faculty members, thirty-six students and three university administrators to explore how they understand the idea of tongshi education.

Through thematic analysis, and borrowing from the methodology of phenomenography, the findings reveal several interrelated ways of viewing tongshi education reform. These range from describing tongshi education as policy borrowing of general education or liberal education to viewing it as the echo of the ancient Confucianism. The variations contributes to a better understanding of the reform in regards to its driving factors, rationales of strategies, educational implications and underlying cultural conflicts. It is argued that the idea and implementation of tongshi education reform has been shaped by both the historical trajectory of Chinese universities (Hayhoe, 1996) and the current national and global context of higher education policies (Blackmore and Kandiko, 2012; Vidovich, et al, 2012), with roots such as Confucianism, Marxism, neo-conservatism and technical-instrumentalism (Young, 2008).

Examining the reform embedded in the current global trends of university curriculum policies, the researcher discusses the distinguishness of Chinese university curriculum development and its implications on people's understanding of nature of higher education, and specifically, curriculum and teaching & learning at Chinese research universities.

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2E

Beaumaris 1 | Session 2E | Tuesday 14.00-15.00

What happens when synchronicity meets dualisms amidst the research-teaching nexus of academic health practitioners? (0080)

Melinda J Lewis, *The University of Sydney, Australia*

Purpose

"Everything arises in mutual relation to everything else..." Joseph Campbell

This presentation offers a cascade of perspectives on academic practices through a study of the research-teaching nexus in health fields at a research-intensive university in Sydney. As a near completed doctorate in higher education, I offer a critique of viewpoints where conceptions of research and teaching act on each other, rather than interact. I argue that the concept of synchronicity is also at play in academic practices.

The study

Higher education is laden with dualisms (Macfarlane, 2015), specifically where Clegg (2008) acknowledges organisational wedges constructing dualisms between research and teaching whilst Brew (2010) supports synchronistic framings for the benefit of student learning. A more nuanced understanding of everyday research and teaching practices of a small number of academics provided a focus on the social structures and cultures at play within dualistic or synchronistic framings of research and teaching. A Bourdieusian theoretical framework (1977) enabled a focus on habitus, forms of capital and ideals of practice across fields.

Methodology, approach and sample

The study adopted ethnographic approaches, naturalistic inquiry and close-up methodologies over twelve months. Initial purposive sampling required snowball techniques to recruit. Data was collected through twenty three in-depth, semi-structured interviews with seven academics and thirteen research students. Forty six hours of participant observation, document collections, research journals and reflective notes were further data points. A participatory inquiry paradigm (Guba & Lincoln, 1994) emerged during fieldwork which enabled flexible researcher-researched relationships and co-constructed meaning-making from the data.

Findings

Participants were seen to be located within one of three spaces: (1) mediating dualism and fostering nexus relationships through health professional practice; (2) switching with certainty between their teacher-manager and researcher-practitioner roles; and (3) oscillating with uncertainty regarding scholarly collaborations, industry partnerships, grant rounds and academic promotions criteria.

References

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2E

Beaumaris 2 | Session 2E | Tuesday 14.00-15.00

Risky research: the institutional-researcher relationship and risk-prone research environments (0104)

Adam Walton, University College London, Institute of Education, UK

Risk, or the possibility of harm, is an inherent part of all research (Kovats-Bernat, 2002). While the question of risk to participants has received extensive attention in the literature, normally amidst consideration of ethics, the management of risk to researchers is less well theorised (Zwi et al., 2006). This session hopes to explore how academic institutions engage with (early career) researchers exploring settings where they face the possibility of harm. It considers in particular the balance of responsibilities reflected in existing institutional processes. Legal and reputational pressures can incline institutions to be risk averse, even paternalistic, particularly in comparison to other fields like journalism. This limits both the objects, and the means, of research. The scope for exploring some of the most critical human experiences is thereby, perhaps unnecessarily, constrained (Goodhand, 2000). On the other hand, institutional perception of risk can be seen to be too narrow, and its means of addressing it too static, leaving researchers unprepared for situations they face.

This presentation builds on an ongoing discussion among doctoral students at the UCL Institute of Education. I draw on my own experience of trying to conduct research in Afghanistan and Turkey, as well as the experiences of colleagues focussed on a range of countries in Africa, South America and the Middle East. I discuss also approaches from journalism and international development. I suggest a range of principles which might better inform the institution-researcher relation in this area. These include: a contextualised version of the 'Do no harm' principle for orienting decisions; an emphasis on negotiation and mutual responsibility; the importance of transparency; the need for better training for researchers; explicit recognition of the need for positive risk-taking. In particular I hope to draw on, and discuss, the experiences of other conference participants, whether they perceive their research to be risk-prone or not.

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2F

Caldicot | Session 2F | Tuesday 14.00-15.00

'It's Not Just Me!' Student Testimonials and Peer-Support for Retention and Attainment in Higher Education (0107)

Fabio R Arico, Astrid Coxon, Kristina Garner, Patricia Harris, University of East Anglia, UK

This presentation details the research outcomes of a HEA funded Strategic Enhancement Programme initiative to improve the provision of academic and pastoral support to the undergraduate student population at the University of East Anglia.

Background

Recent research into support provision in HE emphasizes the need to nurture a sense of belonging (O'Mahony et al., 2013), improving student self-efficacy through positive interaction with HEIs (Bean and Eaton, 2001). Our project embraces these principles, but challenges the traditional view of the university as sole designer and provider of student support. We argue that the perceived stigma associated with the use of institutional forms of support (Harris et al., 2014, Eisenberg et al., 2009) calls for a revision in current practices, setting student networks as the catalysts for improvement and change.

Method

We conducted an analysis of semi-structured interviews (n=20), where students were asked to comment on challenging moments of their academic experience. Transcripts were analysed thematically, allowing for a flexible, data-driven approach reflecting the personal experiences of participants, rather than top-down

approaches derived from theory. Three key themes (with related subthemes) were developed: (i) barriers faced by students (ii) strategies to deal with adversity, and (iii) advice from experience.

Results

Our results highlight that students often struggle with stress and anxiety related to university, but are reluctant to seek formal support. Even when students seek help through the university, intervention might not be timely. Our analysis displays the obvious limitations of a small-scale study that investigates broad issues within a large and diverse student population. However, despite the breadth of responses, the participants interviewed unanimously and spontaneously emphasized the need for building strong and diverse support networks, beyond formal academic support.

Conclusions

HEIs should consider facilitating student owned peer-support networks as an efficient and cost-effective practice to complement their academic and pastoral support provision.

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2F

Caldicot | Session 2F | **Tuesday 14.00-15.00**

How the corporate governance structure supports the private universities to meet the aspirations of their stakeholders in China (0026)

Xu Liu, *Sichuan Normal University, China, Institute of Education UCL, UK*

According to the report of the MOE of China(2014) 5.75 million students were in private universities, which accounts for 30 percent of the HE sector, in contrast to only 7.3 percent (0.81 million students) in 2003. This study explores the challenges these universities face in seeking to achieve their mission especially two issues of governance. First, it investigates how the aspirations of stakeholders are expressed and addressed, and the role of the university Council, Communist Party Committee and executive leadership. Second, while recognizing that governance is only one of the elements involved in a well performing university, what changes in the framework of the corporate governance would allow private institutions to more adequately fulfil the needs of stakeholder?

Substantial use is made of 24 key documents produced by national and provisional governments. In China there are 34 Provincial administrative regions with a distinct variation in the economical and social development. Other than the requirements of the MOE, the Provincial Education Department formulates different regulations on the private universities. Considering the external variables of cross-cases, Sichuan Province, which has 33 private universities that accounts for 30.8 percent of its whole universities, was chosen for a more specific study. Out of the 33 private universities in Sichuan, this study identified three each different types of governance of universities: one has a combined council with executive team; the second has a separated council with executive team, and finally family-governance. It is based on 26 in-depth interviews with senior managers and officers in private university in China. This research will be studied by making reference to three theories of the corporate governance: stakeholder theory (Freeman, 1984), agency theory (Williamson, 1996) and stewardship theory (Davis etc., 1997). Based on, but not limited to the roles of these theories, it discusses the appropriateness of these theories in the Chinese context. The data analysis is planned to be completed at the end of October and can therefore be presented in the conference.

Examples of References

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2F

Caldicot | Session 2F | **Tuesday 14.00-15.00**

Research with impact: Academic perspectives from the UK and Australia (0087)

Jennifer Chubb, *University of York, UK*

This presentation will discuss the preliminary findings of a PhD study exploring researchers' perceptions towards an 'impact agenda' where academics must articulate and demonstrate the economic or social benefit of their research.

Drawing on 50 interviews with a broad demographic of researchers working across the disciplines from two research intensive universities, (one in the UK and another in Australia), this presentation will reveal the practical, political and philosophical implications which emerged whilst highlighting the 'cultures' of impact with respect to the disciplinary differences and similarities observed (Snow, 2012).

Context and methods: This qualitative study focuses on the impact agenda as it has generated debate in the UK (Ladyman, 2009; Watermeyer, 2014) and in Australia where a similar "chorus of opposition" is observed (Cuthill et al., 2013, Bexley et al, 2011). Here, impact is seen to inhibit and even impair the possibility of academic freedom and autonomy where a systemic focus on academic performativity as an expression of accountability is overvalued (Braben et al., 2009). The research has characteristics of a case study research approach, using thematic analysis.

Findings: Politically, early analysis suggests that the impact agenda may unduly influence research agendas; resulting in increased game-playing among academics in seeking to attract funds. Participants report a fear for the 'knowledge economy'.

On a practical level, findings indicate that participants continue to perceive a lack of time, skill, reward and esteem in impact generating activities. Indications are however that the UK REF and equivalent structures in Australia are in some ways compelling academics towards impact and that researchers are interested in research as a 'social good'.

Philosophically, the value systems or motivations of individuals within the community appear somewhat at odds with an instrumentalised view of research, which result in concerns for research integrity and a potential corrosion of epistemic values.

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2G

Caerphilly | Session 2G | **Tuesday 14.00-15.00*****The silencing of the academic voice: What is the impact personally and professionally on academics when they choose to stay silent on important issues? (0031)*****Bernadette Ryan**, *University of Greenwich, UK*

This presentation will focus on research that explores the impact of growing managerialism on the voice of the academic. Research on voice and silence has been carried out in a variety of settings in the public and private sectors (Morrison and Milliken, 2000, Detert et al, 2014) but there is a dearth of research into the voice of the academic in a post 1992 university. Similarly, there is ample research on New Public Management (NPM) and managerialism but little on the impact of these policies on the voice of the academic (Mintzberg, 1980, Wilson, 2001). NPM is the term used to capture the plethora of attitudes and techniques imported from the private sector into the public sector. This development in public policy reduces autonomy for the academic and gives considerable managerial control over what has been a powerful group of professionals (Farrell and Morris 2010). Ryan and Oestreich (1998) use the phrase 'undiscussables' to describe topics that are frequently silenced in the workplace such as concerns about management practice, co-worker performance, bad news, conflicts, and personal problems. This research explores the extent to which academics manage image and self-censor in order to survive the new workplace. How does this impact on the personal and professional lives of HE academics and indeed on the future of the university?

This research is currently at the literature review stage. By the time of the presentation a pilot study would have been completed and some interviews completed. It is expected that there will be data available to further inform the discussion. A basic theoretical framework has been developed but this will be more sophisticated by the time of the presentation.

My ontological assumption is that reality is 'the product of individual cognition' (Burrell and Morgan, 1993:1). My epistemological approach is that of interpretive constructivism. I am using qualitative research methods. Semi structured interviews will be conducted with a sample of AC3 (senior lecturers) and AC4 (principal lecturers).

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2G

Caerphilly | Session 2G | **Tuesday 14.00-15.00*****The identity of Higher Education lecturers in sector margins: habitus, self-practices and relations with authority (0038)*****Linda McGhie**, *University of Cumbria, UK***Purpose**

This paper explores the identity of the Higher Education lecturer in English Further Education Colleges (similar to American Community Colleges). This area of College-based Higher Education has grown significantly in order to meet UK Government policy on widening participation and vocational skills shortages (Parry et al., 2012).

The Nature of the Research: This paper emerges from a doctoral thesis on Education Policy and Management, at Keele University, England. Exploring the identity of lecturers in College-based Higher Education is important in helping us understand potential perpetuation of inequality in society (Gewirtz and Cribb, 2009).

Methodology

This qualitative study used interpretive phenomenological analysis to explore the experiences of thirteen lecturers, using a framework for studying teacher identity drawn from a Foucauldian-based model produced by Clarke (2009). Participants were Higher Education lecturers drawn from five Colleges in the North of England; their experiences were analysed through in-depth interviews in relation to habitus, self-practice, authority and pedagogy. The findings contribute to our understanding of lecturer identity formation and the impact of this on students (Ashwin 2009; Elliott and du Gay, 2009).

Key Findings

In this paper a new model is presented for researching lecturer identity where individuals sit within a range of structures, with three main contributing areas of habitus, self-practices, and relations with authority. This model incorporates aspects of fulfilment within these elements of the role; these motivating drivers support the creation of a particular teaching and learning culture in these Colleges. Aspects of the participants' agency were significant, affecting confidence, fulfilment in the role, and influencing teaching and learning. It appeared that these lecturers of College-based Higher Education found the role very challenging and yet, in the face of adversity, the self-actualisation experienced through supporting widening participation students was a significant driver. These lecturers were once widening participation students themselves and they identified strongly with their current students. The emergent identity of such lecturers has implications for pedagogy, student identity and ultimately widening participation on micro and macro-levels.

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Key words

Widening Participation, College-based Higher Education, Identity, Pedagogy, Access,

2G

Caerphilly | Session 2G | **Tuesday 14.00-15.00**

Tradition with a Capital "T" (0073)

Morgan Morris, *Taylor University, USA*

"Tradition [is] the name given to those cultural features which, in situations of changes, were to be continued to be handed on, thought about, preserved and not lost" (Graburn, 2001, p. 6). Traditions play a key role in campus culture, creating a sense of identity and commitment, among other valuable purposes within the student experience (Kuh and Whitt, 1998). "The idea of tradition on campus refers inevitably to connection—to the past, to people, to place..." (Bronner, 2012, p. xiii). These connections are remarkable as they allow students to come together and "feel a part of something larger than themselves" (Bronner, 2012, p. xiii). Tradition with a Capital "T" thus explores the value of these campus traditions in American residential higher education.

This presentation examines these connections through literature and research. A literature review regarding tradition and campus traditions answers the question "what is tradition?" as well as analyzes the emphasis on tradition in the Southern United States and investigates the role of tradition in higher education.

This literature review is then accompanied by original research surveying both student and personnel perceptions of the value of campus traditions in higher education through a qualitative, phenomenological approach using archival research and interviews. In order to obtain a holistic perspective, 10-12 students in addition to 10-12 personnel, including faculty, staff, and administrators, connected to the campus tradition were interviewed. This research sought to examine campus tradition in higher education and the role of these traditions within college communities.

The existence and importance of traditions “is a strength to draw upon, a source of historically defined identity, and a source of a sense of safety, specialness, or difference” (Graburn, 2001, p. 9). This presentation seeks consider what a campus tradition means to one university and what value campus traditions carry in higher education. Come explore why higher education spells tradition with a capital “T” (Fearn-Banks, 2002).

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3A

Conwy 1 | Session 3A | Tuesday 16.00-17.00

The relational nature of undergraduates' career management (0089)

Myrtle Emmanuel, *Greenwich University, UK*

The paper will present findings from an empirical study which tests a longitudinal model on the relational nature of undergraduates' career management. It will specifically focus on the association between undergraduates' relational and personal influences to career management and their perceived career success.

The research responds to the requests for researchers to examine the influence of the individuals' multi-developmental network on their career outcomes (eg Chandler, 2011 et al; Chandler & Kram, 2010; Higgins, 2000). Given that graduates' employment outcomes are at the forefront of the Higher Education agenda, a key argument is that the foundations of networks are laid very early on in the undergraduates' transition process.

With this in mind, undergraduates' relational influences ie their protean career orientation, their engagement in extra-curricular activities and their developmental network structural characteristics were examined via a web-based longitudinal survey. This was sent to all second-year undergraduate students from an old and a new university (resulting in 793 responses). It was later followed up with the same students who were then in the third year of their studies (resulting in 222 responses).

Results of the study will be presented. For instance, the cross-sectional and longitudinal studies show that formal developers play an instrumental role in enhancing the subjective career success of undergraduates in terms of heightening their labour market awareness, career self-confidence and clarity of professional identity. The study makes significant theoretical and empirical contributions to the existing knowledge of career management and career success which includes the conceptualisation of career success in a way that is meaningful for undergraduates. From a theoretical perspective the conceptual model of provisional selves provides a useful framework for understanding undergraduates' early-career transition from university-to-work. Finally, the proposed implications for both policy makers and educational helpers will be discussed.

Key words

developmental networks, protean career, early-career transition.

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3A

Conwy 1 | Session 3A | Tuesday 16.00-17.00

The STEM Academic Experience of Undertaking Work Based Dissertation Projects compared to the Traditional "University" Based Project. (0093)**Eunice Atkins**, Sara Maclean, *University of Stirling, UK*; Rosemary Allford, *Higher Education Academy, UK*

This paper will explore how academic supervisors of taught masters programmes perceive the learning and supervisory experience gained from a 'work based' dissertation compared to a 'traditional' university-based project. It will focus on employability, as a key issue in the higher education agenda and with recognition that there has been some tension relating to its adoption including its definition, development, measurement and evaluation (Cranmer, 2006) which are still existent today.

In Scotland, the Making the Most of Masters (MMM) initiative (www.mastersprojects.ac.uk) has developed procedures for taught masters students to undertake their dissertation projects with external organisations. The project host proposes the topic, provides a supervisor that helps manage the project while students engage and learn from "real-life" projects that are of relevance to their hosts. The final project submission must also have the academic excellence and rigour of a traditional dissertation project and therefore, the student is also supported by an academic supervisor who has responsibility for guidance and marking. While there has been some research that incorporates academics' perspectives on employability, as one group within a stakeholder analysis (e.g. Spreight et al., 2012; Hejmadi et al., 2012), there is little research that focuses its investigation on staff views. This is perhaps somewhat surprising considering that designing, teaching and fostering employability is becoming progressively more central to academics' professional roles (Morrison, 2014).

Information was gathered using semi-structured interviews from academics in STEM subjects (Environmental Science and Computing & Information Technology) who had experience of both types of projects. Results were thematically analysed and will compare perceived experiences and outcomes. In addition, the academic views of involving external organisations in assessment will be discussed.

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3A

Conwy 1 | Session 3A | Tuesday 16.00-17.00

Navigating the transition from vocational to academic learning: The apprenticeship experience (0111)**Alison Rouncefield-Swales**, *University of the West of England, UK*

This paper will present preliminary findings from a qualitative study exploring the experience of apprentices who have made the transition to higher education.

Apprenticeships now form an integral element of education and skills policy in England with a number of attempts being made to create a ladder from vocational and work based learning to higher education. In recent years the numbers participating in apprenticeships has grown significantly; yet the number progressing to higher education is small and their voice un-heard. Despite growing interest in stimulating apprentice progression to HE, few studies have investigated the progression experiences of apprentices (Dismore, 2014). This study has explored the experiences of apprentices who have progressed to higher education to gain a deeper understanding of the personal and social experiences of transition.

The paper is based on a PhD study; the research is longitudinal, drawing on a blend of narrative and social network analysis. Seventeen apprentices have been interviewed on three occasions over a 24 month period - throughout their higher education careers. The final phase has engaged the wider 'networks of intimacy' (Heath and Cleaver, 2003) of seven apprentice participants.

This paper draws upon in-depth narrative interviews and locates these voices within their wider social network. The interviews with 'actors' from the social networks illuminate how education and career decision making are embedded within family, friendship and peer networks. Analysis of this relationship is supported by Bloomer and Hodkinson's (2000, 2002) notion of a 'learning career' which aids understanding about the transitional terrain between an apprenticeship and higher education and the ways, and extent to which learners' dispositions to knowledge and learning change as they make the transition.

This paper connects with key debates of transition, personal identity and self and recognises that educational and career decision-making is a deeply embedded social practice where first-hand accounts of the wider membership of these networks are rarely heard. This paper will present some of the methodological considerations and early findings. It will focus on case studies of the apprentices and their social network to illuminate stories of transition.

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3B

Conwy 2 | Session 3B | Tuesday 16.00-17.00

The Experiences of Students Who Care for Children (0007)

Samuel Dent, Sheffield Hallam University, UK

This presentation seeks to shed light on the barriers that face students who care for children while studying in Higher Education. The study goes further than current literature by looking at the experiences of a broad range of students, opening up the barrier created by research which solely explores the experiences of 'student parents' (Moreau and Kerner, 2013, Brooks, 2012). Furthermore the research goes deeper by looking at how participants prioritise and articulate the barriers they face, instead of being framed around the impact of a particular barrier alone, such as finances (Gerrard and Roberts, 2006), or space (Moss, 2004).

The preliminary empirical finding of this PhD study will be presented. The research adopted an Institutional Ethnographic approach (Smith, 2006) interviewing students at a traditional university in the North of England over the 2014/15 academic year, who have primary caring responsibilities for children. The approach seeks to map the power relations at play and utilises semi-structured interviews with 16 students, and 7 members of staff, as well as ethnographic observational data, and analysis of 'texts' and how they are activated.

The presentation will argue that there are great variations in the experience of these students within the institution in terms of the care they receive. This suggests that, problematically, the federal structures of the university allows for socially mediated 'communities of practice' (Wenger, 1999) to be established by staff within schools and faculties, around how, or if, they should provide care or support for the students. The presentation concludes by arguing that that as a result of the diversity of these practices the barriers these students face, and how they priorities them, leaves some students feeling 'uncared for' by their university and perpetuates differential student experiences.

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3B

Conwy 2 | Session 3B | Tuesday 16.00-17.00

Learning to be men? Masculinities in Turkish higher education institutions (0101)

Adam Walton, *University College London, Institute of Education, UK*

Higher education institutions are one of many settings in which gender identities are developed, and can also be important sites for social change. Through a multiplicity of subtle and complex processes they play a role in shaping the conceptions and practices of masculinity among their students (Sallee, 2011). In Turkey these processes are imbricated within a highly politicized gender debate, which crystallises the contestation of gender between secular and Islamic discourses throughout the Middle East. Turkey's embrace of neoliberal economic policies since 1980, reflected in high levels of privatisation in the higher education sector, along with the influence of a powerful military in the midst of an ongoing internal conflict add to the instructive nature of the Turkish case.

This presentation outlines the conceptual framework and methodology, and presents early findings, from a qualitative case study of gender relations, femininities and masculinities among students in an elite Turkish university. My ontological and epistemological framework is that of critical realism (Bhaskar, 2008). I outline briefly how this framework encourages critical exploration of causal structures and processes (and hence the possibility of emancipatory change). It is particularly helpful in supporting conceptualization of the mutual interaction of physical bodies, social structures, institutions, discourse and agency, each of which are crucial for understanding gender in education. My work draws critically both on modernist theorization of masculinities and institutional gender configurations, like Connell's (2005), and post-structuralist accounts. I look to identify diverse inter-relations of powers and vulnerabilities.

Methodologically I am drawing on a range of qualitative methods, including Charmaz's (2006) account of grounded theory, though integrating it in a critical realist framework. By the time of the conference I will have completed an initial documentary analysis in preparation for a range of observations and interviews focusing on two contrasting departments. The final section of this presentation will present emerging insights into the ways in which institutional policies, curricula and values provide a setting for the negotiation of gender relations and students' developing gender identities.

Resources

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3B

Conwy 2 | Session 3B | Tuesday 16.00-17.00

Staying or leaving the course in public higher education in Mexico (0110)**Maria Chavana-Villalobos**, *University of York, UK*

This paper explores the factors that influence the decision to stay or leave the course among students in a highly selective undergraduate course with historical levels of attainment below 30%. Following an inductive approach to understand students' decision, this case study offers a descriptive and exploratory analysis of the risk factors faced by students at an institution where the decision to leave the course tends to occur mostly during the second year of studies, different from the first year experience reported in most empirical studies worldwide.

A survey administered to students enrolled in the 2014-2015 academic year and a follow up survey at the end of the school year is used to analyse possible changes regarding academic and social behaviours, as well as expectations and motivations to stay in the course. Semi-structured in depth interviews were also conducted to explore the experience of leavers, students in progression, and persisters. A thematic analysis of students' experience and actions taken in making a decision is conducted to understand what works for students to persist in a chosen course and the reasons why students decide to leave.

The study offers evidence that could help improve institutional policies currently implemented in Mexican IHE. Preliminary findings indicate that parents support and an enriching student-faculty interaction are closely related to the decision to stay and persist, whereas a lack of preparation for university life and overconfidence in previous academic achievements are associated with the decision to leave.

Resources

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3C

Denbigh 1 | Session 3C | Tuesday 16.00-17.00

Narrative Inquiry Using Reflective Blogs As A Data Source: Methodological Successes and Challenges (0081)**Elizabeth Armitage-Chan**, *Royal Veterinary College, UK, King's College London, UK*

Purpose of presentation: Narrative inquiry of professional identity formation in early career veterinary surgeons was investigated using reflective blogs. Data-rich stories were obtained from a small number of participants, which provided insight into the identity formation of the authors. However in general it was a challenge to engage participants in reflective writing using the methods selected. An alternate approach, where vets reflected on professional experience in a collaborative online space as part of a CPD course, yielded greater engagement.

Background and Theoretical Framework: Narrative inquiry is frequently used to study identity, because of the unveiled understanding of what is meaningful and valuable to the author (1). In the study of medical professional identity, this has frequently utilised interviews with participants, or written student assignments (1,2). Both these methods present potential disadvantages; the context of the story-telling inevitably influences the story, however the balance is tipped further towards the interviewer/ examiner, and away from the story-teller, in these situations. In this study, identity was viewed through both social and personal

conceptual frameworks (3); when considering the importance of social construction of an individual's identity, the influences that the audience, and the reasons for storytelling, exert on the story, and therefore what the story reveals about the author's identity, cannot be ignored.

Methods: It was proposed that enabling participants to write freely and spontaneously in a private reflective space would produce narratives that closer represented the identities of the authors, and would provide the necessary safe environment for authentic reflections. Early career veterinary surgeons were contacted and invited to participate, and those agreeing were enrolled on an online platform. Recognising that participants may need some assistance in reflecting, monthly open-ended prompts were emailed to trigger reflections.

Key findings: Few stories were written, which contrasts with findings in the literature obtained from interviews or student assessments, and with the stories produced by a similar population in a social online CPD space (4). Reflection may be more dependent on social interaction than had been perceived during study planning, and narrative inquiry performed in this way may benefit from socially created narratives. However, the stories that were generated here may be more authentic compared to interview or assessment-obtained data.

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3. Hogg et al (1995). A Tale of Two Theories: A Critical Comparison of Identity Theory with Social Identity Theory. *Social Psychology Quarterly*, 58(4), p.255.
4. Armitage-Chan et al, paper in preparation.

3C

Denbigh 1 | Session 3C | Tuesday 16.00-17.00

Making things global: exploring visual and digital methods for event ethnography (0082)

Philippa Sheail, *University of Edinburgh, UK*

'...globalisation is made in places. The global is grounded.' (Massey 2010)

This paper gives an account of the use of innovative visual and digital research methods in exploring the currency of 'internationalisation' in higher education. Drawing on a research project which takes a critical approach to considering the international in relation to the digital, the paper focuses on an event ethnography (Brosius and Campbell 2010) undertaken at a large higher education conference in London in 2015. Mills and Morton (2013) describe ethnography as a research approach which has the potential to be, 'a little unconventional, a little exposed', incorporating a sense of riskiness (p4). In this project, methods included the gathering and analysis of visual material drawn from multiple conference sources, from on-site photography, to conference bags and hard copy materials, to Twitter images and website videos, in addressing critical questions about how higher education is made international (after Lin and Law 2013). Ethical and practical considerations are highlighted in this paper for the use of such methods in future research. With particular reference to Massey's 2010 work, *World City*, the paper considers how the international is 'made in places', both physically and digitally, by working with a methodological approach which, as Pink (2012) proposes, incorporates 'visualities, visions and ways of looking that are both online and offline' (p128).

Brosius, J. and Campbell, L. (2010) 'Collaborative event ethnography: conservation and development trade-offs at the Fourth World Conservation Congress'

Conservation and Society, 8(4) pp 245-255

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3C

Denbigh 1 | Session 3C | Tuesday 16.00-17.00

Exploring 'Photovoice' as a student-led methodology to understand the impact of sensory affect in Communication Design studio learning. (0092)**Lorraine Marshalsey**, Griffith University, Australia, Glasgow School Of Art, UK

Much of the current literature about practice-based 'studio' learning has focused on the provision of teaching and learning yet few studies have addressed sensory affect in the day-to-day experiences of studio education (Scott-Webber 2012). Therefore, the purpose of this research paper is to rigorously examine the changing nature of contemporary Communication Design studio education through a student-led participatory methodology and to present my findings of the different ways in which students interpret a range of sensory experiences within the shifting boundaries of virtual, technology-rich and physical learning spaces.

Bligh (2014) coined the phrase 'denizens' to describe the ordinary participants who inhabit and experience these learning spaces on a daily basis. It is necessary to involve Communication Design student 'denizens' in this study as the impact of sensory affect directly disrupts their studio learning; this investigation is conducted through student 'eyes'. As a consequence one of the aims of this study is to ascertain a greater understanding of the complexities and dynamics of sensory affect as it occurs 'on-the-ground' in studio education. Accordingly an empirical Action Research case study approach, using a 'Photovoice' methodology, was chosen to determine the factors that affect Communication Design students who are currently engaged in real life studio learning.

Therefore, this paper explores the merit in using contemporary research methods such as the Snapchat® mobile application and GoPro® video cameras as interpretative Photovoice research 'tools'. During a doctoral case study, these student-led participatory methods allowed the students to voice their immediate studio experiences from their own, empowered perspective (Delgado 2015). These methods were employed to understand and reveal the true nature of the experiential and sensory tensions occurring in Communication Design studio learning. The preliminary findings from the case study identified a flowing narrative of genuine experiences as the students elicited unbiased data of the community they are members of; as studio life happened around them and with them. As a reflective practice that captures conditions, it sets the stage for change in the students' own studio learning as they investigate and understand their own experiences during Communication Design studio education (Vaughan 2014; Bligh & Flood 2014). This research paper is grounded in collaborative practice with students as they develop reflexive awareness of the experiential impact of sensory affect in their Communication Design studio learning.

3D

Denbigh 2 | Session 3D | Tuesday 16.00-17.00

Responding to diversity and (in)equality: Constructed identity in black female undergraduate psychology students in UK higher education (0013)**Deborah Husbands**, Carol Pearson, Alan Porter, Tom Buchanan, University of Westminster, UK**Purpose**

Emerging research in the US and UK indicates concerns regarding the attainment and integration of Black and Minority Ethnic [BME] students in higher education. However, the specific experiences and perceptions of black female students are not fully explored leading to their 'stories' being lost among generalised BME accounts. The purpose of this research, therefore, is to give 'voice' to black female students' experiences. 'Voice' in this sense is considered as an artefact of constructionism, [Black] feminism [intersectionality] and 'standpoint' research, and reduces the potential for subjectively-constructed 'othering' of experiences. It offers a muted distinction between the 'spoken' voice and its written expression, creating authenticity and believability.

Nature of research

This research takes a reflexive analysis and qualitative discourse approach to exploring intersections of gender, ethnicity and higher education. In particular, there is resistance for 'deficiency-based' explanations for BME students' experiences and outcomes.

Methodology and sample

Black female undergraduate psychology students [n=11] from five universities within London and M25

geographic regions were individually interviewed about their experiences. In-depth narratives were contextualised using qualitative content analysis [phase 1: 'non-traditional' students] and interpretative phenomenological analysis [phase 2: 'traditional' students]. A future phase [focus groups] will be employed to explore themes arising from phases 1 and 2. Themes from cultural narratives will suggest ways that social and personal identity is being constructed and managed in academic environments to reflect processes of academic self-efficacy, achievement orientation and a sense of belonging. This points to a developing methodology for understanding the experiences of a potentially marginalised student subset.

Early findings and implications: Emerging themes suggest that black female students adopt a potentially psychologically-taxing mix of 'shifting selves' to navigate their academic environments. Each 'self' embodies a core cluster of defining variables. A better understanding of these 'selves' will aid interpretation for notions of student success and equality of experience, informing 'widening participation' initiatives; equality, diversity and inclusivity frameworks, and pedagogic practice. The research will reveal ways in which identity is constructed that permit novel and reasonable theoretical 'inferences' about the extent to which personal experiences and academic practices contribute to an identity considered desirable for a healthy self-construct.

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3D

Denbigh 2 | Session 3D | **Tuesday 16.00-17.00**

Widening Participation in Higher Education: an exploration of the aspirations of young people living in Low Participation Neighbourhoods (0025)

Edward Bickle, *Bournemouth University, UK*

This paper presents preliminary findings from a phenomenological study into the aspirations of a group of young people under-represented in Higher Education (HE) and how these aspirations are shaped.

Higher Education Institutions (HEIs) are required to produce access agreements, setting out strategies to attract students from under-represented and disadvantaged areas. Coupled with remaining inequalities in HE participation rates from certain groups (the most advantaged 20% of young people are 2.5 times more likely to go to HE than the most disadvantaged 20%), has led to a growing emphasis on HEIs to provide effective, targeted outreach programmes that raise the aspirations of young people to aspire to HE.

This approach would appear to view aspiration as a personal motivational trait that emphasises individual responsibility (Bok 2010). Wider literature suggests however that the issue is not that aspirations are low but that some young people lack the capacity to aspire due to their social, cultural and economic experiences (Appadurai 2004), or that their aspirations do not include HE (Watts and Bridges 2006).

Research design

In order to better understand how aspirations are formed, developed and articulated by young people, a phenomenological approach is used. This allows for a greater understanding of their lived world and how they make sense of their personal world as they are faced with choices about their future (Smith 2003).

Ten young people aged 13-14 are participating in two 'scene-setting' focus groups in July 2015. The first depth interviews will then be undertaken in October 2015.

Discussion

This study challenges the accepted use of aspiration raising initiatives within outreach programmes as a prominent means of encouraging young people to aspire to HE. By exploring their lived worlds and personal experiences, as well as external influences such as schooling and parenting, a better understanding of how and why aspirations for their future are developed will emerge.

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3D

Denbigh 2 | Session 3D | Tuesday 16.00-17.00

Racial and ethnic minority faculty and staff involvement and its impact on minority student experiences (0098)

Elijah Genheimer, *Taylor University, USA*

Purpose

This presentation and paper explore the experiences of racial and ethnic minorities in higher education, specifically examining the relationship between minority faculty and staff and their minority students. Both minority faculty and staff as well as minority students face obstacles such as racism, tokenism, and other forms of prejudice not experienced by their majority race counter parts. "The perception of a hostile climate on campus can directly affect minority students' sense of belonging" (Just, 1999, p. 6). Similar hostile climates also impact minority faculty and staff (Chun & Evans, 2009). This leads to difficulty in retaining both minority students and faculty and staff.

However, the presence and involvement of minority faculty and staff among minority students has proven to be a powerful force in negating the impact of such experiences and provide greater thriving of minority students. The Literature identifies three main types of involvement: mentoring, role modeling, and advocacy. "[Ethnically] matched mentor relationships [show] greater gains in cumulative GPA and graduation rates than non-matched pairs" (Dahlvig, 2010, p. 371).

While previous research has concentrated on specific ethnic groups or behaviors, this presentation looks to broaden the discussion of race and ethnicity in higher education: discussing and synthesizing literature; examining the results of a phenomenological study; and considering the implications within the literature and research findings for higher education practices.

Research

The research for this paper includes a review of literature as well as the findings of a phenomenological case study. By the time of the conference the data for the study will be collected and interpreted, and the overall project complete.

Methodology

As this research is exploratory in nature and broad in topic, a phenomenological case study model will be used. Research will occur in a single department of a particular institution. From which twelve participants will be selected—five faculty and staff and seven students. All of these individuals will be from minority populations on the campus. The case study will be formed with three pairs of faculty mentors and student mentees, two additional faculty who are involved in active role modeling and advocacy for minority students, and four additional students who are not participating in mentoring with a minority faculty member.

Key Words/Categories

Race/Ethnicity, Faculty, Student Experience, Mentoring, Advocacy

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3E

Beaumaris 1 | Session 3E | Tuesday 16.00-17.00

Overcoming barriers to using social media in higher education (0048)Renjini Joseph, *University of Johannesburg, South Africa*

Social media has been used as an active student-interaction and information-sharing platform in higher education over the last decade. It is therefore considered an effective supplement to existing teaching and learning methods in higher education (Bryant, Coombs, & Pazio, 2014; Voorn & Kommers, 2013). However, social media is also perceived as a distraction and an inconvenient change in higher education pedagogy (Šliogerien & Oleškeviien, 2014). Many instructors are therefore undecided about using social media in higher education. While reasons for such reluctance have been explored in other countries, barriers that are exclusive to the South African higher education environment and the role of the instructor in overcoming these barriers remain unexplored.

Thus, the overall purpose of this study was to determine the barriers to using social media in teaching and learning in South African higher education institutions and the role of the instructor in overcoming them. The study was guided by the following research questions:

- What are the barriers in using social media in teaching and learning?
- How are these barriers applicable to the South African higher education environment?
- What is the role of the instructor in overcoming these barriers?

An empirical approach including semi-structured interviews and questionnaires was used to determine barriers relevant to the South African higher education environment. A sample of 20 lecturers in South African higher education institutions were interviewed to identify and categorise these barriers. Feedback obtained from 35 students regarding the use of social media in the classroom was also analysed.

The findings of the study suggest categories of identified barriers and the role of the instructor in overcoming these barriers. For instance, a barrier identified under the cultural category was the perception of student-teacher roles. Students feel that they would be disrespecting the instructor if they challenge what the instructor says. Therefore, they do not respond to posts or material put up by the instructor on social media platforms. The role of the instructor in overcoming such barriers have also been discussed.

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3E

Beaumaris 1 | Session 3E | Tuesday 16.00-17.00

Global Identity Development across Digital Space: case study of international students in higher education in the UK (0078)On Hee Choi, *University of Bristol, UK*

Technology over digital space has been changing the ecology of higher education. People study and even receive academic degrees in their home countries through free online courses provided by MOOC (Massive Open Online Course) such as Coursera or edX. Then why do young people still want to study abroad in person, at a significant financial cost, in this technology-led era?

This research will explore how digital space interacts with physical space to trigger social integration of international students in higher education and whether this social integration develops into global identity (Arnette 2002). With the aim of exploring the hidden sides of identity formation 'through the reconciliation of theory' (Cerulo 1997: 400), this research will employ social constructivism as its philosophical stance.

The research questions in this study are as follows:

1. How do activities over digital spaces influence international students' social integration to the host society?
2. How do the experiences of social integration over digital space as well as physical space influence international students' national/cultural/linguistic identity?
3. Is it possible that global identity is a new identity that emerges during the process of social integration?

This study will include three participants selected through purposive sampling as 'an active purposeful, searching way of collecting data' (Patton 1990; Seale 2004). The targeted participants are: a. international students who make regular use of more than one social networking sites such as Facebook, Blog, or Tweeter; b. attending a tertiary level school in the UK; c. can participate in a year-long research. Semi-structured interviews, focus group meetings, observation and analysis of the participants' content on Facebook will be included along with blog journaling by the participants. In order to capture the details of the story from each case, narrative inquiry and thematic analysis will be adopted as the main method of analysis along with case study analysis and visual analysis.

This research will shed light on the implication for internationalized education to create global citizens (Suárez-Orozco 2004) and further can provide answers to the question about the necessity of studying abroad in person.

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3E

Beumaris 1 | Session 3E | Tuesday 16.00-17.00

What role does theory play in university teaching with digital technologies? (0083)

Louise Drumm, *Glasgow Caledonian University, UK*

This ongoing doctoral research project is concerned with the theoretical underpinnings of university teaching using digital technologies. Lecturers are adopting a range of digital tools for the purposes of teaching and learning but the theoretical dimensions behind their practices remain under-researched (Tight 2012). This PhD project considers how theory could be employed to understand technology use and identifies where there are gaps in our knowledge. The research places an emphasis on how factors such as discipline, institution and personal attitudes contribute to teaching practices.

As technologies develop and become more pervasive in all areas of life, a technological determinism has crept into discussions around the use of digital tools. In some of the literature the very presence of technology is assumed to ensure quality teaching and learning (Kirkwood & Price 2013). This research argues that educational and socio-cultural theories should drive our understanding of teaching practices using digital technologies. By addressing this question in a range of disciplines across two national contexts, Ireland and Scotland, this research will contribute to knowledge on how to support and develop academic staff in their use of technology for teaching.

This is a qualitative research project which explores how lecturers report their practices, attitudes and experiences. 25 lecturers from multiple disciplines in two universities have participated in semi-structured interviews. Lecturers have been selected on the basis of having some experience using digital technology for teaching purposes. The research draws on several areas of the literature including theories of learning, theories of teaching, theories of technology and scholarly approaches to academic disciplines and academic development. Rhizome theory (Deleuze & Guattari 1987) is employed as an overall theoretical lens to examine how lecturers operate in a complex and dynamic environment and underpins the philosophical position of the research. This presentation will share key findings to date with a focus on how the research process has been informed by the theoretical framework.

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3F

Caldicot | Session 3F | Tuesday 16.00-17.00

Exploring the Career Aspirations of Women Doctoral Students: Reflecting on Positionality and Practice (0036)

Rachel Handforth, *Sheffield Hallam University, UK*

Bourdieu (1992: 219) refers to research as ‘a discourse in which you expose yourself’. In this presentation, the implications of my position in this research are explored in relation to the concept of an insider-researcher. This qualitative study looks at the career aspirations of women doctoral students across academic disciplines, exploring perceived barriers to pursuing an academic career and examining how individual aspirations may be shaped and changed over the course of the doctorate. The participants and I share major characteristics, all being first year, full-time, women doctoral students. Reflecting on the design, methods and emerging findings and referring to current debates in feminist research, in this presentation I explore the advantages and challenges of my position, and the implications for my practice.

Studies have found a significant difference between the career choices of men and women after the doctorate (Dever et al, 2008; Wellcome Trust, 2012). Despite growing concerns about the ‘leaky pipeline’ whereby fewer women are found at increasingly senior levels of academia, little research has been done to explore what begins to happen at the doctoral level. Doctoral study is often the start of an academic career, and it is important to explore why some women decide not to pursue this career after their PhD.

I will discuss the nature of insider-research, exploring arguments which highlight the advantages and challenges of doing research within a population you belong to. Yet I will argue that that the insider/outsider dichotomy is overly simplistic, echoing arguments made by Acker (2000). Reflecting on examples from my study within the context of wider discussions in feminist research, I argue that an over-reliance on the traditional definition of insider-research fails to account for issues of difference. However, my position clearly has implications for this study, and I contend that reflecting on positionality and practice is crucial for this kind of research.

Engaging with ongoing debates around subjectivity, reflexivity and positionality in feminist research, I discuss how my position influences my perspective, the research process, my practice, and inevitably the findings of this study. While raising questions about the theoretical and practical challenges this poses, I argue that my position in this research is of benefit in examining the experiences of women doctoral students.

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3F

Caldicot | Session 3F | Tuesday 16.00-17.00

Getting ready for professional life – An analysis of First Generation and non-First-Generation students (0106)**Stephanie Aymans**, *Technical University of Brunswick, Germany*

Although the aim of study programs at universities is the preparation for professional life, many college students fail to get ready for their occupational careers (Selingo, 2015). The group which starts their studies under adverse circumstances, because they have less self-efficacy (Ramos-Sanchez & Nichols, 2007) and less abilities for studying (e.g. Addington, 2005), are First-Generation students (FGs). They comprise 50% of the total student population (Middendorff et al., 2013).

The goals of the present study were (a) to explore how study requirements (support, study climate and study structure) and person-related factors (extrinsic and intrinsic motivation, self-efficacy, study adaptability and resilience) can influence the readiness for professional life (i.e., job market knowledge, career optimism, carrier barriers), and (b) to check whether the interaction of the variables will differ between FGs and non-FGs.

130 FG and 135 non-FGs from two German universities responded voluntarily to an online-questionnaire, which was distributed via internal e-mail addresses and university websites.

As a first result and in line with existing literature, FGs showed less self-efficacy than non-FGs. To investigate the differential interactions of the variables, we calculated two separate structural equation models, one for FGs and one for non-FGs. Model fits proved to be acceptable to good.

Results showed in both models the same direct effects of person-related factors: Self-efficacy enhanced job market knowledge, resilience fostered carrier barriers and study adaptability increased career optimism.

For non-FGs, study adaptability showed beyond that a positive effect on knowledge of the job market and career optimism and while it decreased perception of career barriers. Among FGs' study adaptability was only a mediating factor between self-efficacy and both, career barriers and career optimism.

Taken together, FGs and non-FGs differed in self-efficacy, underlining the importance of special interventions for FGs. Person-related factors as well as study requirements showed direct and indirect effects on students' readiness for professional life. Study adaptability was thereby a crucial factor in differentiating between FGs and non-FGs. Further studies should verify our models using longitudinal data.

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3F

Caldicot | Session 3F | Tuesday 16.00-17.00

Crossing boundaries: Putting the student learning experience at the heart of curriculum and institutional policy development (0117)**Marjorie McCrory**, Alison McEntee, University of the West of Scotland, UK

HE qualifications have always been commodities insofar as they can be exchanged within the labour market for employment. However, as processes of commodification increasingly impact on the landscape within which HEIs operate, discourses of 'employability' have dominated in relation to attempts to redefine the wider place, and purpose, of a contemporary higher education, and have had significant impact on teaching/learning practices.

This paper will describe, and present findings from, an action research project which sought to “co-construct” aspects of an undergraduate Science programme, and which was informed by the findings of two PhD projects: one exploring the student learning experience, the other focusing on academic staff identities. It will explore the relationship between student learning, curriculum development, institutional policy and wider policy drivers, presenting a model for curriculum development that integrates these aspects in a way which puts the student experience of learning, in their field of study, at the heart of a ‘bottom up’ approach to curriculum and institutional policy development.

The project itself was initially based on ‘Academic Literacies’ Theory (Lea and Street, 2004) and Information Literacy Theory (CILIP, 2013), both of which focus on students’ experiences of engagement with the learning processes within their field of study. Furthermore, it was developed by taking a multi-disciplinary approach which explicitly recognised, and sought to mobilise, the varied perspectives, expertise and experience of academic staff, professional support staff and research staff. “Policy drivers”, such as PDP, Graduate Attributes and “employability skills”, were integrated with curriculum development processes in a way that made them both “visible” and meaningful to students and staff, and which encouraged students and staff to engage critically with these “drivers”.

Following an initial evaluation of the success of the project, which demonstrated improved student engagement and attainment, a further “cycle” of research attempted to “theorise” the broader lessons which could be learned from the approach. This resulted in the development of a model for curriculum development which focused on “boundary crossing activities” (Wenger-Traynor, 2015). This model was based on the contention that key activities acted as points of articulation for potentially disconnected, even apparently competing, agendas, priorities and knowledge emanating from different practice communities, which are both proximal and distal to the student; lecturers/researchers in Science, researchers in Education, learning developers, librarians, careers advisers, institutional managers, the wider “policy community” and graduate employers.

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Caerphilly | Session 3G | **Tuesday 16.00-17.00**

Framework for assessing dental students’ communication with patients (0018)

Henriette Lucander, *Malmö University, Sweden*

Purpose of presentation

Introduce a comprehensive framework for assessing dental students’ skills in communicating with patients and present the result of a pilot test.

Introduction

The study consists of empirical research aiming to: identify the skills for effective communication that dental students need for professional communication with patients; develop a framework for assessing these skills and test the framework for validity and reliability.

Effective interpersonal communication between dentists and patients is considered as a core clinical competence by dental organizations. Nevertheless there is a demand for a more systematic development of communication skills in student practitioners (1). This demand is based on the identified need of intensified learning and assessment of dental students’ communication skills throughout the entire curriculum.

Communication is a complex process requiring numerous skills. Efficient teaching of communication skills requires focus on specific and numerous skills rather than addressing communication as a vague entity, (2).

Methodology

Based on a literature review an inventory of communication skills within dentistry was made. These were plotted into a matrix using Kurtz et al. (2) delineation of communication skills into three types; content, process and perceptual skills. The different types of skills were then distributed according to the identified process for the dental consultation (3) resulting in a framework for assessing the specific and numerous skills needed within dentistry.

Three dentists/lecturers at the Faculty of odontology at Malmo University are testing and evaluating the framework. They are testing the framework on the recordings of performance of twenty, fifth-year students in the programme in dentistry. The findings will be presented at the conference.

Content and face validity was ensured by comparison to former assessment instruments and by confirmation of validity from dentists/lecturers. Distributing the instrument twice to dentist/lecturers for comments and subsequent adjustments ensures consensual validity. Inter-coder reliability will be tested by Cohens kappa. Further statistical analysis may be added.

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Caerphilly | Session 3G | **Tuesday 16.00-17.00**

An exploration of social identity construction of Mongolian students in Minzu universities of China (0032)

Lu Wang, *University of Hull, UK*

This research is set out with the purpose to investigate one of the 56 national designated ethnic groups ("Minzu")—the Mongolian students upon their life experiences at a specially designed higher education institution in China -- the Minzu universities of China. Particularly, the theoretical lens is espoused through using 'social identity' theory developed from Tajfel & Turner (1979) and Tajfel (1982) in order to understand how social identities are constructed by the Mongolian student during their life at Minzu universities. There are two sets of discussions are presented. Firstly, institutional data is presented in order to illustrate what sorts of missions, goals, values, particular characteristics and the generalized 'institutional habitus' (Reay, David, & Ball, 2001) are embedded within the Minzu universities, which frame social identity construction by the Mongolian students. Secondly, an overall discussion of the social identity construction of the Mongolian students are extracted, stemming from the open-questioning interviews with the Mongolian students across the institutional experiences as well as the life-narratives from the Mongolian students on individual basis. The major methodology adopted in this research is illuminated by the 'narrative inquiry approach' and 'documentary analysis approach', facilitated by field notes and research reflections. Two Minzu universities are selected as the institutional cases and a sample of 32 Mongolian students are interviewed. The sample is selected regarding different educational systems that the Mongolian students attended and passed through toward Minzu universities.

The preliminary analysis of the data illustrates three sets of findings. Firstly, the social identity as an 'ethnic Mongolian' brought them the complex interplay between the perceptions of 'pride' and 'prejudice'. Secondly, there are certain criteria applied by the Mongolian students to realize the process of social identity construction, including the usage of languages, the identification of regional identity, the activities engaged on campus, and the appreciations from the close interactions. Lastly, Minzu university is appreciated as an 'blessed-field' for them to guard, develop and construct the desired social identities of the Mongolian students. However, such 'field' is increasingly challenged by the globalized pace of higher education and society that China being involved. Social identity is constructed as an ultimate 'negotiation' among the appeals from traditional Mongolian cultures, Chinese national value and the integration into the modernized and industrialized Chinese society which is still dominated by the Majority Han.

Key words

social identity, ethnic Mongolian, Minzu, Higher education, China

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3G

Caerphilly | Session 3G | **Tuesday 16.00-17.00**

Mind the postgraduate gap; investigating and bridging the gap between student expectation and experience in transition to part-time postgraduate study (0094)

Sharon Inglis, *Staffordshire University, UK*

Since the advent of Widening Participation (WP) has catapulted the profile of non-traditional learners into centre stage, transitions into undergraduate Higher Education have been much researched, particularly in the context of student retention. There is significant focus in the research on the institution-specific processes and interventions that are and have been implemented to assist learners in coping with this transition.

However, there is a relative dearth of research into transitions into postgraduate study, and into part-time postgraduate (PTPG) study in particular. The extant literature addresses either student experience (Tobbell et al., 2010; Scott et al., 2011; Heussi, 2012), or student experience (Morgan, 2012), but does not investigate the existence and extent of any dissonance between them.

The purpose of this research is to investigate whether the knowledge, understanding and effective management of student experience underpinning the actual experience of PTPG students will help to bridge any gap (at both institutional and course levels) between expectation and experience of postgraduate studies; and investigate the impact that this may have student transition to and through PTPG study. The SERVQUAL model (Parasuraman et al., 1985) used in operations and management suggests there is a link between variance of the delivered service to customer expectations and the perceptions of that product or service.

The paper examines the policy context of postgraduate provision in the wake of WP and discusses the heterogeneity of the definitions of transition used in existing research; and the complexities arising out of constructing a body of research where there is a divergence in the underpinning definitions of key terms. It draws on data collected from focus groups at one post 1992 University, by way of pilot study in preparation for data collection for the researcher's doctoral thesis; and sets the very local data of an institution-specific enquiry against the backdrop of national policy and developments.

This relates to institutions' policy and practice relative to the recruitment and retention of PGPT students in the light of the predicted sustained rise in the uptake of PG study due to post WP "credential inflation" (Werforst and Anderson, 2005) and the repurposing of £50 million National Scholarship Funding to the Postgraduate Support Scheme in 2015-16 and against the backdrop of the perfect storm forecast by the Higher Education Commission (2012).

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POSTERS

Beaumaris Suite | Tuesday 15.00-16.00

nr1

The Activation Of Texts In Institutional Ethnography (0008)

Samuel Dent, Sheffield Hallam University, UK

In this poster I argue that the 'activation' of texts, as seen in Institutional Ethnography, is a more meaningful and important form of analysis than purely narrative or discourse analysis of texts. Institutional Ethnography seeks to develop our understanding of a specific group's experiences, known as the 'standpoint', by utilising 'texts' to establish how these carry the influence of 'extra-local' power relations on the standpoint. A broad definition of 'texts' is applied including images, forms, as well as policies, however the focus is on how the 'text' is activated in the standpoint's experience.

The Institutional Ethnographic approach has limited application currently in UK higher education, but has been utilised in other education research in North America (Smith, 2006, McCoy, 2014). It has also been utilised effectively in the analysis of experience of individuals in large neoliberal-influenced bureaucracies, like those connected to healthcare (Diamond, 2006), or social services (Nichols, 2008). The influence of neoliberal practices in UK Higher Education (Saltmarsh, 2011) supports the principle that the wider application of Institutional Ethnography in Higher Education could be valuable.

By discarding texts which are not active in the standpoint's experience, and ensuring that texts which do not impact experience are not given undue significance or are over-represented, Institutional Ethnographers avoid the perpetuation of institutionally produced 'regimens of truth' (Foucault, 2002) by. The poster draws on the preliminary findings of an Institutional Ethnography conducted as part of PhD study into the experiences of students who care for children to show how focusing on the activation of texts highlights the real locations of power within an institution.

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nr2

Teaching Difficult Knowledge - Educators' Reflexive Engagement with Social Justice Pedagogy. (0027)

Tapo Chimbanda, Leeds Trinity University, UK

In this three year qualitative research project, I will be asking higher education practitioners how they engage in social justice pedagogy. This work focuses specifically on the emotional teaching and learning of difficult knowledge (Britzman 1998), which inspires social responsibility and insight in students. Using the concept of difficult knowledge, I explore the emotionally challenging imperatives of social justice education and offer educators the opportunity to reflect on their pedagogical practice. Through semi-structured interviews I will gather data from educators in South Africa, Turkey, Canada, Argentina and the United States. These countries have been chosen due to the ongoing efforts to rectify recent and current political, ethnic and racial injustices. Part of these efforts include social justice pedagogy in higher education.

In these sites I intend to investigate pedagogical practices that address and confront the tension between what might be considered historical oppression and yet is experienced as on-going trauma by the oppressed. Beginning with a pilot project in England, I ask my interviewees to offer a reflexive and critical examination of their experiences as educators engaging students in social justice pedagogy (Kumashiro (2002). Essentially, I am asking higher education practitioners, what they find emotionally difficult about teaching social justice. How do they inspire social awareness and responsibility in their students? How do they address emotional situations where individual subjectivities, their own or the students', have personal narratives arising from the social injustices they seek to remediate? An important aspect of value in this project lies in the potential contributions to pedagogical theory and practice.

Through this project I seek to convey tried and tested ways of addressing social justice matters in higher education pedagogy. My research calls for the subjectivity of the educator to be considered in the process and practice of teaching and learning. This research seeks to interrogate and magnify practices that are already yielding positive results whilst also highlighting and questioning practices that are ineffective. The evaluators of what is working and what is not working are the project participants. My role as a researcher is to analyse the data, drawing from Britzman's (1998; 2009) methodology of engaging with difficult knowledge presented through literary, historical, and social accounts. With a lean towards evidence informed practice in pedagogy, this research will hopefully be significant as evidence that emotion can be a positive mechanism for change in higher education. Most importantly, an indicator of value in research focuses on ensuring that the participants' subjective meanings, actions and social contexts, as understood by them, have been illuminated in an ethical and faithful manner (Fossey et al 2002).

nr3

Being a practitioner and a student; Compartmentalised? Corresponding? Conflicting? Understanding the lived experience of mature professional post-graduate students of Human Resource Management and their parallel work and study roles. (0011)

Helen Charlton, Northumbria University, UK, University of Sunderland, UK

This presentation will report on an ongoing doctoral research project exploring the experiences of a particular cohort of mid-career Human Resource Management (HRM) professionals engaged in postgraduate HRM programmes, mostly on a part-time basis. This concurrent practitioner and student role creates a duality and a constant state of transition for these students, and within this several complex issues of managing ongoing transitions between higher education and professional practice, with a particular focus on issues around academic literacies and identities, and the practices of discourse in differing communities.

Students like this form an interesting segment of the higher education community, as whilst they have parallels with the mature, part-time, post-graduate and work-based student communities, the differing segmented descriptions and research of each fail to address the combined effect experienced in this setting, and as such represents a gap in existing research. Therefore, the research may prove informative for anyone working with students engaged in employment relating to study.

Utilising focus groups framed around consensus workshop methods and subsequent one to one interviews, and drawing on a small convenience sample, the study explores how these two activities of practice and academia interact, and the impacts this has. In doing so it draws upon the knowledge base around academic literacies, in particular light of Lea & Street's (1998) model, and Northedge's (2003) discussion of academic discourse communities and their relationships to practice communities. It also draws upon an existing study (Hallier & Summers, 2011) of such work/study experiences and transitions in undergraduate HRM students.

Hallier, J. & Summers, J. (2011) 'Dilemmas and outcomes of professional identity construction among students of human resource management', *Human resource management journal*, 21 (2)

Lea, M.R. & Street, B.V. (1998) 'Student writing in higher education: An academic literacies approach', *Studies in Higher Education*, 23(2), pp157-173

Northedge, A. (2003) 'Rethinking teaching in the context of diversity', *Teaching in higher education*, 8(1), pp 17-32.

nr4

Equal practices? A comparative study of widening participation in pre and post 1992 higher education institutions. (0012)**Jon Rainford**, Staffordshire University, UK

This paper outlines an on-going doctoral study into widening participation (WP) practices in England. Building on previous research into WP practices (Burke, 2012, Wilkins and Burke, 2013) this study seeks to examine in detail current policies in pre and post 1992 institutions and the relationship between these policies and WP practitioners.

Whilst the National Strategy for Access and Student Success (HEFCE and OFFA, 2014) guides all institutions, they are required to interpret this in their own context to develop institutional policy in the form of an access agreement. This is a statement of what they intend to do in order to ensure that support is put in place to ensure anyone can access and succeed in Higher Education. An initial pilot study using Critical Discourse Analysis examined two of these agreements in a pre and a post-1992 institution in the North of England found that there were marked differences in their approaches to widening participation. These findings contrast with previous analysis of public facing materials that found convergence in practices (Graham, 2012). Building on the pilot, this study seeks to explore if initial findings are representative of a wider sample of institutions.

The study will adopt a two-phase design, firstly a Critical Discourse Analysis (Fairclough, 2003) of a number of access agreements from both pre-1992 and post-1992 institutions to explore similarities and differences in approaches. The second stage builds on findings from research in teaching (Ball et al., 2012) and community cohesion (Jones, 2015) that demonstrates how policy is negotiated reflexively. Semi-structured interviews will explore both specific issues raised through the discourse analysis and will also adopt a narrative approach in order to develop a deeper understanding of how these practitioners have come to work in widening participation. In doing so, it is hoped that a detailed picture of the relationships between national policy, institutional policy and enactment can be developed.

BALL, S., MAGUIRE, M. & BRAUN, A. 2012. *How Schools Do Policy: policy enactment in secondary schools*, Abingdon, Routledge.

BURKE, P. J. 2012. *The right to higher education*, Abingdon, Routledge.

FAIRCLOUGH, N. 2003. *Analysing Discourse*, Abingdon, Routledge.

GRAHAM, C. 2012. Discourses of widening participation in the prospectus documents and websites of six English higher education institutions. *British Journal of Sociology of Education*, 34, 76-93.

HEFCE & OFFA 2014. *National Strategy for Access and Student Success*. London: Higher Education Funding Council for England and the Office for Fair Access.

JONES, H. 2015. *Negotiating cohesion, inequality and change*, Bristol, Policy Press.

WILKINS, A. & BURKE, P. J. 2013. Widening participation in higher education: the role of professional and social class identities and commitments. *British Journal of Sociology of Education*, 1-19.

nr5

Academic Identity and Enterprise – A Literature Review (0014)**Jennie Shorley Carling**, *The Manchester Metropolitan University, UK*

Academic life and work is changing (Collini, 2012, Edgerton, 2009, Perkmann et al, 2011) as the push towards the knowledge economy by government foregrounds the role of the university in economic development (Wilson, 2012, Cable, 2010). Government pressures have engendered new economic measures of performance (Bicknell et al, 2010), and neo-liberalism, in the drive towards marketization of higher education (Bok, 2003).

How are academics to make sense of the changes occurring to them, and where do they go from here? These questions have prompted this research, which aims to explore the nature of academic identity. This paper details the literature review of a PhD study into the enterprise and knowledge exchange agendas at universities, and the identity of UK academics in relation to these agendas, with particular reference to Academic Capitalism and the Entrepreneurial University.

There has recently been an upsurge in research dedicated to impact and enterprise, but this is often from the top-down, leadership viewpoint. The academic's individual position within the debate is under-researched

(Rothaermel et al. 2007), as the nature of the academic role is shifting, new capabilities are demanded of academics (Bicknell et al, 2010, Kiernes and Wienroth, 2011). This role shift poses challenges to academics in terms of their identities. The literature focuses upon differing responses to the changes of managerialism, increasing teaching loads and the pressure to publish. It is thinner around academic identity related to enterprise, research, and knowledge exchange for the social sciences and cultural humanities, with a lack of attention around exploring different types of disciplines, their identities, and their reactions to change. These gaps will be addressed by this study.

This paper presents the literature review of a working PhD; the researcher is currently collecting data from academics, in the form of longitudinal interviews.

There is a literature gap in this specific area of academic identity work, which the PhD will seek to address. The researcher aims to contribute to understanding of academic identities and roles in the new contexts of higher education of entrepreneurialism, impact and knowledge exchange for different disciplines across a university.

It is an eventual aim to contribute to practice, with the problem of tensions within academic identity and work roles to be addressed through the research, and beyond the PhD.

nr6

Mobility Programs – A journey of Self-Discovery? (0022)

Natalie Nielsen, *Stockholm University, Department of Education, Sweden*

The purpose of my presentation is to receive feedback on the overall design of the study and the concepts presented in the study. This study is an empirical one examining students' perceptions of their self-discovery and personal development resulting from a mobility period abroad via the Erasmus program. At the time of the presentation, the literature review will have been completed and interviews will have been conducted. I hope to present findings from the data in relation to theory of adult learning.

The aim of the study is to uncover the elements associated with mobility periods abroad that are most transformative in developing attributes such as increased levels of confidence, self-awareness, self-reliance, adaptability and flexibility. What can we learn from the student experience abroad to understand and promote transformative learning in mobility programs and how can we build these into mobility programs for a more qualitative experience? The design of the study will be qualitative in nature, involving in-depth interviews with 20 students. The sample cohort consists of students who studied abroad via the Erasmus program in 2013-2014 at Stockholm Business School (SBS).

There is a significant body of knowledge that demonstrates the contribution of mobility periods abroad to personal benefits at large. Out-of-class experiences associated with learning and personal development were identified from interviews with college seniors in George Kuh's research two decades ago. Since then, the research literature evaluating the impact of study abroad on students finds that participants in study abroad programs acquire global-mindedness, grow intellectually and develop personally (Carlson and Widaman, 1988). Key areas of commentary include linguistic and intercultural development, global citizenship development, professional and career development and personal development (Fantini, 2003; Killick, 2006). This study will solely focus on the concepts of self-discovery and personal development.

The study will seek to address how students learn from their experiences abroad. I hope to be able to show how students learn to become "more confident, self-aware, self-reliant, adaptable and flexible".

Key words

study abroad, impact, personal development, self-discovery

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nr7

Choice Overload in the College Search Process and Online Information Behavior (0041)**Tracy Buss**, *University of Bath, UK, University of Wisconsin-Milwaukee, USA*

This study is concerned with examining high school student information behavior in the context of the college search, with the primary focus on how students approach and interact with online college search resources (e.g. college websites, forums with student generated content, social media, etc.). Key concepts related to this research are decision making, information overload, and task complexity.

Drawing upon Herbert Simon's theory of satisficing as a mechanism of choice, along with Barry Schwartz's research into information overload and decision making, questions addressed by this research include:

- To what extent are high school students seeking (or not seeking) college information online that will help them become well-informed consumers of higher education?
- Is the information rich environment of the Internet, along with a crowded college marketplace, overwhelming them to the extent that they choose to cut their searching short or avoid seeking information altogether?
- Is the task of searching for college information online excessively complex, or is this more student perception rather than reality, exacerbated by the need to sift through a lot of information?
- When and how does it become apparent that a student is 'giving up' on seeking information versus deciding to be satisfied that what s/he has found is enough to make her/his decision on where to apply to college?

In *The Paradox of Choice* (2004), Schwartz argues that the magnitude of choice in our modern society can make some people miserable, particularly those of us who are 'maximizers' intent on leaving no stone unturned when comparing options; on the flip side are 'satisficers', who are satisfied with 'good enough'.

This research employs mixed methods, with student focus groups in the first stage, followed by a survey that will include the Maximization Inventory (Turner et al.), which measures propensity to satisfice when making decisions, and be designed to simulate a search given differing levels/quantities of information presented.

The motivation for this research is to improve the quality of college choice decision making by providing students with Internet research strategies that allow them to seek and gather information in an organized, practical, and meaningful way without becoming anxious and overwhelmed, primarily due to the vast amount of information sources and higher education options available to them.

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nr8

Understanding gender inequality in Higher Education management – Hearing what women leading universities want to say (0050)**Susi Poli**, *University College London, Institute of Education, UK*

This poster aims to shed light on women's under-representation at the most senior roles in the management of Higher Education (HE) institutions in three European countries (England, Italy and Sweden). Women's under-representation in HE institutions became the theme of my doctoral thesis after coming across the Leadership Foundation for Higher Education (LFHE, 2013) report, 'Women in HE leadership: Absences and Aspirations' by Louise Morley. This empirical research aims to understand barriers and enablers, but also strategies that a group of successful women has adopted in career; the main aim is to see what lesson may be learnt and possibly enable other women to succeed in such a senior role.

Arising from my professional background as university manager, the group of women I am looking at are those who have had a professional career path, and who, in some countries, might have begun their career in administration, but currently be in an academic-related post (e.g. pro vice-chancellor). This cross-boundary career path is common in England, but it is not in other European countries.

This study has been carried out through a theoretical framework shaped around Giddens' structuration theory (Giddens, 1979, 1984), so looking at social structures and individual agency, but also at structures as made up of rules - or barriers - and resources – or enablers – and this is at the core of Giddens' theory of a duality of structure. This framework has then been informed by career experiences of a group of women who currently hold one of these senior roles in a university in Europe.

I have therefore looked either at society and HE institutions in each of the three countries or at women' agency; I have then considered fifteen case-studies in the three European countries so looking at gender inequality in the management of HE institutions. More specifically, I have looked at how these women have overcome barriers and taken action within their given social structures, and then enable other women (with potential) to succeed.

Findings from my data analysis focus on how women leading universities have taken action and reproduced or transformed their social structures in each of the three countries, and then which among individual, institutional and societal factors are more likely to influence women's career. Lastly, I have looked at the overall HE sector as common influencer in these women's career, with a particular insight into England and its HE sector, since regarded as the penalising workplace for women, once compared with other HE sectors in Europe.

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Marketing Japanese Higher Education (0054)

Sarah Louisa Birchley, Toyo Gakuen University, Japan

The marketization of higher education has been described as epidemic (Natale & Doran, 2011), a paradigm shift that is fundamental to the argument of delivering university education (Newman and Jahdi, 2009). With rapidly declining student numbers and issues with funding sources, higher education managers in Japan have realized the need to empower their institutions to find a more powerful position in the shrinking and competitive market. One marketization trend in Japan is to 'go global.' From the Global 30 program, to Global 30+, to the new Super Global Universities (MEXT, 2014), Japanese higher education institutions are attempting to globalize to survive.

This paper argues that Japanese higher education is being positioned as a global commodity that is exploring new market spaces. Yet there appears to be a lack of distinctiveness between institutions. Institutions appear to have defined their market space and articulated their academic offer but all offer a similar product driven by government rhetoric - the ability to 'go global' and cultivate global jinzai (global human resources or global talent). The value in this context is seen explicitly in terms of enhanced labour power, meaning that at university, students are expected to gain 'the skills employers want,' changing both the nature of student engagement and the process in which they are engaged.

By examining the power dynamics and rhetoric embedded in how such higher education institutions market themselves to both Japanese and non-Japanese students as consumers, we can explore how they are creating new transnational spaces. This paper begins by briefly outlining the main trends in the marketization of HE before presenting an analysis of the online marketing communications used by Japanese higher education institutions that utilize global concepts as their primary mode of promotion.

Thirty universities were selected and five pages of their websites - the mission statement page, president's message, careers center page, international exchange center page and the university front page- were analysed. Both a linguistic (in English and Japanese) (Janks, 2005) and discursive (Fairclough, 2001) analysis was conducted. The results highlight the power struggles and complexities of developing and marketing a global institution both domestically and internationally and how the discourse of government policy is clearly reflected in Japanese university marketing communications.

Fairclough, N. (2001). *Language and power* (2nd ed.). New York, NY: Longman.

Janks, H. (2005). *Language and the design of texts*. *English Teaching: Practice and Critique*, 4(3), 97-110.

Natale, S.L and Doran, C. (2011). *Marketization of Education: An Ethical Dilemma*. *Journal of Business Ethics*. Volume 105, Issue 2 , pp 187-196.

nr10 **Appreciating the Cultural Differences that Exist Between Ethnicities: How these Translate into Higher Educational Realities on Employer Based Early Years Programmes? (0057)**

Eva Mikuska, *University of Chichester, UK*

Recent evidence shows that participation on the employer based Early Years (EY) higher education programmes is diverse in terms of age, race, ethnicity, entry qualification and professional roles (NUS, 2012). The focus of the presentation is to illustrate a group of student's emotional experiences and their battle to 'fit in' to the academic environment while studying on the employer based higher education programmes. Specific attention was paid on the way these students are juggling academic study with paid work, family commitments and financial responsibilities. Through narrative inquiries, the relevance of employer based and widening participation policies were examined in light of their suitability for these students.

Jackson and Jamieson's (2009) study demonstrates that limited employer support is a considerable barrier to student success. The study also showed, that employers 'rarely appear to offer students the opportunity to develop in new directions, and this is particularly pertinent to mature women who may have taken career breaks' (p. 16), especially when the gendered, low paid early years workforce remains an issue. Furthermore, employers are being told that they must shape higher education to meet their own needs in terms of relevant skills gained on the employer based EY qualifications. However, very little is known about the impact that employers have in curriculum development for these programmes.

Students' narratives shed light on the factors that may improve the experiences of students on the employer based EY programmes, such as, cultural differences, race, age, and existing qualification. It is suggested that these factors should be taken into more consideration when individual and institutional achievements are being assessed.

Jackson, S. and Jamieson, A. (2009) 'Higher Education, Mature Students and Employment Goals: Policies and Practices in the UK', *Journal of Vocational Education and Training*, 61 (4) pp. 399–411.

National Union of Students (NUS) (2012). *Never Too Late To Learn; Mature Students in Higher Education*. London: Million+

nr11 **Extra-curricular events and self-efficacy: measuring self-concepts (0058)**

Teri-Lisa Griffiths, *Jill Dickinson, Sheffield Hallam University, UK*

Theme

Student experience; Critical analysis of methodologies and methods that we use to understand Higher Education

Purpose of presentation: Within the current, competitive employment market, extra-curricular events are becoming increasingly important opportunities for students seeking to further develop their employability. This presentation explores various methodologies used to underpin some empirical research into the relationship between extra-curricular events and self-efficacy. It critically analyses and evaluates some of the more structured, analytical tools used for measuring vocational maturity (Super, 1969), and suggests that they are too inflexible, arbitrary and value-laden. Instead, it recognises the importance of shifting the focus away from the researchers' own perspectives to those of the participants themselves at an early stage within the process, providing a more inclusive approach for participants. The presentation accordingly recommends a participant-led, narrative enquiry, which involves the students themselves identifying the criteria which they use to assess their own self-efficacy. Any similarities or differences between the different measures identified are then teased out to help identify recurring themes. These themes form the foundations for more detailed research into the relationship between extra-curricular events and the development of students' self-efficacy.

Nature of research and expected stage at time of presentation: The research takes an empirical, mixed methods approach which includes both inductive and deductive elements. The research is a comparative study, which is designed to incorporate both longitudinal and cross-case study elements. As such, the research is ongoing and will be part way through at the time of presentation.

Methodology

Specifically, the research employs pre- and post- extra-curricular, event questionnaires which utilise Likert scales and themed statements. To help better identify and explore some of the themes elicited from such questionnaires further, the research also includes a semi-structured, focus groups component, post- extra-curricular event. The current sample is 16 students, with plans to expand.

Key findings

The research is ongoing but our initial data demonstrates three key themes resulting from career-focused extra-curricular activities: intimidation, confidence-building, and social spaces. We have found that participant responses somewhat correlated with Bandura's (1997) model of self-efficacy development.

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nr12 **Students', graduates', employers' and academics' perceptions Towards Business Management and Administration Undergraduates' Employability and employability skills : Implications for Higher Education Industry in Oman (0059)**

Abdallah Al-Azri, Brunel University London, UK

Human resources are the most valuable asset for any nation. Within Oman, previous research (see Hana Ameen, 2012; Swailes et al., 2012; Al-Munajjed, 2012; Al-Nasry, 2012) found that the increasing number of expatriates and high levels of youth unemployment are still two of the main challenges to the government that should be focus on and address. Others (e.g. Hana Ameen, 2012; Vandana Joshi and Sanchita Ghosal, 2009; Al -Nasry, 2012; Letha Jose, Mar 2011; Lee Thrace, 2013; Swailes et al., 2012; Claudia Coenjaerts et al., 2009) have argued that, the high levels of youth unemployment are due to the mismatch between the needs of private employers and the skills of students emerging from higher education institutions (HEIs). They argue that, the higher education (HE) system does not meet the needs of the private labour market as it fails to produce high quality human capital. Private companies claim that undergraduates are not able to secure the knowledge and skills sought at the labour market which might be due to the weak links between HE and employers.

The aim of the current study was to explore the HE stakeholders' perceptions, specifically those of academics, students, graduates and employers of business management and administration (BMA) graduates' employability and employability skills (EES). Part of the current study presents a broad literature review on the subject. A mixed method approach, integrating both qualitative and quantitative data, was used to address the research questions.

Results showed that there is a need for more work to be done between all stakeholders (government, HEIs and employers) to enhance BMA graduates' EES. Some examples are; improving the curriculum, reviewing programs to be relevant to the needs of the labour market, improving the training system in HEIs, engaging activities that help to enhance learners' knowledge and skills and strengthening HE-businesses linkage.

A main implication of the study is that the government of Oman needs to establish a policy to enhance the interrelation between HE and businesses. It is also suggested, HEIs need to equip their students with academic, personal and professional knowledge and skills required in the labour market to make them 'well-prepared'. BMA students also need to develop their work-related knowledge and skills employing various resources and not only depending on the study materials available in HEIs if employers are to have 'work-ready' graduates.

nr13 **The effectiveness of internet-based interventions for managing stress and anxiety in students in higher education: a systematic review (0064)**

Astrid Coxon, *University of East Anglia, UK*

Background

Students in higher education (college and university) often experience stress and anxiety (1,2), but do not routinely seek advice or support in managing this (3,4). Students identify a number of barriers to accessing formal support, such as time, travel, balancing commitments, and embarrassment. One option for these students is to complete online, self-directed therapy or counselling. The aim of this systematic review was to assess the overall effectiveness of online programmes aimed at students experiencing stress, as an alternative to traditional therapeutic support.

Methods

The Cochrane Library Database, PsycINFO, MEDLINE, Psychology and Behavioral Sciences Collection were searched. Articles were also obtained from appropriate reference lists and a general interest search on Google Scholar. Articles were limited to higher education student populations, written in English, and published up to and including November 2013. Randomised wait-list control trials exploring the effectiveness of a variety of internet-based interventions to help manage and reduce college & university related distress, including stress, anxiety, and worry were included. The reviewer screened abstracts to determine eligibility.

Results

Five full-text articles met the inclusion criteria. Online interventions aimed to reduce stress and anxiety in student populations have mixed results. All studies reviewed showed some positive effect on reducing distress experienced by students, even if the intervention was short, and even without active input from a coach or prompter. One study found that the wait-list control group actually increased in anxiety whilst waiting for the intervention to help manage their distress, suggesting that widely disseminated and easily accessible therapeutic interventions for non-clinical populations such as students are urgently needed, in order to prevent distressed individuals from having to wait long periods for formal therapy.

Conclusions

It is not suggested that online interventions replace formal therapy (only one study demonstrated longer-term effects of the intervention) but these types of intervention should be offered as a valuable tool for managing distress in student populations.

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nr14 **A good practice of higher education rebuilding program: active learning and visualization of learning outcomes in Japanese University. (0070)**

Hiroyuki Kawashima, Toru Hayashi, *Yamaguchi University, Japan*

In 2014, ministry of education, culture, sports, science and technology-Japan (MEXT) started higher education rebuilding program "Acceleration Program for University Education Rebuilding: AP". In order to achieve acceleration of education rebuilding, we must first develop a critical understanding of the role that educational institutions play in the ultimate picture, which is where its students end up. A university education is the final checkpoint for students who are on their road to entering the working society, which therefore makes universities responsible for maximizing the quality of education it provides to its students.

The recent candidates to enter the workforce already possess qualities desired by employers who are looking to hire. They possess both high levels, and diverse ranges of skills. It is with utmost urgency, that universities waste no time in improving its quality of education. Universities must assign the highest priority in assisting students to maximize their abilities so they can easily navigate the obstacles dealt by society that lay ahead of them. Our most urgent mission is to provide students with an even more suitable learning environment than they have now, so that they can thrive and reach their maximum potential.

In order to realize the goals stated previously, it's become mandatory to accelerate education rebuilding starting with the implementation of reform policies delineated in the "Good Practice: GP," as well as carrying out the new guidelines laid out by the Education Rebuilding Council.

Yamaguchi University has been selected as advanced case for Active Learning and Visualization of Learning Outcomes composite-type. In this AP project, promotion of active learning and establishment of visualization model of learning outcomes focusing on general education is the main theme of AP in Yamaguchi University. Also, its fundamental objective is that each student to feel their growth through learning and assure quality of education that Yamaguchi University provides to student and society. This project will spread its accomplishments to higher education of whole country through development of project.

We will discuss about curricular education and extracurricular education as leading case of active learning education. In addition, we will give exposition of "Active Learning Point (AL Point)" as promotion of active learning, and rubric assessment, learning achievement research of literacy & competency assessment and learning behavior research of learning engagement assessment as visualization of learning outcomes. We gather data from assessment system and data will be applied as academic advising.

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nr15 **UK Higher Education Student Selection: To What Extent Does Social Media Contribute to Student Choice in the UK HE Market? (0109)**

David Peck, *University of Southampton, UK*

Purpose of presentation

This research explores the extent to which social media contributes to student selection within the UK Higher Education market.

Despite the marketization of the Higher Education sector (e.g. Molesworth, Nixon, and Scullion, 2009), literature on Marketing within the sector is generally sparse (Hemsley-Brown and Oplatka, 2006). This study addresses four criticisms of existing literature. Firstly, some conceptual choice models are presented (e.g. Vrontis, Thrassou, and Melanthiou, 2006) there is little empirical testing on these models. Secondly, literature has not kept pace with practical marketing developments (i.e. the rise of social networking sites). Whilst authors (e.g. Constantinides and Stagno, 2011) have investigated this development, little awareness of neither how the power of social networking sites can be harnessed, nor where this development fits into the debate on student selection. Thirdly, investigations generally take place at one institution, with little attempt made to identify sector wide considerations. Finally, data is only collected from student cohorts (with little attempt made to understanding institutional perspective).

Clear statement on the nature of the research being presented: Overview of the literature review, followed by a presentation of pilot study results and initial findings of main study.

Methodology

A mixed method approach is used, with comparison made between a Russell Group and a post-1992 institution. For the pilot study: 4 Face-to-face interviews to inform the design of a quantitative survey (target sample = 100 participants). This is followed by 4 face-to-face interviews with students. This is followed by 2 interviews with university staff.

Key argument, findings, implications and/or conclusions to be presented: Initial findings suggests that non-university led social networks (i.e. unofficial Facebook accounts/student discussion forums) influence student selection, alongside traditional recruitment strategies (e.g. open days and prospectuses).

NB Methodology and findings stage are based upon current progress (i.e. July 2015). The full study will commence in September 2015, and more data will have been collected by December 2015.

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Key words

Higher Education, Social media, social networking, student recruitment, student selection.

nr16 *The Role of Emotions in Supervisory Practice (0112)*

Summer Wilson, Lancaster University, UK

In the supervisory literature, much has been written about best practice and the student experience. This presentation tries to shine a light on post graduate dissertation supervision, which is often overshadowed by the interest afforded to doctoral supervision and attempts to highlight the impact that emotions may have on how University lecturers engage in the social practice of supervision.

The research being presented relates to the findings from small-scale, empirical study, which sets out to explore how supervisors construct the supervisory role and the relationship between emotions and behaviour within the supervisory learning and teaching interaction. At the time of presentation, it is hoped that I will be reporting on completed research.

Data were gathered through in-depth interviews with five lecturers of varying position in a higher education institution in the United Kingdom. Dialogic interviewing techniques were employed which allowed for issues that were important to the lecturer to rise to the fore. Analysis techniques informed by Interpretive Phenomenological Analysis (IPA), were used as a guide to analyse data and allow themes and patterns to emerge.

Initial findings suggest that emotion influences supervisors in two key areas: through the way they construct supervisory role and the development of an overarching emotional need that they are driven to satisfy as they engage in their practice. Feelings generated by their own experience of being supervised allow them to construct a framework of the supervisory role which serves as a benchmark by which they measure themselves as a supervisor and contributes towards the formation of an emotional driver. When there is a deficit between their constructed benchmark and the way they see themselves, a pattern emerges that sees the lecturers seeking validation from the academic community and engaging in excessive behaviours to achieve satisfaction of their emotional driver. However, in some cases there appears to be a hidden cost to satisfaction. Where a cycle of negative reinforcement emerges and serves to influence emotion and further affect supervisory practice.

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nr17 **Student experience of an intensive summer school course in a STEM subject (0113)**

Pedro Parreira, Eric Yao, *University of Glasgow, UK*

Some STEM subjects are often perceived by students as being more difficult than others. It is challenging for students who are not intending in pursuing academic degrees in these subject areas to take university level courses in them. If the course is highly compressed and intensive, it places even greater demand on the effort of the students. We explore the student perception and experience of such an intensive summer course. Students in this intensive course demonstrate great ability to adapt to the new learning environment and achieve excellent standards which exceed that of “normal” students who take the equivalent course in a more conventional setting. Highly compressed and intensive courses not only encouraged students to greater effort but also forced them to re-evaluate their own learning strategies. This suggests that targeted, short and intensive courses can be a useful alternative learning model.

nr18 **Design Leadership – An Alternative for Shaping Higher Education Management? (0115)**

Silke Schmidt, *Intl. Graduate Centre for the Study of Culture, Germany*

Professors as designers, could there be any scenario more illusory? Maybe not, this paper argues. It explores the concept of Design Leadership from a truly interdisciplinary perspective in order to demonstrate how it might offer an alternative to existing models of higher education management. The purpose is threefold: 1) to explore the applicability of design leadership to international higher education needs, 2) to link the concept to current research on leadership in the academy in a larger international context, 3) to develop a novel methodological understanding of 3 D thinking that is based on multi-disciplinary research skills.

Ever since New Public Management (NPM) became the buzzword in Higher Education Management, professors and leading academics have constantly resisted the notion of being managers first and researchers second. Still, an alternative to the 1:1 application of business thinking in academia has not been found in many countries. Design leadership could be such an alternative. The concept is based on the idea that management can become more creative and thus more innovative if all organizational processes are actively designed rather than managed/controlled. Above all, this includes a 3 D angle to solving problems by taking into account multiple levels, methods, and actors.

Research on design management has been receiving increasing attention in management research in recent years (Boland/Collopy). In the academy, design thinking is mostly discussed as the driving force to redesigning business studies programs in order to managers who are able to solve pressing business issues not merely on numerical or highly theoretical grounds (Martin). What has mostly been neglected, however, is whether Design Leadership could be a helpful tool for managing universities at large and for training a new generation of university leaders (Zaleznik). This question is particularly worth pursuing in countries in which NPM and the concept of leadership itself has been severely challenged, e.g. in Germany.

The paper seeks to fill this gap by exploring design leadership as a potential management model for universities. Instead of approaching the topic from the perspective of business or organizational studies, it relies on a Cultural Studies perspective as based on previous research on disciplinary cultures. Eventually, the analysis seeks to draft a redesigned model of T-thinking which regards 3 D thinking as a multi-methodological approach to equip leaders in higher education with the ability to draw on qualitative, quantitative, and creative modes of thinking at the same time. The paper also tackles larger contemporary issues such as the value of the humanities and job market demands.

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