### Wednesday 7 December 2011

**9.00**  
Registration Opens  
Resort Main Foyer

**11.30 – 11.45**  
Conference Welcome  
Caernarfon Suite  
Helen Perkins, SRHE Director

**11.45 – 12.45**  
Opening Plenary Symposium

**Professor Hugh Lauder:**  
Professor of Education and Political Economy, University of Bath

*How the global economy really works and how to thrive in it*

**Session Chair**  
Professor Jeroen Huisman, University of Bath

**14.00 – 14.30**  
Paper Presentations: Session A

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**Symposium A 1  
Wednesday 7 December (Caernarfon)  
14.00 – 16.00**

**Higher Education and Student Mobility in Wales: Participation, Progress and Destinations**

| A1.1 | ‘Home’, university choice and spatial mobility(0100)  
Evans Ceryn  
*Cardiff University, UK* |
|------|--------------------------------------------------|
| A1.2 | Stay, Leave or Return? Understanding Welsh Graduate Mobility(0012)  
Bristow Gillian¹, Pill Madeleine¹, Davies Rhys¹, Drinkwater Stephen²  
¹Cardiff University, UK, ²Swansea University, UK |
| A1.3 | The Effects of Widening Access on the Progression and Outcomes of Higher Education Students – Mobility, Low Participation Neighbourhoodsand the Welsh Baccalaureate Qualification(0103)  
Taylor Chris, Rees Gareth, Wilkins Clair, Davies Rhys  
*Cardiff University, UK* |
| A1.4 | ‘Home and Away’: higher education, mobility and localities(0105)  
Rees Gareth, Taylor Chris, Sloan Luke  
*Cardiff University, UK* |
| A1.5 | ‘Don’t be afraid of going to Durham because it’s far away; anywhere is only a day away’: School messages concerning mobility and HE participation(0129)  
Donnelly Michael  
*Cardiff University, UK* |
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<tr>
<th>Session</th>
<th>Title</th>
<th>Authors</th>
<th>Affiliation(s)</th>
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<tbody>
<tr>
<td>A2</td>
<td>Understanding social science students' choices and experiences: exploring the role of consumption</td>
<td>Abbas Andrea¹, Ashwin Paul¹, McLean Monica³</td>
<td>Teesside University, UK, University of Lancaster, UK, University of Nottingham, UK</td>
</tr>
<tr>
<td>A3</td>
<td>From Learner to Customer: the likely impact of a shift in pedagogic authority on learning in Higher Education in England consequent upon the declared intentions of the Browne Review</td>
<td>Kelly Kieran</td>
<td>University of the West of England, UK</td>
</tr>
<tr>
<td>A4.1</td>
<td>The quality agenda as a socio-political process: some issues on knowledge and subjectivity</td>
<td>Filippakou Ourania¹, Tapper Ted²</td>
<td>University of Nottingham, UK, Oxford Centre for Higher Education Policy Studies, UK</td>
</tr>
<tr>
<td>A4.2</td>
<td>Shaping the future of the Chilean higher education: An analysis of the quality assurance instruments</td>
<td>Cabezas Francisca</td>
<td>Université de Paris Ouest Nanterre, France</td>
</tr>
<tr>
<td>A4.3</td>
<td>Failure of theory: grounding academic standards between rationality and interpretation</td>
<td>Bloxham Sue</td>
<td>University of Cumbria, UK</td>
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<tr>
<td>A4.4</td>
<td>Quality assurance of assessment through consensus moderation: A reporting framework for institutional engagement</td>
<td>Nulty Duncan</td>
<td>Griffith University, Australia</td>
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<tr>
<td>A5</td>
<td>Collegiality versus managerialism - the binary that binds us</td>
<td>Kligyte Giedre¹, Barrie Simon²</td>
<td>University of New South Wales, Australia, The University of Sydney, Australia</td>
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<tr>
<td>A6</td>
<td>Negative Capability, Leadership and Trust in a Recession in UK Higher Education</td>
<td>Jameson Jill</td>
<td>University of Greenwich, UK</td>
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<tr>
<td>A7</td>
<td>Putting the VLE before the HE: Prior training increases course engagement</td>
<td>Hutchings Paul</td>
<td>Swansea Metropolitan University, UK</td>
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<td>Session</td>
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<tr>
<td>A8.1</td>
<td>From training ‘professionals’ towards educating ‘professional scholars’(0041)</td>
<td>Griffioen Didi</td>
<td>Amsterdam - University of Applied Sciences, The Netherlands</td>
</tr>
<tr>
<td>A8.2</td>
<td>A phenomenographic study of academic identity construction within the context of a postgraduate certificate in teaching in higher education.(0056)</td>
<td>Buckley Charles</td>
<td>Bangor University, UK</td>
</tr>
<tr>
<td>A8.3</td>
<td>Strengthening the Core: Uncovering and meeting the Challenges experienced by Programme Leaders and Principal Lecturers(0162)</td>
<td>Clarke Jane, naza Rob, John Bob</td>
<td>De Montfort University, UK</td>
</tr>
<tr>
<td>A8.4</td>
<td>Changing professional identities and practice styles within the HE in FE sector: the role of research and scholarly activity(0081)</td>
<td>McKenzie Liz, Turner Rebecca, Gale Ken</td>
<td>University of Plymouth, UK</td>
</tr>
<tr>
<td>A8.5</td>
<td>Environments for development and learning: making use of Cultural-Historical Activity Theory (CHAT) to understand transformative learning contexts in higher education (0141)</td>
<td>Messenger Hazel</td>
<td>London Metropolitan University Business School, Ukraine</td>
</tr>
<tr>
<td>A9</td>
<td>Leading and managing research excellence in a post-92 university(0138)</td>
<td>Proctor Mark</td>
<td>University of Sunderland, UK</td>
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**Symposium A 10**

**Wednesday 7 December (Denbigh 1)**

**14.00 – 15.15**

**Gender and Research Policy in Europe**

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<th>Session</th>
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<tr>
<td>A10.1</td>
<td>The Changing Research Landscape in Ireland and its Impact on Gender</td>
<td>Coate Kelly (0127)</td>
<td>National University of Ireland, Ireland</td>
</tr>
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<td>A10.2</td>
<td>Gendered Careers in Polish Universities and Their Context(0131)</td>
<td>Siemienska Renata</td>
<td>Warsaw University, Poland</td>
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<tr>
<td>A10.3</td>
<td>Gender equality and meritocracy in research policy in Sweden(0161)</td>
<td>Alnebratt Kerstin, Jordansson Birgitta</td>
<td>University of Gothenburg, Sweden</td>
</tr>
<tr>
<td>A10.4</td>
<td>Gender and the implications of current Government research policy for academic research on higher education in the UK(0165)</td>
<td>Leathwood Carole¹, Read Barbara¹</td>
<td>¹London Metropolitan University, UK, ²University of Roehampton, UK</td>
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</table>
A11  Collaborative working: engaging students and staff in learning and teaching development (0126)
Brand Stuart, Williams James, Armstrong Tony, Millard Luke
Birmingham City University, UK

14.45 – 15.15  Paper Presentations: Session B

B1  Symposium A1 continues

B2  The Nontraditional College Student Experience (0199)
Aronson Pamela
University of Michigan-Dearborn, USA

B3  Assessment as transformation (0177)
Knowles Corinne
Rhodes University, South Africa

B4  Session A4 continues

B5  Differential Experiences: Why Context Matters in Personal Tutoring.(0047)
Gedye Sharon
University of Plymouth, UK

B6  Serving God and Mammon: Universities, Knowledge and New Religious Orthdoxies(0090)
Boden Rebecca¹, Epstein Debbie²
¹Roehampton University, UK, ²Cardiff University, UK

B7  “Reconnecting assessment feedback and learning: a case study”
Jackson Mark
University of Wales Newport, UK

B8  Session A8 Continues

B9  Management Challenges in the Higher Education Science and Engineering Sector (0095)
Reid Jane
Queen Mary, University of London, UK

B10  Session A10 continues

B11  Narrating unfinished business: the accumulation of credentials and re-imagined horizons across the life-course.(0142)
Pegg Ann, Di Paolo Terry
Open University, UK
15.30 – 16.00  Paper Presentations: Session C

C1  Symposium A1 continues
C2  The Measure of a Student*(0221)  Batchelor Denise
    Institute of Education, UK

C3  Taught master’s students’ curricular engagement: Inquiring into the ‘middle bit’(0077)  Liu Lisha
    Institute of Education, UK

C4  Session A4 continues

C5  “Acts of stealth and troubled pleasure”: investigating the connotations of familiar words from the academic development literature.(0022)  Loads Daphne
    University of Edinburgh, UK

C6  The Box-Of-Chocolate Phenonema: Using narratives to improve staff morale in large organisations (0207)  Boehm Carola, Ainley Carol, Basin Paul, Din Mo, Jones Helen, Lewin Rita, Rowe Helen, Shutt Mark, Stevens Bev
    Manchester Metropolitan University, UK

C7  Who knows best? Achieving informed and empowering teaching and research using the ‘student as producer’: A case study.(0050)  Jameson Jill, Strudwick Katie
    University of Lincoln, UK

C8  Session A8 continues

C9  Russian Black Sheep or Is It? Case Study of a Russian Private University.(0080)  Rumyantseva Nataliya
    University of Southampton, UK

C10  Forging Futures: Enhancing Employability Through Work-Based Learning (0143)  Andrews Jane, Clark Robin, Higson Helen
    Aston University, UK

    Birmingham City University, UK

16.00 – 16.30  Tea/Coffee Break  Caernarfon Foyer

16.30 – 17.00  Paper Presentations: Session D

D1  Efficiency in English Higher Education 1996/97 TO 2008/09: the effects of Estimation Method, University Type and Merger Activity (0228)  Johnes Jill
    Lancaster University, UK
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<th>Session</th>
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<tbody>
<tr>
<td>D2</td>
<td>Who am I and what keeps me going? Profiling the successful distance student.</td>
<td>Baxter Jaqueline-Aundree</td>
<td>The Open University, UK</td>
</tr>
<tr>
<td>D3</td>
<td>Connecting propositional knowledge to professional practice: what is the future for module specification documents?</td>
<td>Baughan Patrick</td>
<td>City University London, UK</td>
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<tr>
<td>D4.1</td>
<td>The professoriate: changing realities, attitudes and perceptions of higher education’s elite community in the UK and the US</td>
<td>Court Stephen</td>
<td>University and College Union, UK</td>
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<tr>
<td>D4.2</td>
<td>Exploring the impact of a formal career mentoring scheme for women professional managers in higher education</td>
<td>Gander Michelle</td>
<td>The Open University, UK</td>
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<td>D5</td>
<td>Staff and student beliefs about ‘good teaching’ at university</td>
<td>Round Anna</td>
<td>University of Sunderland, UK</td>
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<td>D6</td>
<td>Becoming an Engaged Institution: A Multi-Case Study of Carnegie Community-Engaged Institutions</td>
<td>Ward Elaine¹, Saltmarsh John², Giles Dwight², Buglione Suzanne², Piskadlo Kevin²</td>
<td>Dublin Institute of Technology, Ireland, University of Massachusetts, USA</td>
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<tr>
<td>D7</td>
<td>Internal deliberation and learning environments: possibilities for a realist social theory of student learning</td>
<td>Kahn Peter</td>
<td>University of Liverpool, UK</td>
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<tr>
<td>D8</td>
<td>Shining a light on doctoral reading: Implications for doctoral identity</td>
<td>McAlpine Lynn</td>
<td>University of Oxford, UK</td>
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<tr>
<td>D9</td>
<td>Adaptation of duality: unique responses of dual-sector institutions</td>
<td>Saraswat Arti</td>
<td>University of West London, UK</td>
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<tr>
<td>D10</td>
<td>The use of research in institutional change: A case study of undergraduate research</td>
<td>Brew Angela</td>
<td>Macquarie University, Australia</td>
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<tr>
<td>D11.1</td>
<td>Exploring student and tutor perceptions of feedback in Post Graduate study</td>
<td>Hramiak Alison¹, Boulton Helen²</td>
<td>¹Sheffield Hallam University, UK, ²Nottingham Trent University, UK</td>
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<td>D11.2</td>
<td>The supervisor as the supervised</td>
<td>Stephens Simon</td>
<td>Letterkenny Institute of Technology, Ireland</td>
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17.15 – 17.45  **SRHE Presidential Address:**
Professor Sir David Watson

*Misunderstanding Contemporary Higher Education: some category mistakes*

Starting with Gilbert Ryle’s time-honoured formulation of the “category mistake” (“where is the university?”), Society Honorary President, Professor Sir David Watson, will explore some deeply held feelings about the current of the higher education scene, and how insecure their theoretical and empirical groundings can turn out to be. He will attempt to draw some conclusions for the ongoing HE research agenda.

17.45  Welcome Reception  
19.00  Informal Dinner for Delegates  
Post dinner drinks in the lobby bar

**Thursday 8 December 2011**

09.00 – 09.30  **Paper Presentations: Session E**

**E1**  
*The mismeasure of participation: how choosing the ‘wrong’ statistic helped seal the fate of Aimhigher (0031)*  
**Harrison Neil**  
University of the West of England, UK

**E2**  
*Understanding the challenges, experiences and changing identities of a Widening access framework within mental health (0018)*  
**Richardson Mark, McCarthy Kelly**  
University of Wales, Newport, UK

**E3**  
*Grading Student Work: the workplace learning of university lecturers in their role as assessors of student coursework (0028)*  
**Bloxham Sue, Boyd Pete**  
University of Cumbria, UK

**E4.1**  
*Making sense for the future: a focus on the in-role development of university managers (0058)*  
**Spiller Marjorie**  
Staffordshire University, UK

**E4.2**  
*How participants in a higher education management development programme conceptualize its influence on their professional lives (0128)*  
**Wakeham Clare**  
University of Oxford, UK
### E5
Transformation or Transgression? Exploring working class students’ identity (0196)
**Byrom Tina,** **Lightfoot Nic**
Nottingham Trent University, UK

### E6
Making connections between communities: linking the parallel worlds of new staff and student transitions (0076)
**Corkill Helen,** **Lawrence Lesley,** **Elkington Sam**
University of Bedfordshire, UK

### E7
Consensus moderation for quality assurance of assessment: Overcoming the illusion of consensus. (0214)
**Nulty Duncan**
Griffith University, Australia

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### Symposium E 8
Thursday 8 December (Conwy 1)  09.00 – 11.00

**Disenchantment, disharmony and dissatisfaction: Coping with difficult times in the university as workplace**

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<tr>
<th>E8.1</th>
<th>Challenging scenarios in academia: Latin-American academics coping in the UK. (0206)</th>
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<td><strong>Bertani Tress</strong> Maria</td>
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<td>University of Leeds, UK</td>
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<tr>
<th>E8.2</th>
<th>Challenges of University Mergers as Experienced by Finnish Academic Staff (0227)</th>
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<tr>
<td></td>
<td><strong>Ursin Jani</strong></td>
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<td>University Of Jyväskylä, Finland</td>
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<tr>
<th>E8.3</th>
<th>The worst of times? A tale of two HEIs in France (0235)</th>
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<td><strong>Evans Linda</strong></td>
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<td>University of Leeds, UK</td>
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<tr>
<th>E8.4</th>
<th>Challenging Times: an analysis of current developments and future prospects for industrial relations in the UK HE sector (0104)</th>
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<td><strong>Mercer Justine¹</strong>, <strong>Stevenson Howard²</strong></td>
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<td>¹Warwick Institute of Education, UK, ²University of Lincoln, UK</td>
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### E9
Incentivising Knowledge Exchange: A comparison of vision, strategies, policy and practice in English and Scottish Higher Education (0170)
**Kitagawa Fumi¹**, **Lightowler Claire²**
¹University of Manchester, UK, ²Institute for Research and Innovation in Social Services (IRISS), UK

### E10
Digital data sharing: Implications for academic roles, practices and identities (0036)
**Mauthner Natasha**
University of Aberdeen, UK

### E11.1
The University and Its Community: The Role of the University in Local and Regional Development (0004)
**Pavlenko Sonia**
Babes-Bolyai University, Romania
### Experimental universities in Brazil: a new model of access and public engagement in higher education

**E11.2**  
McCowan Tristan  
Institute of Education, UK

### Linking Level 3 to Level 4 Curriculum through a Community Heritage

**E11.3**  
Knight Elaine  
University of Wales, Newport, UK

### The Hong Kong Education Reform: The Research Agenda for Higher Education

**E11.4**  
Mole David  
The Hong Kong University of Science and Technology, China

### Negotiating knowing and not knowing: An identity perspective on doctoral students’ experiences in the dissertation defence

**E12.1**  
Chen Shuhua  
McGill University, Canada

### Art as research and its methodologies: approaches to process and practice in a PhD in creative writing

**E12.2**  
Thompson Pam  
De Montfort University, UK

### Paper Presentations: Session F

09.45 – 10.15

**F1**  
The future of UK higher education: the changing landscape  
Huisman Jeroen  
University of Bath, UK

**F2**  
Religion and higher education: developing a critical understanding of the experiences of religious students in UK secular universities  
Stevenson Jacqueline  
Leeds Metropolitan University, UK

**F3**  
Towards an Application of Theory to Virtual Worlds: from the Virtual to the Actual  
Green Julian  
University of the West of England, UK

**F4.1**  
People counting people: Resourcing human resources in HE  
Waring Matthew¹, Boden Rebecca², Prokop Daniel¹  
¹UWIC, UK, ²Roehampton University, UK

**F4.2**  
Can a shift in focus to part-time student recruitment lead to diseconomies of scale?: An exploration of tangible and intangible costs.  
Jones Joanna, Jones Edward  
University of Wales, UK

**F4.3**  
How can an institution of higher education become lean? Methods of high school restructuring.  
Maciag Justyna  
The Jerzy Kucuczka Academy of Physical Education, Poland
F5  Remodelling employability skills teaching in an engineering curriculum: making way for employers (0113)
Chadha Deesha
Kings College London, UK

F6  Making connections across professional boundaries and the successful development of the portfolio of courses offered by a University. (0070)
Coyle Paul
University for the Creative Arts, UK

F7  Engaging with reflection: the experience of trainee teachers and teacher educators in post-compulsory education. (0079)
McKenzie Liz
University of Plymouth, UK

F8  Session E8 continues

F9  In Pursuit of “Feasible Utopias”1: Constructing Identity and Practice in British Columbia’s New Universities (0184)
Fleming Robert
BC Council on Admissions and Transfer, Canada

F10  Measuring the Societal Impacts of Universities’ Research into Arts and Humanities: National Perspectives and International Comparisons (0215)
Ward Elaine1, Benneworth Paul2, Hazelkorn Ellen1, Gulbrandsen Magnus3
1Dublin Institute of Technology, Ireland, 2University of Twente, The Netherlands, 3NIFU, Norway

F11  Session E11 continues

F12  Flying Howney Kites: On Violence, Crime and Plural Diversity In 21st Century Bahamian Legal Education (0230)
Hanna Jr. Arthur
Eugene Dupuch Law School, Bahamas

10.30 – 11.00  Paper Presentations: Session G

G1  Internationalisation, mobile academics and knowledge creation in universities: a comparative analysis (0210)
Kim Terri
Brunel University, UK

G2  Working on Transition: stories from the sidelines (0135)
Thomas Kate
University of the West of England, UK

G3  Implementing democratic assessment in higher education: Learning from an action research project with students (0042)
Curtis Will, McDonnell Jane
De Montfort University, UK

G4  Session F4 continues
Tackling Transition: Peer mentoring as a route to student success: The Findings of a Multi-Case Study Research Project (0144)

Clark Robin, Andrews Jane
Aston University, UK

In search of lost freedoms?: examining academics’ positionings towards the neoliberal stance in universities (0222)

Fanghanel Joelle
University of West London, UK

Access to ‘pedagogic rights’: the teaching and learning of social science in English universities (0068)

McLean Monica¹, Abbas Andrea², Ashwin Paul³
¹University of Nottingham, UK, ²Teesside University, UK, ³Lancaster University, UK


Frances Carol
Claremont Graduate University, USA

Session F8 continues

Session F10 continues

Session E11 continues

Being a University Lecturer in a Professional Field: tensions within boundary-crossing workplace contexts (0085)

Boyd Pete, Smith Caroline
University of Cumbria, UK

A Mixed Methods Study of Medical School Admissions: Issues of Fairness and Predicting Student Performance (0239)

Wright Sarah
Newcastle University, UK

Engaging culturally and linguistically diverse first year students by integrating curriculum and pedagogy: an Australian case study. (0241)

Laming Madeleine
Australian Catholic University, Australia

Student - tutor relationships in art and design higher education: tutor perspectives (0231)

Shreeve Alison, Batchelor Ray
Buckinghamshire New University, UK


Glover Alison, D’Cruz Brendan
University of Wales, Newport, UK

The executives’ standard on research competence of teachers in Dutch non-university higher education institutions(0174)

Boerma Josefine, de Jong Uulkje, Griffioen Didi
University of Applied Science of Amsterdam, Afghanistan
### H6

- **Changes in epistemological beliefs among undergraduate students: programme components and learning experiences (0244)**
  - **Cheng May**, **Wong Angel**
  - ¹The University of Oxford, UK, ²The Hong Kong Institute of Education, China

### H7

- **Individual in a large scale collaboration – being a small piece in a big puzzle (0237)**
  - **Lindsey Laura**
  - Newcastle University, UK

### H8

- **Reclaiming creativity in the era of impact: conceptual barriers to creative research in science and engineering (0009)**
  - **Walsh Elaine**, **Anders Katie**, **Elvidge Liz**
  - Imperial College London, UK

### H9.1

- **The importance of the tacit dimension and the limits of “impact” for research (0012)**
  - **Gough Martin**
  - University of Kent, UK

### H9.2

- **Considering the shift in lecturer roles as key skills and competencies are fostered in higher education students today. (0236)**
  - **O’Rawe Mary**, **O’Keeffe Muireann**, **Boylan Frances**
  - Dublin Institute of Technology, Ireland

### H10

- **Endeavours of Higher Education Commission Pakistan Towards Quality Education: Policies and Challenges (0088)**
  - **Fazal Shawana**, **Majoka Muhammad Iqbal**, **Atif Muhammad**
  - ¹Department of Education, Hazara University, Pakistan, ²Pakistan Telecommunication Company Limited, Pakistan

### H11.1

- **Higher education policy in the context of the political economy and national human capital development strategies in a developing country – A Botswana perspective (0114)**
  - **Clark Wayne**
  - Botswana International University of Science and Technology, Botswana

### H11.2

- **Higher education and employability: developing a critical conversation with students (0147)**
  - **Pegg Ann**
  - The Open University, UK

### H12.1

- **Unknowing and unprepared? Undergraduate expected labour market outcomes and career management strategies(0157)**
  - **Scurry Tracy**, **Blenkinsopp John**
  - ¹Newcastle University, UK, ²Teesside University, UK
### Keynote Address: Professor Maria Helena Nazaré
President, European Universities Association

*A new old role for University*

Chair: Professor Yvonne Hillier, SRHE Chair

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**13.00 – 14.00**  
**Lunch**  
 **Caernarfon Foyer**

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**13.30 – 14.00**  
**Annual General Meeting**  
 **Beaumaris Suite**

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**14.00 – 14.30**  
**Paper Presentations: Session J**

#### Symposium J 1  
Thursday 8 December (Caernarfon)  
**14.00 – 16.00**  
**Higher Education, Equity and the Public Good**

| J1.1 | Higher education and development: whose public good? (0057)  
Walker Melanie\(^1\)  
\(^1\)University of Nottingham, UK, \(^2\)University of the Free State, South Africa  
| J1.2 | Community engagement and the idea of a 'good university' (0120)  
Webb Sue  
Monash University, Australia  
| J1.3 | Regional governance of higher education: Purpose, values and academic capitalism - the case of the small Gulf states (0183)  
Findlow Sally  
Keele University, UK  
| J1.4 | What is wrong with global inequality in higher education? Public good, reciprocity and associational justice (0187)  
Unterhalter Elaine  
Institute of Education, University of London, UK  

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| J2 | The contribution of international humanitarian work to the internationalisation of the student experience(0115)  
Vickers Tom, Dominelli Lena, Palmer-Cooper Joy  
Durham University, UK  
| J3 | The Effectiveness of a Single Intervention of Computer-Aided Argument Mapping in a Marketing and a Financial Accounting Subject (0003)  
Davies Martin, Carrington Michal, Chen Richard, Kaur Jagjit, Neville Benjamin  
University of Melbourne, Australia  

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**J4** Development of a Tool for Evaluation of Academic Library Spaces (TEALS) (0242)
Elkadi Hisham, Abbasi Neda
School of Architecture and Building, Deakin University, Australia

**J5** The Black, Minority, Ethnic Student Experience at a small Northern University: an examination of the experiences of minority ethnic students undertaking undergraduate study (0053)
Davies Chantal
University of Chester, UK

**J6** Implications of fully modelling the National Student "Survey" (NSS) (0130)
Hewson Paul
University of Plymouth, UK

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**Symposium J 7**  
**Thursday 8 December (Chepstow)**  
**14.00 – 16.00**

**Formations of Gender, Identity and Higher Education Pedagogies**

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<tr>
<th>J7.1</th>
<th>Pedagogical Relations in Higher Education: Power, Identity and Positioning (0065)</th>
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<tr>
<td>Burke</td>
<td>Penny Jane</td>
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<th>J7.2</th>
<th>Peer Relations in Higher Education: Constructing and Challenging Identities (0069)</th>
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<td>Crozier</td>
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<th>J7.3</th>
<th>‘It is like school sometimes, you know’ - peer group relations and the social construction of identities at a campus university (0107)</th>
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<td>Read</td>
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<th>J7.4</th>
<th>Formations of Gender and Higher Education Pedagogies Symposium: Pedagogic practices and their implications for inclusion/exclusion (0108)</th>
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<td>Hall</td>
<td>Peat Jo</td>
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**J8** Revelation or Irrelevance: engagement with ‘theory’ of new teachers in higher education(0054)
Finlay Ian, Horn Julia, Black Kathryn
University of Oxford, UK

**J9** The experiences of student-parents within higher education: national and institutional variations (0029)
Brooks Rachel
Brunel University, UK

**J10** Connections and community: some reflections on the long-term impact of a teaching development programme for new teachers at the University of Oxford (0101)
Horn Julia, Finlay Ian, Black Kathryn
University of Oxford, UK

**J11** What might this form be doing to this student? A reframing of ‘connections, communities and criticality’ in a focus on the ‘international’ student writer in the text. (0164)
Scott Mary
Institute of education, UK
J12.1 "From pictures into words: the changing meaning of success" (0156)
Page Margaret, Bowen Louise
University of the West of England, UK

J12.2 Predictive personality and ability indicators of academic performance at degree level (0166)
Bell Andy, Bakewell Cathy, Rowley Kevin
Manchester Metropolitan University, UK

14.45 – 15.15 Paper Presentations: Session K

K1  Session J1 continues

K2  Capital that counts in higher education (0063)
Watson Jo
University of Southampton, UK

K3  Intermediate qualifications and part-time students: the value of interim goals and credentials in post-modern lives. (0145)
Di Paolo Terry
The Open University, UK

K4.1 Changing Trends in the Flow of International Human Capital: From the Perspective of Foreign-trained Chinese PhD Elites in America, Britain and Australia (0205)
Zhou Tinghua¹
¹Monash University, Australia, ²Oxford University, UK

K4.2 'Tech Geeks' and 'Ad Freaks': Fostering Connections and Collaboration Across Disparate Student Groups (0219)
Owens Molly
University of Wales, Newport, UK

K4.3 Resilience, transition and the international student experience in diverse university settings (0226)
Caruana Vivienne
Leeds Metropolitan University, UK

K5  Crossing boundaries: investigating the transition from apprenticeship to higher education (0186)
Dismore Harriet
Brunel University, UK

K6  Distinctiveness as a route to sustainability for Higher Education Institutions (0140)
Scott Tricia, Gwinnett Anne
Oxford Brookes University, UK

K7  Session J7 continues
K8 Academic practice studies and the distinctiveness of researcher-led teaching (0153)
Hay David
King's College London, UK

K9 The consumption values of and empowerment of student as customer in higher education and its implications for higher education policy (0195)
Pimentel Botas Paulo Charles¹, van Andel Jeroen¹, Huisman Jeroen¹
¹Free University, The Netherlands, ²University of Bath, UK, ³University of Bath, UK

K10 Reclaiming the back-stage: collegial approaches to professional development for personal tutors (0223)
Huyton Jan
University of Wales In Cardiff, UK

K11 What are the reported Executive Functioning skills deficits in students with Specific Learning Difficulties compared to other students in higher education? (0125)
Thomas Marie, Kirby Amanda, Edwards Lisa
University of Wales Newport, UK

K12 Using a social constructivist model for inducting non-traditional students into vocational college based Higher Education. (0032)
Gray Claire, Swain Julie, Turner Rebecca
University of Plymouth, UK

15.30 – 16.00 Paper Presentations: Session L

L1 Symposium J1 continues

L2 Nurturing student voice to enhance the curriculum and influence institutional change: The case of the non-traditional student (0179)
Westhead Michele
King's College London, UK

L3 The role of affective-motivational factors in freshmen’s study time investment (0133)
Doumen Sarah, Broeckmans Jan, Masui Chris
Hasselt University, Belgium

L4 Session K4 continues

L5 Positive Futures for higher education? Understanding doctoral student dropout in Germany (0122)
Franz Anja
Institute for Higher Education Research (HoF), Germany

L6 Quality as Transformation: Explore Understandings at Doctoral Level Education (0099)
Cheng Ming, Taylor John
University of Brighton, UK
Symposium J7 continues

**Motivation: The role of prestige in academic life (0176)**
Kandiko Camille, Blackmore Paul  
King's College London, UK

**Expectations regarding graduate attributes and skills by early career PhD-graduates and their employers (0093)**
Pitt Rachael  
La Trobe University, Australia

Transforming Academic Practices through Transnational Teaching Experiences (0020)
Smith Karen  
University of Greenwich, UK

**New perspectives shaping the Higher Education Curriculum as a space for learning. (0232)**
Roberts Pamela  
Australian National University, Australia

Higher Education and Reproduction of Dominance: The Counter-hegemonic Experiences of Israeli Students (0066)
Levy Moshe  
Ariel University Center, Israel

16.00 – 16.30  Tea/ Coffee Break  Caernarfon Foyer

16.30 – 17.00  Paper Presentations: Session M

**Learning and earning: the expectations of level 1 and level 3 undergraduates (0154)**
Anchor John, Benešová Martina  
University of Huddersfield, UK

**Student Voices: Are creative jobs closed to new members, or can employability be acquired through the undergraduate degree experience? (0059)**
Higdon Rachel  
De Montfort University, UK

**Positive futures for final year undergraduate dissertations and projects (0071)**
Healey Mick  
Healey HE Consultants, UK

**Developing sustainable pedagogic models in a turbulent environment (0026)**
Anderson Deborah  
Kingston University, UK

**What makes an outstanding university teacher? Quantifying and classifying student descriptions of excellence in teaching (0017)**
Williamson Matthew  
Queen Mary, University of London, UK

**Student Perceptions of Outstanding Teaching (0150)**
Allsopp Nick, Clarke Jane  
De Montfort University, UK
M4.4  Student Satisfaction with their Learning Experience: Case for Student Participation and Involvement (0209)
Ghori Shakil
Oxford Brooks University, UK

M5  Developing Workforce Competencies in U.S. Postgraduate Geography (0249)
Solem Michael
Association of American Geographers, USA

M6  Identifying and Developing Leaders of the Future in Higher Education (0190)
Petrov Geory (Gueorgui)
Kingston University, UK

M7  Pedagogy 2.0: friend or foe? (0181)
Schoenborn Priska, Campbell-Barr Verity, Collett Tracey, Dalton Fiona, Huggins Valerie, Tidy Rebecca
University of Plymouth, UK

M8  Impact: Issues in the New Production of Knowledge (0110)
Watermeyer Richard
Cesagen, Cardiff University, UK

M9  Resistance is useless? The impact of policy change and accreditation practice in post-Bologna Germany (0119)
Harris-Huemmert Susan
University of Wurzburg, Germany

M10 Identity-trajectory: A different way of understanding the movement from doctoral student to graduate (0035)
McAlpine Lynn1, Turner Gill1, Amundsen Cheryl2
1University of Oxford, UK, 2Simon Fraser University, Canada

M11 Returns to Education for those Returning to Education: Evidence from Australia (0089)
Chesters Jenny, Watson Louise
University of Canberra, Australia

M12 Lecturers’ transition into novel researcher roles at new universities: The heuristic value of a new developed conceptual framework (0248)
van Winkel Monica A.1, Poell Rob2, van der Rijst Roeland M.3, Jurriëns Jan A.1
1HAN University of Applied Sciences, The Netherlands, 2Tilburg University, The Netherlands, 3ICLON-Leiden University Graduate School of Teaching, The Netherlands

17.15 – 17.45  Paper Presentations: Session N

N1  Where is the knowledge? Visions of high quality undergraduate education in UK policy documents ((0158)
Ashwin Paul1, Abbas Andrea2, McLean Monica3
1Lancaster University, UK, 2Teesside University, UK, 3University of Nottingham, UK

N2  Agency in new learning spaces: Students’ experiences of empowerment and disempowerment in virtual worlds (0151)
Mawer Matt
Coventry University, UK
N3  Demystifying the Doctoral Viva (0250)
Golding Berenice¹, Trafford Vernon²
¹Huddersfield University, UK, ²Anglia Ruskin University, UK

N4  Session M4 continues

Yang Min¹, Webster Beverley¹, Chau Albert¹, Ma Carol²
¹The University of Hong Kong, Hong Kong, ²Lingnan University, Hong Kong

N6  Survival in the academy: Policy challenges for maintaining academic standards in higher education.(0213)
Nulty Duncan
Griffith University, Australia

N7  ‘A golden layer on your skin?’ A narrative exploration of the experiences of ‘local Widening Participation’ and ‘international’ students in a UK higher education environment (0169)
Trahar Sheila
University of Bristol, UK

N8  Constructing academic (developer) identities: analysis of written feedback on summative portfolio assessment of new lecturers (0172)
Weller Saranne, Medland Emma
King's College London, UK

N9  Lost in translation? The role of reward and recognition in the Centres for Excellence in Teaching and Learning.(0019)
Turner Rebecca, Gosling David
University of Plymouth, UK

N10 University Sabbaticals and the Production of Pedagogic Space (0074)
Spencer Maureen
Middlesex University, UK

N11 Protecting Students at Risk of Forced Marriage: An Exploration of Perceptions and Awareness Amongst University Professionals (0116)
Gaffney-Rhys Ruth
University of Wales, Newport, UK

N12 What light can a sociocultural analysis shed on the changing nature of academic workgroup cultures: findings from a merging South African university (0245)
Mathieson Sue
Heriot Watt University, UK

19.00 – 20.00  Drinks Reception Open to All
Sponsored by Routledge/Taylor& Francis Group
Caernarfon Foyer

SRHE Network displays and discussions groups

20.00 – 22.30  Conference Dinner
Caernarfon Suite
### Friday 9 December 2011

#### 09.00 – 09.30  Paper Presentations: Session P

**P1**  
**What …? Consensus moderation? But, you’re probably doing it already!**(0212)  
*Nulty* Duncan  
Griffith University, Australia

#### Symposium P 1  
**Friday 9 December (Beaumaris 1)**  
**09.00 – 11.00**

**Learning and growing in a ‘foreign’ context: transitions and transformations of international students in UK higher education**

**P2.1**  
**Whose university? The policy context of the internationalisation of UK higher education and the implications for the student experience** (0067)  
*Humfrey* Christine  
University of Nottingham, UK

**P2.2**  
**Disruptions to the Doctoral Researcher Narrative: some international stories of the UK experience** (0083)  
*Trahar* Sheila  
University of Bristol, UK

**P2.3**  
**Exploring intercultural transitions in the internationalised classroom: the role of the formal curriculum** (0084)  
*Montgomery* Catherine  
Northumbria University, UK

**P2.4**  
**Transitions and Transformations at Home and Abroad: The Impact of Internationalisation on the Student Self** (0086)  
*Gu* Qing¹, *Schweisfurth* Michele², *Day* Christopher¹  
¹University of Nottingham, UK, ²University of Birmingham, UK

**P3**  
**Literacy in the Digital University: developing a research agenda** (0155)  
*Goodfellow* Robin  
The Open University, UK

**P4.1**  
**Corporate Sustainability and e-Tutoring for Disable Persons: Implications for Green Technology and Consumer Electronics driven Pedagogy** (0008)  
*Ariwa* Ezendu, *Okeke* John Paul Okeoma  
London Metropolitan University, UK

**P4.2**  
**An e-teaching inventory for blended environments in undergraduate higher education** (0163)  
*González* Carlos  
Pontificia Universidad Católica de Chile, Chile
Symposium P 5  Friday 9 December (Caerphilly)  09.00 – 11.00

Strategic Curriculum Change in Universities: Intersections of Theory and Practice

P5.1 Struggle for Control: the importance of social theory in research on the higher education curriculum (0121)
Coate Kelly
National University of Ireland- Galway, Ireland

P5.2 Strategic curriculum change: identity and role(0123)
Blackmore Paul
King’s College London, UK

P5.3 Strategic Curriculum Change: Global Trends (0124)
Kandiko Camille
King’s College London, UK

P5.4 The ever evolving curriculum: The influence of internal and external forces on disciplinary curriculum development (0134)
Geirsdóttir Guðrún
University of Iceland, Iceland

P6 Writing as transformative space? Examining the development of new lecturers through reflective writing (0023)
Turner Rebecca, Brown Tony, Edwards-Jones Andrew
1University of Plymouth, UK, 2University of Bristol, UK

P7 Academic Identity of Module Leadership; facilitating staff to lead and develop curriculum delivery in a global teaching community context.(0049)
Minett-Smith Cathy, Clay Heather
Middlesex University, UK

P8 Academics’ engagement with internationalisation of the curriculum: towards a more holistic understanding of teaching and learning at the coalface.(0238)
Green Wendy, Mertova Patricie
1The University of Queensland, Australia, 2Oxford University, UK

P9 Accessing higher education: the Portuguese case. The role of secondary schools league tables.(0167)
Neves Tiago, Pereira Maria João, Nata Gil, Teixeira Pedro
CIIE - University of Porto, Portugal

P10 Null, Conflict, or Complementary? The Research-Teaching-Nexus in Academic Practice(0117)
Bloch Roland, Wuermann Carsten
Martin-Luther-University, Germany

09.45 – 10.15  Paper Presentations: Session Q
Q1 Labor market, commerce and international education: What are Canada’s prospects at balancing key policy priorities? (0091)
Trilokekar Roopa1, Kizilbash Zainab1
1York University, Canada

Q2 Symposium P1 continues

Q3 A Systematisation of Types of Feedback: Similarity and diversity; how can types of feedback, developed and used in empirical studies in the field of higher education, be typified? (0243)
Karlsen Kristine Høeg
Østfold University College, Norway

Q4.1 Engaging the Net Generation Student (0015)
Nicholas Arlene, Lewis John
Salve Regina University, USA

Q4.2 Using Social Media to Build Communities of Practice across Disciplines, Programmes and Schools (0220)
Owens Molly, Nelson Elizabeth
University of Wales, Newport, UK

Q5 Symposium P5 continues

Q6 Lost sleep and triumphant moments: emotion in learning to supervise (0106)
Turner Gill
University of Oxford, UK

Q7 Developing mutuality in research and practice: Reflections on a student-lecturer collaborative enquiry into assessment feedback (0075)
McGinty Sam, McDonnell Jane, Curtis Will
De Montfort University, UK

Q8 Future literacies: authoring the posthuman text? (0226)
Gourlay Lesley
Institute of Education, UK

Q9 Markets Rule OK? The 2011 White Paper In Context (0224)
Brown Roger, Carasso Helen
Liverpool Hope University, UK

Q10 Issues in researching academic identity in different countries (0198)
Brew Angela1, Boud David2, Lucas Lisa3, Crawford Karin4
1Macquarie University, Australia, 2University of Technology, Sydney, Australia, 3University of Bristol, UK, 4The University of South Australia, Australia

Q11 The exercise of leadership in communities of practice: The Australian experience (0097)
Nagy Judy5, Star Cassandra1, Burch Anthony2, Cox Milton4, McDonald Jacquelin3
1Flinders University, Australia, 2Deakin University, Australia, 3University of Southern Queensland, Australia, 4University of South Australia, Australia, 5Miami University, USA
10.30 – 11.00  Paper Presentations: Session R

R1  A Secular Democracy does not need Universities (0016)  
   Turner David A.  
   University of Glamorgan, UK

R2  Symposium P1 continues

R3  ‘The Ethical Student’: Teaching Ethics for Critical Thinking in the Undergraduate Curriculum (0040)  
   Healey Ruth L1, Ribchester Chris1, Ross Kimberley2  
   1University of Chester, UK, 2University of Liverpool, UK

R  Online Assessment and Study Habits: Does it add up to better performance in quantitative modules? (0180)  
   Fitkov-Norris Elena, Lees Rebecca  
   Kingston University, UK

R5  Symposium P5 continues

R6  Performativity or peer-formativity?: Academics’ responses to research policy and regulation (0061)  
   Murray Rowena  
   University of Strathclyde, UK

R7  The pedagogic potential and challenge of digital media: institutional and sector-wide considerations for enhancing the student experience through digital voices (0191)  
   Newton Jethro1, Middleton Andrew2  
   1University of Chester, UK, 2Sheffield Hallam University, UK

R8.1  Practices and Approaches for the Integration of Teaching and Research (0200)  
   Verschoor Rianne, Alpay Esat  
   Imperial College London, UK

R8.2  An investigation into the feasibility of a science journal for a college’s partnership by consideration of student and staff views on research activity and publication. (0109)  
   Schofield Cathy1, Burton Francesca2  
   1Truro College, UPC, UK, 2University of Plymouth, UK

R9  Public-private substitution in UK higher education: Has cost-sharing gone too far? (0175)  
   Carpentier Vincent  
   Institute of Education, UK

R10  The Loneliness of the Higher Education Teacher. A Critical Discourse Analysis  
    Vogel Michael (0078)  
    Institute of Education, University of London, UK
R11  Leading Professors: professorial academic leadership as it is perceived by ‘the led’ (0229)
Evans Linda¹, Homer Matt¹, Rayner Steve²
¹University of Leeds, UK, ²Oxford Brookes University, UK

11.00 – 11.30  Tea/Coffee Break  Caernarfon Foyer

11.30 – 12.30  Research Directions-
A series of facilitated discussion seminars focusing on selected current research questions in research into higher education.

12.30 – 14.30  Lunch and Depart  Caernarfon Foyer