

## CONFERENCE PROGRAMME IN FULL

### Wednesday 7 December 2011

9.00	Registration Opens	Resort Main Foyer
11.30 – 11.45	Conference Welcome Helen Perkins, SRHE Director	Caernarfon Suite

<b>11.45 – 12.45</b>	<b>Opening Plenary Symposium</b>
	<b>Professor Hugh Lauder:</b> <b>Professor of Education and Political Economy, University of Bath</b>
	<i>How the global economy really works and how to thrive in it</i>
Session Chair	Professor Jeroen Huisman, University of Bath

### 14.00 – 14.30 Paper Presentations: Session A

Symposium A 1	Wednesday 7 December (Caernarfon)	14.00 – 16.00
<b>Higher Education and Student Mobility in Wales: Participation, Progress and Destinations</b>		
A1.1	<b>'Home', university choice and spatial mobility(0100)</b> Evans Ceryn Cardiff University, UK	
A1.2	<b>Stay, Leave or Return? Understanding Welsh Graduate Mobility(0012)</b> Bristow Gillian <sup>1</sup> , Pill Madeleine <sup>1</sup> , Davies Rhys <sup>1</sup> , Drinkwater Stephen <sup>2</sup> <sup>1</sup> Cardiff University, UK, <sup>2</sup> Swansea University, UK	
A1.3	<b>The Effects of Widening Access on the Progression and Outcomes of Higher Education Students – Mobility, Low Participation Neighbourhoods and the Welsh Baccalaureate Qualification(0103)</b> Taylor Chris, Rees Gareth, Wilkins Clair, Davies Rhys Cardiff University, UK	
A1.4	<b>'Home and Away': higher education, mobility and localities(0105)</b> Rees Gareth, Taylor Chris, Sloan Luke Cardiff University, UK	
A1.5	<b>'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)</b> Donnelly Michael Cardiff University, UK	

- A2      **Understanding social science students' choices and experiences: exploring the role of consumption.(0178)**  
**Abbas** Andrea<sup>1</sup>, **Ashwin** Paul<sup>1</sup>, **McLean** Monica<sup>1</sup>  
<sup>1</sup>Teesside University, UK, <sup>2</sup>University of Lancaster, UK, <sup>3</sup>University of Nottingham, UK
- A3      **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.(0087)**  
**Kelly** Kieran  
University of the West of England, UK
- A4.1    **The quality agenda as a socio-political process: some issues on knowledge and subjectivity(0118)**  
**Filippakou** Ourania<sup>1</sup>, **Tapper** Ted<sup>2</sup>  
<sup>1</sup>University of Nottingham, UK, <sup>2</sup>Oxford Centre for Higher Education Policy Studies, UK
- A4.2    **Shaping the future of the Chilean higher education: An analysis of the quality assurance instruments (0182)**  
**Cabezas** Francisca  
Université de Paris Ouest Nanterre, France
- A4.3    **Failure of theory: grounding academic standards between rationality and interpretation(0149)**  
**Bloxham** Sue  
University of Cumbria, UK
- A4.4    **Quality assurance of assessment through consensus moderation: A reporting framework for institutional engagement (0221)**  
**Nulty** Duncan  
Griffith University, Australia
- A5      **Collegiality versus managerialism - the binary that binds us (0025)**  
**Kligyte** Giedre<sup>1</sup>, **Barrie** Simon<sup>2</sup>  
<sup>1</sup>University of New South Wales, Australia, <sup>2</sup>The University of Sydney, Australia
- A6      **Negative Capability, Leadership and Trust in a Recession in UK Higher Education (0218)**  
**Jameson** Jill  
University of Greenwich, UK
- A7      **Putting the VLE before the HE: Prior training increases course engagement (0203)**  
**Hutchings** Paul  
Swansea Metropolitan University, UK

- A8.1 **From training 'professionals' towards educating 'professional scholars'(0041)**  
**Griffioen Didi**  
 Amsterdam - University of Applied Sciences, The Netherlands
- A8.2 **A phenomenographic study of academic identity construction within the context of a postgraduate certificate in teaching in higher education.(0056)**  
**Buckley Charles**  
 Bangor University, UK
- A8.3 **Strengthening the Core: Uncovering and meeting the Challenges experienced by Programme Leaders and Principal Lecturers(0162)**  
**Clarke Jane, naza Rob, John Bob**  
 De Montfort University, UK
- A8.4 **Changing professional identities and practice styles within the HE in FE sector: the role of research and scholarly activity(0081)**  
**McKenzie Liz, Turner Rebecca, Gale Ken**  
 University of Plymouth, UK
- A8.5 **Environments for development and learning: making use of Cultural-Historical Activity Theory (CHAT) to understand transformative learning contexts in higher education (0141)**  
**Messenger Hazel**  
 London Metropolitan University Business School, Ukraine

- A9 **Leading and managing research excellence in a post-92 university(0138)**  
**Proctor Mark**  
 University of Sunderland, UK

**Symposium A 10** **Wednesday 7 December (Denbigh 1)** **14.00 – 15.15**  
**Gender and Research Policy in Europe**

- A10.1 **The Changing Research Landscape in Ireland and its Impact on Gender**  
**Coate Kelly (0127)**  
 National University of Ireland, Ireland
- A10.2 **Gendered Careers in Polish Universities and Their Context(0131)**  
**Siemienska Renata**  
 Warsaw University, Poland
- A10.3 **Gender equality and meritocracy in research policy in Sweden(0161)**  
**Alnebratt Kerstin, Jordansson Birgitta**  
 University of Gothenburg, Sweden
- A10.4 **Gender and the implications of current Government research policy for academic research on higher education in the UK(0165)**  
**Leathwood Carole<sup>1</sup>, Read Barbara<sup>1</sup>**  
<sup>1</sup>London Metropolitan University, UK, <sup>2</sup>University of Roehampton, UK

- 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 Orthodoxies(0090)**  
**Boden** Rebecca<sup>1</sup>, **Epstein** Debbie<sup>2</sup>  
<sup>1</sup>Roehampton University, UK, <sup>2</sup>Cardiff 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 Phenomena: 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
- C11** **A Time of Transition: the student experience of higher education, 1989–2010(0052)**  
**Williams** James  
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

- D2 **Who am I and what keeps me going? Profiling the successful distance student.(0139)**  
**Baxter** Jaqueline-Aundree  
The Open University UK
- D3 **Connecting propositional knowledge to professional practice: what is the future for module specification documents? (0201)**  
**Baughan** Patrick  
City University London, UK
- D4.1 **The professoriate: changing realities, attitudes and perceptions of higher education's elite community in the UK and the US (0060)**  
**Court** Stephen  
University and College Union, UK
- D4.2 **Exploring the impact of a formal career mentoring scheme for women professional managers in higher education (0168)**  
**Gander** Michelle  
The Open University, UK
- D5 **Staff and student beliefs about 'good teaching' at university (0152)**  
**Round** Anna  
University of Sunderland, UK
- D6 **Becoming an Engaged Institution: A Multi-Case Study of Carnegie Community-Engaged Institutions(0137)**  
**Ward** Elaine<sup>1</sup>, **Saltmarsh** John<sup>2</sup>, **Giles** Dwight<sup>2</sup>, **Buglione** Suzanne<sup>2</sup>, **Piskadlo** Kevin<sup>2</sup>  
<sup>1</sup>Dublin Institute of Technology, Ireland, <sup>2</sup>University of Massachusetts, USA
- D7 **Internal deliberation and learning environments: possibilities for a realist social theory of student learning (0045)**  
**Kahn** Peter  
University of Liverpool, UK
- D8 **Shining a light on doctoral reading: Implications for doctoral identity**  
**McAlpine** Lynn (0034)  
University of Oxford, UK
- D9 **Adaptation of duality: unique responses of dual-sector institutions**  
**Saraswat** Arti (0192)  
University of West London, UK
- D10 **The use of research in institutional change: A case study of undergraduate research(0202)**  
**Brew** Angela  
Macquarie University, Australia
- D11.1 **Exploring student and tutor perceptions of feedback in Post Graduate study(0030)**  
**Hramiak** Alison<sup>1</sup>, **Boulton** Helen<sup>2</sup>  
<sup>1</sup>Sheffield Hallam University, UK, <sup>2</sup>Nottingham Trent University, UK
- D11.2 **The supervisor as the supervised (0006)**  
**Stephens** Simon  
Letterkenny Institute of Technology, Ireland

17.15 – 17.45 **SRHE Presidential Address:**  
**Professor Sir David Watson** Caernarfon Suite

*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 Caernarfon Foyer

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

**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**

- E8.1 **Challenging scenarios in academia: Latin-American academics coping in the UK. (0206)**  
**Bertani Tress** Maria  
 University of Leeds, UK
- E8.2 **Challenges of University Mergers as Experienced by Finnish Academic Staff (0227)**  
**Ursin** Jani  
 University Of Jyväskylä, Finland
- E8.3 **The worst of times? A tale of two HEIs in France(0235)**  
**Evans** Linda  
 University of Leeds, UK
- E8.4 **Challenging Times: an analysis of current developments and future prospects for industrial relations in the UK HE sector (0104)**  
**Mercer** Justine<sup>1</sup>, **Stevenson** Howard<sup>2</sup>  
<sup>1</sup>Warwick Institute of Education, UK, <sup>2</sup>University of Lincoln, UK

- E9 **Incentivising Knowledge Exchange: A comparison of vision, strategies, policy and practice in English and Scottish Higher Education (0170)**  
**Kitagawa** Fumi<sup>1</sup>, **Lightowler** Claire<sup>2</sup>  
<sup>1</sup>University of Manchester, UK, <sup>2</sup>Institute 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

- E11.2 **Experimental universities in Brazil: a new model of access and public engagement in higher education?(0197)**  
**McCowan** Tristan  
Institute of Education, UK
- E11.3 **Linking Level 3 to Level 4 Curriculum through a Community Heritage (0051)**  
**Knight** Elaine  
University of Wales, Newport, UK
- E11.4 **The Hong Kong Education Reform: The Research Agenda for Higher Education (0094)**  
**Mole** David  
The Hong Kong University of Science and Technology, China

- E12.1 **Negotiating knowing and not knowing: An identity perspective on doctoral students' experiences in the dissertation defence (0039)**  
**Chen** Shuhua  
McGill University, Canada
- E12.2 **Art as research and its methodologies: approaches to process and practice in a PhD in creative writing (0189)**  
**Thompson** Pam  
De Montfort University, UK

#### 09.45 – 10.15 Paper Presentations: Session F

- F1 **The future of UK higher education: the changing landscape (0027)**  
**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 (0013)**  
**Stevenson** Jacqueline  
Leeds Metropolitan University, UK
- F3 **Towards an Application of Theory to Virtual Worlds: from the Virtual to the Actual(0111)**  
**Green** Julian  
University of the West of England, UK
- F4.1 **People counting people: Resourcing human resources in HE (0132)**  
**Waring** Matthew<sup>1</sup>, **Boden** Rebecca<sup>2</sup>, **Prokop** Daniel<sup>1</sup>  
<sup>1</sup>UWIC, UK, <sup>2</sup>Roehampton 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.(0159)**  
**Jones** Joanna, **Jones** Edward  
University of Wales, UK
- F4.3 **How can an institution of higher education become lean? Methods of higher school restructuring.(0193)**  
**Maciag** Justyna  
The Jerzy Kukuczka 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  
BCCouncil on Admissions and Transfer, Canada
- F10 **Measuring the Societal Impacts of Universities’ Research nto Arts and Humanities: National Perspectives and International Comparisons (0215)**  
**Ward** Elaine<sup>1</sup>, **Benneworth** Paul<sup>2</sup>, **Hazelkorn** Ellen<sup>1</sup>, **Guldbrandsen** Magnus<sup>3</sup>  
<sup>1</sup>Dublin Institute of Technology, Ireland, <sup>2</sup>University of Twente, The Netherlands, <sup>3</sup>NIFU, 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

- G5 **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
- G6 **In search of lost freedoms?: examining academics' positionings towards the neoliberal stance in universities (0222)**  
Fanghanel Joelle  
University of West London, UK
- G7 **Access to 'pedagogic rights': the teaching and learning of social science in English universities (0068)**  
McLean Monica<sup>1</sup>, Abbas Andrea<sup>2</sup>, Ashwin Paul<sup>3</sup>  
<sup>1</sup>University of Nottingham, UK, <sup>2</sup>Teesside University, UK, <sup>3</sup>Lancaster University, UK
- G8 Session F8 continues
- G9 **A Potential Concern about a Positive Future for American Higher Education and the American Economy: A Comparison of Degrees Awarded in STEM Fields in the US and China. (0217)**  
Frances Carol  
Claremont Graduate University, USA
- G10 Session F10 continues
- G11 Session E11 continues
- G12 **Being a University Lecturer in a Professional Field: tensions within boundary-crossing workplace contexts (0085)**  
Boyd Pete, Smith Caroline  
University of Cumbria, UK

11.00 – 11.30 Tea/ Coffee Break

Caernarfon Foyer

**11.30 – 12.00 Paper Presentations: Session H**

- H1 **A Mixed Methods Study of Medical School Admissions: Issues of Fairness and Predicting Student Performance (0239)**  
Wright Sarah  
Newcastle University, UK
- H2 **Engaging culturally and linguistically diverse first year students by integrating curriculum and pedagogy: an Australian case study. (0241)**  
Laming Madeleine  
Australian Catholic University, Australia
- H3 **Student - tutor relationships in art and design higher education: tutor perspectives (0231)**  
Shreeve Alison, Batchelor Ray  
Buckinghamshire New University, UK
- H4 **The Impact of Welsh Government Policy on Education for Sustainable Development and Global Citizenship in Higher Education (0021)**  
Glover Alison, D'Cruz Brendan  
University of Wales, Newport, UK
- H5 **The executives' standard on research competence of teachers in Dutch non-university higher education institutions(0174)**  
Boerma Josefina, de Jong Uulkje, Griffioen Didi  
University of Applied Science of Amsterdam, Afghanistan

- H6 **Early Mover Advantages: An Analysis of the United Kingdom Higher Education Institutions (UKHEIs) (0024)**  
**Abdul**<sup>1</sup>Majeed Anitha Banu,  
**Taylor** John<sup>1</sup>  
<sup>1</sup>University of Liverpool, UK
- H7 **Changes in epistemological beliefs among undergraduate students: programme components and learning experiences (0244)**  
**Cheng** May<sup>1</sup>, **Wong** Angel<sup>1</sup>  
<sup>1</sup>The University of Oxford, UK, <sup>2</sup>The Hong Kong Institute of Education, China
- H8 **Individual in a large scale collaboration – being a small piece in a big puzzle(0237)**  
**Lindsey** Laura  
Newcastle University, UK
- H9.1 **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
- H9.2 **The importance of the tacit dimension and the limits of “impact” for research (0012)**  
**Gough** Martin  
University of Kent, UK
- H10 **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
- H11.1 **Endeavours of Higher Education Commission Pakistan Towards Quality Education: Policies and Challenges (0088)**  
**Fazal** Shawana<sup>1</sup>, **Majoka** Muhammad Iqbal<sup>1</sup>, **Atif** Muhammad<sup>2</sup>  
<sup>1</sup>Department of Education, Hazara University, Pakistan, <sup>2</sup>Pakistan Telecommunication Company Limited, Pakistan
- H11.2 **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
- H12.1 **Higher education and employability: developing a critical conversation with students (0147)**  
**Pegg** Ann  
The Open University, UK
- H12.2 **Unknowing and unprepared? Undergraduate expected labour market outcomes and career management strategies(0157)**  
**Scurry** Tracy<sup>1</sup>, **Blenkinsopp** John<sup>1</sup>  
<sup>1</sup>Newcastle University, UK, <sup>2</sup>Teeside University, UK

**12.15 – 13.00 Keynote Address: Professor Maria Helena Nazaré  
President, European Universities Association**

*A new old role for University*

Caernarfon Suite

Chair: Professor Yvonne Hillier, SRHE Chair

**13.00 – 14.00 Lunch**

Caernarfon Foyer

**13.30 – 14.00 Annual General  
Meeting**

Beaumaris Suite

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

<b>Symposium J 1</b>		<b>Thursday 8 December (Caernarfon)</b>	<b>14.00 – 16.00</b>
<b>Higher Education, Equity and the Public Good</b>			
J1.1	<b>Higher education and development: whose public good? (0057)</b> <b>Walker</b> Melanie <sup>1</sup> <sup>1</sup> University of Nottingham, UK, <sup>2</sup> University of the Free State, South Africa		
J1.2	<b>Community engagement and the idea of a 'good university' (0120)</b> <b>Webb</b> Sue Monash University, Australia		
J1.3	<b>Regional governance of higher education: Purpose, values and academic capitalism - the case of the small Gulf states (0183)</b> <b>Findlow</b> Sally Keele University, UK		
J1.4	<b>What is wrong with global inequality in higher education? Public good, reciprocity and associational justice (0187)</b> <b>Unterhalter</b> Elaine Institute of Education, University of London, UK		

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

- 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

Symposium J 7		Thursday 8 December (Chepstow)	14.00 – 16.00
<b>Formations of Gender, Identity and Higher Education Pedagogies</b>			
J7.1	<b>Pedagogical Relations in Higher Education: Power, Identity and Positioning (0065)</b>	<b>Burke</b> Penny Jane Roehampton University, UK	
J7.2	<b>Peer Relations in Higher Education: Constructing and Challenging Identities (0069)</b>	<b>Crozier</b> Gill Roehampton University, UK	
J7.3	<b>'It is like school sometimes, you know' - peer group relations and the social construction of identities at a campus university (0107)</b>	<b>Read</b> Barbara Roehampton University, UK	
J7.4	<b>Formations of Gender and Higher Education Pedagogies Symposium: Pedagogic practices and their implications for inclusion/exclusion (0108)</b>	<b>Hall</b> Julie, <b>Peat</b> Jo Roehampton University, UK	

- 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** Tinghua<sup>1</sup>  
<sup>1</sup>Monash University, Australia, <sup>2</sup>Oxford 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 Charles<sup>1</sup>, van Andel Jeroen<sup>1</sup>, Huisman Jeroen<sup>1</sup>**  
<sup>1</sup>Free University, The Netherlands, <sup>2</sup>University of Bath, UK, <sup>3</sup>University 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
- Supporting students, an academic matter?**  
**Myers Janette**  
St George's, University of London
- 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

- L7 Symposium J7 continues
- L8 **Motivation: The role of prestige in academic life (0176)**  
**Kandiko** Camille, **Blackmore** Paul  
King's College London, UK
- L9 **Expectations regarding graduate attributes and skills by early career PhD-graduates and their employers(0093)**  
**Pitt** Rachael  
La Trobe University, Australia
- L10 **Transforming Academic Practices through Transnational Teaching Experiences(0020)**  
**Smith** Karen  
University of Greenwich, UK
- L11 **New perspectives shaping the Higher Education Curriculum as a space for learning. (0232)**  
**Roberts** Pamela  
Australian National University, Australia
- L12 **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

- M1 **Learning and earning: the expectations of level 1 and level 3 undergraduates (0154)**  
**Anchor** John, **Benešová** Martina  
University of Huddersfield, UK
- M2 **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
- M3 **Positive futures for final year undergraduate dissertations and projects (0071)**  
**Healey** Mick  
Healey HE Consultants, UK
- M4.1 **Developing sustainable pedagogic models in a turbulent environment (0026)**  
**Anderson** Deborah  
Kingston University, UK
- M4.2 **What makes an outstanding university teacher? Quantifying and classifying student descriptions of excellence in teaching (0017)**  
**Williamson** Matthew  
Queen Mary, University of London, UK
- M4.3 **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 Georgy (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 Lynn<sup>1</sup>, Turner Gill<sup>1</sup>, Amundsen Cheryl<sup>2</sup>**  
<sup>1</sup>University of Oxford, UK, <sup>2</sup>Simon 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.<sup>1</sup>, Poell Rob<sup>2</sup>, van der Rijst, Roeland M.<sup>3</sup>, Jurriëns Jan A.<sup>1</sup>**  
<sup>1</sup>HAN University of Applied Sciences, The Netherlands, <sup>2</sup>Tilburg University, The Netherlands, <sup>3</sup>ICLON-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 Paul<sup>1</sup>, Abbas Andrea<sup>2</sup>, McLean Monica<sup>3</sup>**  
<sup>1</sup>Lancaster University, UK, <sup>2</sup>Teesside University, UK, <sup>3</sup>University 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** Berenice<sup>1</sup>, **Trafford** Vernon<sup>2</sup>  
<sup>1</sup>Huddersfield University, UK, <sup>2</sup>Anglia Ruskin University, UK
- N4 Session M4 continues
- N5 **Service Experience as A Goal-oriented Self-regulated Process for Whole Person Development: A Conceptual Model(0233)**  
**Yang** Min<sup>1</sup>, **Webster** Beverley<sup>1</sup>, **Chau** Albert<sup>1</sup>, **Ma** Carol<sup>2</sup>  
<sup>1</sup>The University of Hong Kong, Hong Kong, <sup>2</sup>Lingnan 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** Caernarfon Foyer  
 Sponsored by Routledge/Taylor& Francis Group

**SRHE Network displays and discussions groups**

20.00 – 22.30 **Conference Dinner** Caernarfon Suite

Presentation of newly appointed SRHE Fellows  
and Newer Researchers' Award Winners

22.30 – 00.30 **Disco**

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** Qing<sup>1</sup>, **Schweisfurth** Michele<sup>2</sup>, **Day** Christopher<sup>1</sup>  
<sup>1</sup>University of Nottingham, UK, <sup>2</sup>University 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
<b>Strategic Curriculum Change in Universities: Intersections of Theory and Practice</b>			
P5.1	<b>Struggle for Control: the importance of social theory in research on the higher education curriculum (0121)</b> Coate Kelly National University of Ireland- Galway, Ireland		
P5.2	<b>Strategic curriculum change: identity and role(0123)</b> Blackmore Paul King's College London, UK		
P5.3	<b>Strategic Curriculum Change: Global Trends (0124)</b> Kandiko Camille King's College London, UK		
P5.4	<b>The ever evolving curriculum: The influence of internal and external forces on disciplinary curriculum development (0134)</b> Geirsdóttir Guðrún University of Iceland, Iceland		

- P6 **Writing as transformative space? Examining the development of new lecturers through reflective writing (0023)**  
Turner Rebecca<sup>1</sup>, Brown Tony<sup>2</sup>, Edwards-Jones Andrew<sup>1</sup>  
<sup>1</sup>University of Plymouth, UK, <sup>2</sup>University 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<sup>1</sup>, Mertova Patricie<sup>1</sup>  
<sup>1</sup>The University of Queensland, Australia, <sup>2</sup>Oxford 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** Roopa<sup>1</sup>, **Kizilbash** Zainab<sup>1</sup>  
<sup>1</sup>York University, Canada, <sup>2</sup>York University, Canada
- Q2 Symposium P1 continues
- Q3 **A Systemisation 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** Angela<sup>1</sup> **Boud** David<sup>2</sup>, **Lucas** Lisa<sup>3</sup>, **Crawford** Karin<sup>4</sup>  
<sup>1</sup>Macquarie University, Australia, <sup>2</sup>University of Technology, Sydney, Australia, <sup>3</sup>University of Bristol, UK, <sup>4</sup>The University of Lincoln, UK
- Q11 **The exercise of leadership in communities of practice: The Australian experience (0097)**  
**Nagy** Judy<sup>5</sup>, **Star** Cassandra<sup>1</sup>, **Burch** Anthony<sup>2</sup>, **Cox** Milton<sup>4</sup>, **McDonald** Jacqueline<sup>3</sup>  
<sup>1</sup>Flinders University, Australia, <sup>2</sup>Deakin University, Australia, <sup>3</sup>University of Southern Queensland, Australia, <sup>4</sup>Miami University, USA, <sup>5</sup>University of South Australia, Australia

**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 L<sup>1</sup>, **Ribchester** Chris<sup>1</sup>, **Ross** Kimberley<sup>2</sup>  
<sup>1</sup>University of Chester, UK, <sup>2</sup>University 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** Jethro<sup>1</sup>, **Middleton** Andrew<sup>1</sup>  
<sup>1</sup>University of Chester, UK, <sup>2</sup>Sheffield 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** Cathy<sup>1</sup>, **Burton** Francesca<sup>2</sup>  
<sup>1</sup>Truro College, UPC, UK, <sup>2</sup>University 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 Linda<sup>1</sup>, Homer Matt<sup>1</sup>, Rayner Steve<sup>2</sup>**  
<sup>1</sup>University of Leeds, UK, <sup>2</sup>Oxford 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