Conference Programme in Full

Wednesday 11 December 2013

09.00  Registration & Exhibitions open  Caernarfon Foyer
10.45-11.00  Conference Welcome  Caernarfon Suite
            Helen Perkins, SRHE Director

11.00 – 12.00  Keynote address: Professor Philip Altbach, Boston College, USA

Global higher education: identifying the main trends and transformations which will define and shape the future of international higher education?

Chair: Professor Jill Jameson, Chair SRHE, University of Greenwich

12.15 – 12.45  Paper Presentations: Session A  Breakout Rooms

A1  Women Academics: An International Comparison (0075)
    Sarah Jane Aiston, Jisun Jung, University of Hong Kong, Hong Kong

A2  A winding stair: implementing and establishing a common framework for QA in European higher education (0145)
    Julie Rattray¹, Ray Land¹, Catherine Owen², Heather Eggings², George Gordon²
    ¹Durham University, UK, ²Strathclyde University, UK

A3  Personas (0064)
    John Francis, Brunel University, UK

A4  From the ‘local’ to the ‘global’: the shift towards new knowledge in creative writing research. (0244)
    Pam Thompson, De Montfort University, UK

A5  Transforming the Student Experience with “Practitioner Insights”: an initiative to combine up-to-date curriculum development and employability skills (0090)
    Deborah Anderson, Kingston University, UK
A6  The significance of knowledge structures in Technology-Enhanced Learning: A
Bernsteinian analysis of the TPACK* framework. (*TPACK = Technology, Pedagogy
and Content Knowledge) (0001)
Ian Kinchin, University of Surrey, UK

A7  The sociomaterial workings of a college writing assignment (0084)
Ibrar Bhatt, University of Leeds, UK

A8  Impact and Effectiveness of Widening Access to Higher Education in Wales. (0009)
Ceryn Evans, Caroline Wright, Chris Taylor, Gareth Rees, Cardiff University, UK

A9  Non Traditional Students in Higher Education: Understanding learning experiences
and trajectories to enhance quality (0161)
Ana Baptista¹, Susana Ambrosio¹, Lucília Santos², Henrique Fonseca³
¹University of Aveiro, UINFOC/CIDTFF, Portugal, ²University of Aveiro, Physics
Department/UINFOC/CIDTFF, Portugal, ³University of Aveiro, Biology
Department/UINFOC/CIDTFF, Portugal

A10  Student Engagement With VLEs: Why And Why Not? (0199)
Paul Hutchings, Paul Grey, Swansea Metropolitan University of Wales Trinity Saint David, UK

A11  On the governance of higher education in college systems (0135)
Gareth Parry, University of Sheffield, UK

12.45 – 13.15  Paper Presentations: Session B  Breakout Rooms

B1  Educational development and sustainable development: common fields or different
discourses? (0189)
Patrick Baughan, City University London, UK

B2  Quality Assurance in “Shell Modules” - Negotiated Curriculum and Informing
Best Practice (0068)
Rosemary Borup¹, Hanifa Shah², ¹Staffordshire University, UK, ²Birmingham City University, UK

B3  The transforming practice of team teaching (0065)
Catherine Minett-Smith¹, Carole Davis², ¹University of Bedfordshire, UK, ²Middlesex
University, UK

B4  Drawing, judgement and design of “epistemic things”: windows on the corporeal body
of the scientist and her or his relations in new knowledge-making culture (0247)
David Hay, King's College London, UK

B5  Where has postgraduate study grown? An international comparative analysis. (0024)
Michelle Morgan, Kingston University, UK

B6  Pedagogic Stratification and the Shifting Landscape of Higher Education (0004)
Jacqueline Stevenson¹, Penny Jane Burke¹, ¹Leeds Metropolitan University, UK, ²University of Sussex, UK

B7 Digital natives revisited: the need to reorganize academic institutions and conceptual categories in a digital world (0087)
Tine Wirenfeldt Jensen, Charlotte Albrechtsen, Nicholai Friis Pedersen, Aarhus University, Denmark

Anna Smolentseva, National Research University - Higher School of Economics, Russia

B9 Navigating Student Progression: Should I stay or should I go? (0116)
Claire Gray, Julie Swain, Plymouth University, UK

B10 Transformative assessment cultures in higher education: lessons from Denmark (0201)
Catherine Montgomery, University of Hull, UK

B11 Strategy, identity and Europeanisation: reformulating the past and imagining the future in CEE and SEE universities. (0012)
Catherine Owen¹, ¹Durham University, UK, ²University of Glasgow, UK

B12 Experience and transformative processes (0273)
Else Marie Kaasboel, VIA-University College, Denmark

13.15 – 14.15 Lunch Caernarfon Foyer

13.45 – 14.15 Poster Session 1 Caernarfon Foyer

13.45 – 14.15 Meet the Editors -SRHE Book Series
Routledge Stand Caernarfon Foyer

14.15 – 14.45 Paper Presentations: Session C Breakout Rooms

C1.1 Academic mobility at the intersection of development aid and research policy: Mobility and career development of Ph.D. graduates in the Swedish development support to research capacity building in Mozambique 1990 – 2013 (0088)
Paula Mählck¹, Måns Fellesson², ¹Department of Education, Stockholm University, Sweden, ²Nordic Africa Institute, Sweden

C1.2 Aspiration, Achievement and Abandonment in ‘The World’s Best Country’: Merit and Equity or Smoke and Mirrors? (0097)
**C1.3 Global horizons and imaginary spaces: travel and experience among transnational students in Sweden (0104)**

Ulf Mellström¹, Per-Anders Forstorp², ¹Centre for Gender Studies, Karlstad University, Sweden, ²Department for Studies of Social Change and Culture, Linköping University, Sweden

**C1.4 The gender distribution among foreign academics in the Norwegian HE system (0174)**

Agnete Vabø, Rachel Sweetman, Nordic Institute for Studies in Innovation, Research and Education, Norway

**C2 Austerity and the academy in England and internationally: market discipline and the restructuring of the academic workforce. (0041)**

William Locke, Institute of Education, University of London, UK

**C3 'Can I just check...do we HAVE to do this?': Exploring staff motivations for applying for HEA fellowship (0067)**

Lucy Spowart, Rebecca Turner, Deborah Shenton, Pauline Kneale, Plymouth University, UK

**C4 Doctoral employability as read in job adverts (0121)**

Rachael Pitt¹, Inger Mewburn⁰, ¹La Trobe University, Australia, ²The Australian National University, Australia

**C5.1 Collaborative enquiry and democratic fellowship. Developing a scale-able model of student-lecturer research collaboration. (0076)**

Jane McDonnell, King's College London, UK

**C5.2 Students as co-developers of learning and teaching: Conceptualising ‘student voice’ in professional development (0093)**

Saranne Weller, Camille B. Kandiko, King's College London, UK

**C5.3 Student Expectations and Perceptions of Higher Education (0099)**

Camille Kandiko, Matthew Mawer, King's College London, UK

**C5.4 A missing voice: students as co-inquirers in higher education research (0157)**

Thushari Welikala, King's College London, UK

**C6 Moving Targets: the elusiveness of student voice in higher education. (0020)**

Denise Batchelor¹, Soren Smedegaard Bengtsen², ¹Institute of Education, UK, ²Aarhus University, Denmark

**C7 Harnessing digital potential: a curriculum approach to the use of Digital Learning Environments (0089)**

Trudi Cooper, Rebecca Scriven, Edith Cowan University, Australia

**C8.1 Cross-border study within the UK: a new dimension of inequality? (0059)**

Linda Croxford, David Raffe, University of Edinburgh, UK
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<td>C8.2</td>
<td>It may as well be nine million”: initial responses to higher tuition fees at English Universities by academically able students in low-participation schools (0061)</td>
<td>Steven Jones, University of Manchester, UK</td>
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<td>C8.3</td>
<td>Earning Expectations of University Students: Evidence from English Business Schools (0070)</td>
<td>John Anchor, Martina Benešová, University of Huddersfield, UK</td>
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<td>C8.4</td>
<td>Can contextual data aid ‘fair admission”? (0162)</td>
<td>Anna Mountford-Zimdars, Janet Graham, 1King's College London, UK, 2Supporting Professionalism in Admissions, UK</td>
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<td>C9</td>
<td>Live, Serve, Learn: A Critical Reflection on a Journey of an International Service-Learning Programme of a Residential College in Macau, China (0124)</td>
<td>Sancia Wai-San Wan, East Asia College, University of Macau, Macao</td>
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<td>C10</td>
<td>Feedback: A thematic analysis of focus group discussion of what students get and what students want. (0204)</td>
<td>Victoria Scaife, Neil Cooper, Ellen Lynch, University of East Anglia, UK</td>
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<td>C11.1</td>
<td>Ensuring a quality student experience: we all have our parts to play (0175)</td>
<td>Sylvie A. Lamoureux, University of Ottawa, Canada</td>
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<td>C11.2</td>
<td>A data-driven institutional approach to service transformation (0205)</td>
<td>Olivier Dupuis, Karine Turner, University of Ottawa, Canada</td>
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<td>C11.3</td>
<td>&quot;Blast from the past”: how tracing student voice and experience in real-time and across sectors allows for a picture that is bigger than the sum of its parts (0206)</td>
<td>Karine Turner, Olivier Dupuis, University of Ottawa, Canada</td>
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<td>C11.4</td>
<td>&quot;So, what does this mean?” Data informed decision making at the University of Ottawa… and elsewhere? (0208)</td>
<td>Sonia Cadieux, Jean-Luc Daoust, University of Ottawa, Canada</td>
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<td>C12</td>
<td>Sitting in the gaps? Exploring the impact of student number controls on college-based higher education in England (0216)</td>
<td>Carol Taylor, Colin McCaig, Sheffield Hallam University, UK</td>
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<td><strong>15.00 – 15.30</strong> Paper Presentations: Session D Breakout Rooms</td>
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<td>D2</td>
<td>How do universities interpret learning environment? (0231)</td>
<td>Iyad Abualrub, University of Oslo, Norway</td>
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D3  Between performativity and authenticity: researching reflection in doctoral students' electronic teaching portfolios (0092)
Helga Dorner, Joanna Renc-Roe, Central European University, Hungary

D4  Taking a leap of faith: How young scholars all over the world forge ahead for successful research careers. (0182)
Irene Friesenhahn¹, Catherine Beaudry², ¹Global Young Academy, Germany, ²École Polytechnique de Montréal, Canada

D6  Ethical thinking in a disciplinary context: the ethical development of undergraduates and expectations of tutors in the arts, social and pure sciences (0022)
Ruth Healey, University of Chester, UK

D7  The digital university: translocal, transtemporal (0108)
Phil Sheail, University of Edinburgh, UK

D9  What is implied? Exclusion of STEM students by the curriculum (0128)
Lars Ulriksen, Lene M Madsen, Henriette T Holmegaard, University of Copenhagen, Denmark

D10  Learning capabilities for the university of ‘hard knocks’: case studies of tensions in compensatory pedagogies in the UK and Australia. (0211)
Sue Webb, Monash University, Australia

D12  Professional Accreditation in a Climate of ‘Managerial’ Accountability: Teacher Educators’ Strategies, Accountability and Professional Responsibility? (0165)
Ciaran Sugrue¹, Tone Dyrdal Solbrekke⁰, ¹University College Dublin, Ireland, ⁰University of Oslo, Norway

15.45 – 16.15  Paper Presentations: Session E  Breakout Rooms

E2  Obliquity Leadership: Successful Circuiting the Dean’s Disease in Higher Education (0260)
Jill Jameson, University of Greenwich, UK

E3  Capacity building in advanced social science research methods: Researching teaching and learning processes (0098)
Daniel Kilburn, Melanie Nind, Rose Wiles, University of Southampton, UK

E4  ‘The Me and the Not Me’: The importance of anti-role models in the construction of professional identities (0261)
Alison Chambers, The University of Central Lancashire, UK

E6  GeoCapabilities: An International Approach to Researching and Improving Teacher Preparation and Leadership in Geography (0026)
Michael Solem¹, David Lambert², Sirpa Tani³, ¹Association of American Geographers, USA, ²Institute of Education, University of London, UK, ³University of Helsinki, Finland
These Research Training Resources are Digital, Open, and Global. Who Cares? (0113)
Robin Goodfellow, The Open University, UK

"You don't seem damaged:" Exploring the identities of the daughters of single mothers as they experience higher education as first generation students (0131)
Jessica Gagnon, University of Sussex, UK

Putting Competence at the Core: Experiences of using the European Key Competences for Lifelong Learning in Postgraduate Programmes. (0214)
Ally Raza Memon, Peter Evans, University of Edinburgh, UK

Marketing postgraduate courses: education or employability? (0142)
Joanna Williams, University of Kent, UK

16.15 – 16.45  Tea/Coffee Break  Caernarfon Foyer

16.45 – 17.30  SRHE Vice Presidential Address:  Caernarfon Suite
Professor Sir Peter Scott  
_ Raising the Profile of Research into Higher Education  
_Meeting the Leadership Challenge_  

17.30 – 18.15  SRHE Consultative meeting on sustaining and Supporting Higher Education Research  
(incorporating the SRHE Annual General Meeting)  
Caernarfon Suite

18.15  Welcome Reception  Caernarfon Foyer

19.00  Informal Dinner for Delegates  
Post dinner drinks in the lobby bar
Thursday 12 December 2013

09.00 – 09.30  Paper Presentations: Session F

F1 Learning style, learning climate congruence: What does this mean for the self-efficacy and affective commitment of Australian academics? (0015)
Amie Southcombe, Ron Fisher, Ruth McPhail, Griffith University, Australia

F2 Changing the HE landscape or pulling up the ladder?: the impact of Student Number Controls on English higher education (0096)
Colin McCaig, Carol Taylor, Sheffield Hallam University, UK

F3 Reflective writing: I wouldn’t start from here .... (0158)
Liz McKenzie, Ken Gale, Rebecca Turner, Plymouth University, UK

F4 Towards a conceptual model of the ‘teaching-engaged academic’: An interplay between institutional frameworks, academic development provision and epistemological beliefs (0190)
Eloise Tan, Dublin City University, Iraq

F5 Gap Years – resisting institutional pressure (0127)
Lars Ulriksen, Henriette T. Holmegaard, Lene M. Madsen, University of Copenhagen, Denmark

F6 Fast forward: ‘Australian youth work education: curriculum renewal’ towards a model of sustainability for niche professions (0143)
Trudi Cooper, Edith Cowan University, Australia

F7 New tablets in old bottles? Do mobile technologies encourage innovative learning and teaching practice? (0148)
Tessa Owens, Liverpool Hope University, UK, Manukau Institute of Technology, New Zealand

F8 Institutional positioning in Finnish higher education (0021)
Johanna Vuori, HAAGA-HELIA University of Applied Sciences, Finland

F9 Exploring the impacts of policy changes on student approaches and attitudes to learning in contemporary higher education (0100)
Michael Tomlinson, University of Southampton, UK

F10 Understanding Student’s Conceptions of Feedback to Improve the Student Learning Experience. (0172)
Edd Pitt, University of Kent, UK
Meeting new expectations: heads of department as leaders in universities in the Arabian Gulf (0025)
Jwharh Madgali, John Taylor, University of Liverpool, UK

Internationalising Allied Health Education: Challenges to Internationalisation At Home (0129)
Srivalli Vilapakkam Nagarajan, Lindy McAllister, The University of Sydney, Australia

09.45 – 10.15 Paper Presentations: Session G Breakout Rooms

G1 Are Health Professionals Better Off in Foreign Industries? - On Inter-Industry Wage Differentials and Job-Related Ability (0032)
Sofie Cabus, Top Institute for Evidence Based Education Research, TIER-Maastricht University, The Netherlands

G2 The impact of tertiary education in low and lower-middle income countries: a rigorous review (0107)
Moses Oketch, Tristan McCowan, Rebecca Schendel, Institute of Education, University of London, UK

G3 The formation of academic staff members' epistemic stances (0130)
Kathryn Bartimote-Aufflick, Angela Brew, Peter C. Thomson, University of Sydney, Australia

G4 What drives academics to engage in internationalisation? Motives and 'logics of action' in cross-national collaborative study programmes (0241)
Vassiliki Papatsiba, University of Sheffield, UK

G5 Preparing for Professionalism. How Engineering Students Experience the Role of Professional Engineers in Society (0063)
S. Haase, Danish Centre for Studies in Research and Research Policy, Aarhus University, Denmark

G6 Comparing the United Kingdom and United States Undergraduate Curriculum: Analysing Depth Versus Breadth (0144)
Jonathan Parker, Keele University, UK

G7 Researching academic literacies in the digital university: considering individual accounts and network practice (0167)
Mary Lea, Open University, UK

G8 “I was going from one dead end job to another”: Developing the employability of Access to Higher Education students. (0038)
Nalita James, Hugh Busher, Ania Piela, Anna-Marie Palmer, University of Leicester, UK

G9 Agency and the socio-economic identity of students (0223)
Anna Round, University of Sunderland, UK

G10 Exploring the role of feminist knowledge in student transformations: A Bernsteinian analysis (0043)
Prism of Change? The academic middle manager and the transformation he accomplishes

Ton Kallenberg
Researcher Head Staff Department Education Research & Student Affairs Erasmus University Rotterdam (0031)
Erasmus University Rotterdam, The Netherlands

How to make better mistakes? Inspiring reflective and innovative teaching through creative approaches to teachers’ learning experiences (0246)

Sussi Louise Zimmermann, Roskilde University, Denmark

10.15 – 10.45  Tea/ Coffee Break Caernarfon Foyer
10.15-10.45  Book Launch: Professor Sir David Watson IoE Stand Caernarfon Foyer

10.45 – 11.45  Keynote Address: Dr. Manja Klemenčič,
Harvard University and University of Ljubljana:
“Student engagement in time of transformation” Caernarfon Suite

12.00 – 12.30  Paper Presentations: Session H Breakout Rooms

Is Bologna Working? Employer and Graduate Reflections of the Quality, Value and Relevance of Business and Management Education in four EU Countries (0039)
Helen Higson, Jane Andrews, Aston University, UK

Higher education, political cultures and public good: A comparative study (0164)
Simon Marginson, Institute of Education, UK

Tenure Track Tensions: Academic Career Paths in a Deregulated Sector (0132)
Lars Geschwind1, Anders Jörnesten0, 1KTH Royal Institute of Technology, Sweden,
2Knowledge Foundation, Sweden

Alternative knowledge networks in higher education: how, why and with what consequences (0220)
Filipa M. Ribeiro, University of Porto, Portugal
The good academic - revitalizing the discourse of transformation in higher education (0071)
Soren Smedegaard Bengtsen, Tine Wirenfeldt Jensen, Aarhus University, Denmark

Personal Development Planning as a means to strengthen supervisory relationships in doctoral education (0180)
Sofie Kobayashi, Brian Grout, Camilla Rump, University of Copenhagen, Denmark

Dimensions of openness in MOOC environments (0207)
Darren Mundy, Craig Gaskell, University of Hull, UK

Beyond mass higher education? Transforming policies, institutions and the idea of the university for the 21st Century (0051)
David Smith, Anna Jones, Glasgow Caledonian University, UK

Why students leave engineering and built environment programmes when they are academically eligible to continue (0023)
Nazeema Ahmed, Bruce Kloot, Brandon Collier-Reed, University of Cape Town, South Africa

‘Lad Culture’ and Learning in Higher Education (0212)
Carolyn Jackson, Lancaster University, UK

Swimming with ‘academic piranhas’: the transition experiences of senior professional services managers entering HE from other sectors (0171)
Steve Woodfield, Kingston University, UK

Aspiring to bridge the gap between A-level and HE: A study of assessments and additional support lessons (0109)
Frances Wilson, Sanjana Mehta, Simon Child, Irenka Suto, Sally Brown, Cambridge Assessment, UK

Minding the Gap - From Disparity to Beyond Dr Debra Cureton (0078)
Debra Cureton, Glynis Cousin, University of Wolverhampton, UK

How do students see the connections among undergraduate courses? Using concept mapping to make interdisciplinarity visible (0120)
Paulo Correia, Camila Cicuto, Joana Aguiar, Universidade de São Paulo, Brazil

12.45 – 13.15 Paper Presentations: Session J

Quality assurance or neo-imperialism: Developing universities in the third world (0058)
Hanne Kirstine Adriansen¹, Lene Moller Madsen²
¹Aarhus University, Department of Education, Denmark, ²University of Copenhagen, Department of Science Education, Denmark
J2 Public-private dimensions and equitable access to quality higher education: perspectives from Brazil and England (0195)
Vincent Carpentier, Tristan McCowan, Institute of Education, UK

J3 What if the grass is greener? Engaging with academic career options during times of change. (0147)
Jean Rath, University of Canberra, Australia

J4 Power and gender: analysing the experiences of women for transformed practices in higher education in South Africa (0224)
Rita Niemann, University of the Free State, South Africa

J5 One size doesn’t fit all: Pathways into and within higher education institutions (0081)
Sylvie A. Lamoureux, Alain Malette, University of Ottawa, Canada

J6 The Correlates of Statistics Anxiety (0185)
Rosalyn Collings, Martin Tolley, University of Northampton, UK

J7 Pragmatics for online learning - communicative competence and learning technologies (0228)
Anna Round, University of Sunderland, UK

J8 Attendance as Control (0060)
Julian Beckton, University of Lincoln, UK

J9 Who are the mobile graduates? Similarities and differences between Intra-European mobile graduates and those remaining in the UK after graduation. (0137)
Heike Behle, Charikleia Tzanakou
Warwick Institute for Employment Research, University of Warwick, UK

J10 Using creative writing to understand the student experience (0119)
Matthew Cheeseman, University of Sheffield, UK

J11 When to innovate and when to mimic? Responding to disruptive changes in higher education (0052)
Hossein MahdavialMazdeh, Loren Falkenberg, Oleksiy Osiyevskyy, Jim Dewald
Haskayne School of Business, University of Calgary, Canada

13.15 – 14.15 Lunch Caernarfon Foyer
13.45 – 14.15 Poster Session 2 Caernarfon Foyer
13.45-14.15 Meet the Editors: Studies in Higher Education Routledge Stand Caernarfon Foyer
14.15 – 14.45 Paper Presentations: Session K Breakout Rooms

K1.1 The integration of research, teaching and learning: the impact of national and international collaborations on practice. (0202)
Bettie Higgs, Catherine O'Mahony, University College Cork, Ireland
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<td>Developing expertise in higher education administration and management: Perspectives of alumni students (0062)</td>
<td>Vuokko Kohtamäki, Seppo Hölttä, University of Tampere, Finland</td>
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<td>K1.3</td>
<td>The research-teaching nexus and academic identities in Portuguese nurse education (0072)</td>
<td>Amélia Lopes, Faculty of Psychology and Educational Sciences - University of Porto, Portugal</td>
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<td>K1.4</td>
<td>Pre-service students’ perceptions of research and inquiry (0050)</td>
<td>André Vågan, Jens-Christian Smeby, Oslo University College of Applied Sciences, Norway</td>
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| K1.5    | Developing research-based learning in college based higher education (CBHE): UK and international perspectives (0040) | Mick Healey\(^1\), John Lea\(^2\), Alan Jenkins\(^3\)  
\(^1\)Healey HE Consultants, UK, \(^2\)Canterbury Christ Church, UK, \(^3\)Oxford Brookes, UK |
| K2      | International collaboration for education of future Arctic experts (0267) | Nataliya Marchenko, The University Centre in Svalbard, Norway                       |
| K3      | Constructing academic identities: between the academic career and the academic trajectory (0155) | Carolina Guzmán-Valenzuela, Ramón Cortés, University of Valparaíso, Chile            |
| K4      | ‘Profes taxi’ in Chile: the epitomy of outsourced academic work. A global reality. (0234) | Elisabeth Simbürger, Universidad Diego Portales, Escuela de Sociología, Chile        |
| K5.1    | Theorising human concerns: theorising emotion from an Archerian perspective (0045) | Sue Clegg, Leeds Metropolitan University, UK                                         |
| K5.2    | Gendered Pedagogies and the Mis/recognition of Emotion in Higher Education (0046) | Penny Jane Burke, University of Sussex, UK                                          |
| K5.3    | ‘It’s as if I am torn into lots of pieces and although all of it is me, none of it is’: religious students stories of not belonging on campus (0047) | Jacqueline Stevenson, Leeds Metropolitan University, UK                               |
| K5.4    | In/citing affect in the global higher education market: the emotionality of research policy texts (0049) | Carole Leathwood, London Metropolitan University, UK                                 |
| K6      | Assessing and Investigating Critical Thinking at Rwanda’s Public Universities (0191) | Rebecca Schendel, Institute of Education, UK                                         |
| K7      | Framing impact in the digital university: Representational affordances of the websites and blogs of Early Career Researchers (0252) | Jude Fransman, Institute of Education (University of London), UK                     |
K8.1 Lost Leaders: Women in the Global Academy (0066)  
Louise Morley, University of Sussex, UK

K8.2 Student Performativity: How Presenteesim, Learnerism and Globalism are Eroding the Freedom to Learn (0074)  
Bruce Macfarlane, University of Hong Kong, Hong Kong

K8.3 Troubling the concept: an exploration of difference within students’ experiences of critical thinking in higher education (0133)  
Emily Danvers, University of Sussex, UK

K8.4 Managing Social Differences in Higher Education: Hidden Distinctions (0149)  
Linda Morrice, University of Sussex, UK

K8.5 Making a Difference? Conducting an applied study on the experience of BME staff in English Higher Education (0160)  
Valerie Hey, Mairead Dunne, University of Sussex, UK

K9 Establishing an Employability Social Structure as the Basis for Future Employability Research: A Critical Realist Perspective (0033)  
Paul Cashian, Coventry University, UK

K10.1 Diversity in peer groups - the benefits and tensions it may entail (0181)  
Karen M. Lauridsen, Henning Madsen, Aarhus University, Denmark

K10.2 Guided peer learning in diverse student groups (0187)  
Ole Lauridsen, Rainer Lueg, Aarhus University, Denmark

K10.3 Inviting the voices of international students to create better educational environments (0188)  
Hanne Buhl, Gina Bay, Aarhus University, Denmark

K10.4 Recognising knowledge in the international classroom (0237)  
Lisanne Wilken, Tanja Kanne Wadsholt, Aarhus University, Denmark

K10.5 Writing in a foreign language (L2) at the doctoral level (0238)  
Gitte Wichmann-Hansen, Stacey Cozart, Aarhus University, Denmark

K11 Leading strategic planning in universities: case studies from Australia (0055)  
Therese (Tess) Howes, Sydney University, Australia

K12.1 Research methods teaching in vocational environments – developing critical engagement with knowledge? (0141)  
Claire Gray, Julie Swain, Rebecca Turner, Carolyn Peterson, Carole Sutton  
Plymouth University, UK
## K12.2 The Reflexive Classroom: Authentic, Creative Pedagogic Praxis (0150)
**Paul-Alan Armstrong**, University of Sunderland, UK

## K12.3 I’m just thinking - How learning opportunities are created in doctoral supervision (0186)
**Sofie Kobayashi¹**, **Maria Berge²**, **Brian Grout¹**, **Camilla Rump¹**  
¹University of Copenhagen, Denmark, ²Umeå University, Sweden

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### 15.00 – 15.30 Paper Presentations: Session L

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<td>L2</td>
<td>Washback of Higher Education Language Exams (0254)</td>
<td><strong>Gladys Quevedo-Camargo</strong>, University of Brasilia, Brazil</td>
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<td>L3</td>
<td>Shifting concepts of value in UK higher education? (0176)</td>
<td><strong>Matt Mawer</strong>, <strong>Camille Kandiko</strong>, King’s College London, UK</td>
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| L4      | Experiencing higher education as an academic practitioner: negotiating academic identity (0240) | **Angela Brew¹**, **David Boud²**, **Karin Crawford³**, **Lisa Lucas⁴**  
¹Macquarie University, Australia, ²University of Technology, Sydney, Australia, ³University of Lincoln, UK, ⁴University of Bristol, UK |
| L6      | The transition from rote learning to critical reflection: experiences of Chinese Masters students in the UK (0194) | **Jennifer Johnson**, **John Taylor**, **Lisa Anderson**, University of Liverpool, UK |
| L7      | Technologies and text trajectories: the curriculum as emergent network (0253) | **Lesley Gourlay**, **Martin Oliver**, Institute of Education, UK        |
| L9.1    | Transformation of the student learning experience through student engagement – Examples of students as partners, co-producers and authors (0233) | **Rachel Curzon**, **Luke Millard**, Birmingham City University, UK       |
| L9.2    | Personal Tutoring : Using student experience to drive institution-wide change (0235) | **Sally Alsford**, **Paul Dennison**, University of Greenwich, UK        |
| L9.3    | 'I would not recommend university to my friends unless they were sure they knew what they wanted to do in life, this has left me more confused than when I came': habitus and the emerging self (0259) | **Tina Byrom¹**, **Nic Lightfoot²**, ¹Nottingham Trent University, UK, ²Sheffield Hallam University, UK |
| L11     | Appointing Pro Vice Chancellors in Pre-1992 Universities: The Myth of Managerialism? (0152) | **Sue Shepherd**, University of Kent, UK                                |

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### 15.30 – 16.00 Tea/ Coffee Break
**Caernarfon Foyer**
16.00 – 16.30  Paper Presentations: Session M  Breakout Rooms

M3  Prevailing Personal Social Communication Technologies Enhancing Engagement in Large Lectures: From Texting to Mobile Web Enabled Devices (0264)
*Trevor Nesbit, Billy O’Steen, Tim Bell*, University of Canterbury, New Zealand

M6  Examining the relations between sociology students’ accounts of knowledge and identity (0198) , *Paul Ashwin¹, Andrea Abbas², Monica McLean³*
¹Lancaster University, UK, ²University of Lincoln, UK, ³University of Nottingham, UK

M7  Questioning Teaching and Technology Beliefs (0122)
*Heather Kanuka, Erika Smith*, University of Alberta, Canada

M11  Exploring the role of Associate Dean in UK Universities – Initial Findings (0094)
*Alan Floyd¹, Diane Preston²*, ¹University of Reading, UK, ²Open University, UK

M12  Enabling PhD students to participate as writers in international debates (0010)
*Rowena Murray¹, Beverley Yamamoto²*, ¹University of the West of Scotland, UK, ²Osaka University, Japan

16.45 – 17.45  Research Directions-
A series of facilitated discussion seminars focusing on selected current research questions in research into higher education.

RD1 Marketising Higher Education: The rise of the private university
*SRHE Higher Education Policy Network*
Convenor Professor Carole Leathwood
Contributing speakers/discussants: Professor Louise Morley (University of Sussex); Steve Woodfield (Kingston University)

RD2 Widening Participation in a Marketised HE Landscape: Exploring Pedagogic Implications and Challenges
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RD7 Students as Newer Researchers in HE
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Convenors: Dr Mark Kerrigan, Dr Saranne Weller, Dr Anna Mountford-Zimdars, Dr Harriet Dismore, Dr Sian Lindsay

RD8 Open Access Publishing. What will it mean for higher education?
SRHE Digital University Network
Convenors: Dr Kelly Coate and Dr Lesley Gourlay

18.45-19.15 Book Launch: Jenni Case
SRHE/Routledge Book Series
Carnaerfon Foyer

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

22.30 – 00.30 Disco
## Paper Presentations: Session N

### N1.1 Lecturers' Criteria for ‘Good Research’: a Framework for Debate (0042)

_Didi M.E. Griffioen¹, Bart Roosenboom², Uulkje de Jong¹_

¹Amsterdam - University of Applied Sciences, The Netherlands, ²University of Amsterdam, The Netherlands

### N1.2 Time to Teach: Contextualizing teaching time in German higher education (0146)

_Roland Bloch, Alexander Mitterle, Carsten Wûrmann_, Martin-Luther-University Halle-Wittenberg, Germany

### N1.3 Research and Teaching – nexus or goal conflict? – Junior scientists’ perception on multiple demands at work (0048)

_Wiebke Esdar, Julia Gorges, Elke Wild_, Bielefeld University, Germany

### N1.4 Hyper-expansive academic workplaces (0044)

_Pete Boyd¹, Caroline Smith¹, Dilek Ilhan-Beyaztas²_, ¹University of Cumbria, UK, ²University of Hacettepe, Turkey

### N1.5 The construction and validation of a mapping instrument for the research-teaching nexus in higher education (0134)

_Bianca Roseaux, Ilse Verachtert, Pieter Spooren, Peter Van Petegem_, University of Antwerp, Belgium

### N2.1 Global Trends, Global Transformations, and Global Ethics: A Comparative International Study of Internationalization Processes in Higher Education (0225)

_Karen Pashby, Vanessa de Oliveira Andreotti_, University of Oulu, Finland

### N2.2 New Evidence of the Dangerous Role of Economists in Incorporating Higher Education into Global Measures of Comparative National Well-Being (0209)

_Carol Frances_, Claremont Graduate University, USA

### N2.3 University curriculum reform and global influences - examining the concepts of policy borrowing and academic drift (0110)

_Ann Pegg_, Open University, UK

### N3 Time for a Change? Teacher Educator’s views on the current provision (0159)

_Liz McKenzie_, Plymouth University, UK

### N4.1 The role of performance and narration in translating professional standards into practice: four different analytical models (0248)

_Jennie Osborn_, Higher Education Academy, UK
<table>
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<tr>
<th>Session</th>
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<th>Authors</th>
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<td>N4.2</td>
<td>The role of performance and narration in translating professional standards into practice: four analytical models (0249)</td>
<td>Jenni Carr</td>
<td>The Higher Education Academy, UK</td>
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<td>N4.3</td>
<td>The role of performance and narration in translating professional standards into practice: four different analytical models. (0250)</td>
<td>Catriona Cunningham</td>
<td>The Higher Education Academy, UK</td>
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<td>N4.4</td>
<td>The role of performance and narration in translating professional standards into practice: Four analytical models. (0251)</td>
<td>Natasha Taylor</td>
<td>Higher Education Academy, UK</td>
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<td>N5.1</td>
<td>Belonging - to What? Longing to Be - What? (0213)</td>
<td>Sheila Trahar</td>
<td>University of Bristol, UK</td>
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<td>N5.2</td>
<td>Belonging and becoming across boundaries: How medical student work across physical and virtual settings in becoming doctors (0217)</td>
<td>Sue Timmis, Jane Williams</td>
<td>University of Bristol, UK</td>
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<td>N5.3</td>
<td>Narratives of university life: a gendered and classed experience (0222)</td>
<td>Ann-Marie Bathmaker¹, Harriet Bradley²</td>
<td>University of Birmingham, UK, UWE Bristol, UK</td>
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<td>N5.4</td>
<td>Belonging and diversity: the role of digital media and new forms of learning interactions (0178)</td>
<td>Wan Ching Yee, Sue Timmis</td>
<td>University of Bristol, UK</td>
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<td>N6</td>
<td>The dimensions underlying student attitudes and beliefs on authorship: An exploratory factor analysis of authorial identity in students. (0105)</td>
<td>Kevin Yet Fong Cheung</td>
<td>University of Derby, UK</td>
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<td>N7</td>
<td>Investigating employer and early career employee perceptions of the development of employability skills during postgraduate study in the UK for students entering the Chinese PR industry (0243)</td>
<td>Tony Byng</td>
<td>University of Leeds, UK</td>
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<td>N8.1</td>
<td>The influence of gender on the UK professoriate (0269)</td>
<td>Justine Mercer</td>
<td>University of Warwick, UK</td>
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<td>N8.2</td>
<td>‘Fitting in’: women Vice Chancellors’ experiences of higher education gendered leadership cultures (0270)</td>
<td>Paula Burkinshaw</td>
<td>Lancaster University, UK</td>
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<td>N8.3</td>
<td>Women, careers and leadership roles: lessons for the academy from other professional workers. (0271)</td>
<td>Jackie Ford¹, Nancy Harding², Carol Atkinson³</td>
<td>Leeds University, UK, Bradford University, UK, Manchester Metropolitan, UK</td>
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### N8.4  Revisiting 'No woman is like a man in academia': a comparative analysis of marginalisation in UK higher education (0272)
**Linda Evans**, University of Leeds, UK

### N9.1  Making Sense of Quality Assurance in Japanese Higher Education (0101)
**Sarah Louisa Birchley**, Toyo Gakuen University, Japan

### N9.2  Discrepancy in Quality Assurance: A case study of the influence of the first nationwide evaluation of universities in China (0183)
**Shan Huang**, University of Oxford, UK

### N9.3  The Quality Assurance of Higher Education in Hong Kong 1993 to 2013: What have we learned? (0034)
**David Mole**, The Hong Kong University of Science and Technology, Hong Kong

### N10  The personal benefits of the doctorate (0203)
**Charikleia Tzanakou**, University of Warwick, UK

### N11  Global university alliances and the creation of collaborative advantage (0114)
**Andrew Gunn**, University of Leeds, UK

### N12.1  Key skills and experiences to support art and design HE learning and employability (0239)
**Lesley Raven**, **Darren Raven**, University of the Arts London, UK

### N12.2  Race Cars and the Hellbox: Understanding the Development of Professional Competence among Computer Animation Students (0085)
**Andrew Paquette**\(^1\), \(^1\)King’s College, London, UK, \(^2\)NHTV, The Netherlands

### N12.3  Tensions and ambiguity: assignment texts and practices in a vocational film production course (0054)
**Lynn Coleman**, Cape Peninsula University of Technology, South Africa

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### 09.45 – 10.15  Paper Presentations: Session P  Breakout Rooms

#### P3  Developing employable Postgraduate Researchers: there is more to transferable skills development than delivering courses. (0179)
**Julie Reeves**\(^1\), **Pam Denicolo**\(^2\)
\(^1\)University of Southampton, UK, \(^2\)University of Surrey, UK, \(^3\)University of Reading, UK

#### P6  Online assessment: supported learning or “just do it”? (0106)
**Chris Dobbyn**, **Frances Chetwynd**, The Open University, UK

#### P7  The Acculturation of Undergraduate Students through Research Methods (0163)
**Anesa Hosein**\(^1\), **Namrata Rao**\(^2\)
\(^1\)University of Surrey, UK, \(^2\)Liverpool Hope University, UK
P10 The Doctorate as an emotional journey: Navigating through perspectives of PhD students and supervisors (0210)
Ana Baptista, University of Aveiro, UINFO/CIDTFF, Portugal

P11 An approach to university management and leadership competences in Central Asia: current trends and future challenges (0138)
Michele Girotto, Xavier Llinàs, Universitat Politècnica de Catalunya, Spain

10.30 – 11.00 Paper Presentations: Session Q Breakout Rooms

Q2 And Then What Happened?: A Critical Examination of the Role of Class in Graduate Employment (0156)
Ciaran Burke, University of Ulster, UK

Q3 Student performativity: how presenteesim, learnerism and globalism are eroding the freedom to learn (0029)
Bruce Macfarlane, University of Hong Kong

Q4 Happy in academia - The perspective of academic elite (0079)
Olli-Helena Ylijoki, University of Tampere, Finland

Q6 A comparison of French-students’ emotional experience from upper sixth to third-year of Bachelor’s degree (0140)
Laurent Cosnefroy, Institut Français de l'Education/Ecole normale supérieure de Lyon, France

Q7.1 Is critical thinking just a skill amongst others in the student’s experience? (0103)
Martin Gough, De Montfort University, UK

Q7.2 Experiencing and thinking difference in teaching, learning and assessment (0037)
Tim Higgins, National University of Ireland, Ireland

Q9 Student Experience and Leadership Trends (0200)
Craig Gaskell, University of Hull, UK

Q10 Advantages and Risks of Using Facebook to Communicate with Students: The Christchurch Earthquake Context (0263)
Trevor Nesbit, Angela Martin, University of Canterbury, New Zealand

Q11 External Examiners’ Standards Examined: The practice of external examining in the contemporary quality assurance context of higher education (0139)
Margaret Price¹, Sue Bloxham², Birgit den Outer³, Jane Hudson⁴
¹Oxford Brookes University, UK, ²University of Cumbria, UK

11.00 – 11.30 Tea/Coffee Break Caernarfon Foyer
11.00 – 11.30 Book Launch: Robin Goodfellow/Mary Lea
11.30– 12.00  Paper Presentations: Session R  Breakout Rooms

R1  A Tale of Two Cities: the contribution of Professional staff to the student experience (0011)
    Carroll Graham¹, JulieAnne Regan², Nicola Banks², Emma Dollard²
    ¹University of Technology, Sydney, Australia, ²University of Chester, UK

R2  Costs and efficiency in the English higher education sector (0018)
    Jill Johnes, Geraint Johnes, Lancaster University, UK

R4  Becoming and learning to be a professor: Academic leadership preparation and development for the UK’s professoriate (0268)
    Linda Evans, University of Leeds, UK

R5  The value of a higher education in terms of morphogenesis of student agency: A decade later, graduates look back on the experience of learning (0030)
    Jennifer Case, University of Cape Town, South Africa

R6  A sociocultural perspective on learning for leadership in a global context: a focus on the experience of full-time ‘pre-experience’ MBA students (0028)
    Hazel Messenger, London Metropolitan University, UK

R9  The Limits of Inclusion: Disability and access to higher education in Nigeria (0230)
    Felix Olakulehin⁰, ¹University of Leeds, UK, ²National Open University of Nigeria, Nigeria

R10 Undergraduate research as pedagogy for the twenty-first century university: Student-generated perspectives on research-teaching links. (0013)
    Ian Kinchin¹, Camille Kandiko², ¹University of Surrey, UK, ²King’s College London, UK

12.00 – 13.15  Research Directions-

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13.15 – 14.30 Lunch and Depart Caernarfon Suite