

SRHE Newer and Early Career Researchers Conference on Research into Higher Education

SRHE Newer and Early Career Researchers Conference 2016: 6 December 2016
Celtic Manor, Newport in South Wales, United Kingdom

[Exploring Freedom and Control in global higher education](#)

Book of Abstracts

Programme number: A1

Time: Conwy 1: 12.00-12.30

Conflicts and contrasting understandings: Negotiating technologies role in the student experience in higher education (0006)

Elaine Tan

Durham University, UK

The introduction of technology, is now a common feature in both formal and informal learning practices in higher education, those both institutionally and personally owned. Much publicised, well documented and potentially overly trumpeted, technology is however, a fixed feature of the ever shifting culture and changing backdrop of university education.

Technology itself can become a symbol of the context in which it is located, representing the values, beliefs and intent of those who are either choose or are obliged to engage with it in the institutional context. Such beliefs and values are evident in the design, application and processes of the tools employed in education. The tools themselves both shape and determine experiences of education as well as reflecting the context in which they are selected and deployed. Oliver (2013) calls for these tools to be theorised; taking into account how the design, interaction they result in and ownership, influences and informs experiences in and of education. Similarly, Attwell (2007) argues that no technology is pedagogically neutral instead it is imbued with the assumptions of education and practices in which it is designed or selected to be employed. Technology, in its presentation, use and processes conveys the intent, aims and understandings of education. Where there are differing assumptions and expectations between various groups; staff, student, support structure, technology becomes the subject of contention – an observable embodiment of the assumptions, culture and practices associated with education.

The research in this study explored these issues of conflict, differences of understanding and expectation of technology's role in the student learning experience and the differences and difficulties this presents. Staff and students from the same institution were engaged in facilitated discussion working collaboratively to this end, using an open space technology approach (Owen, 2008). Open space technology is an emerging methodology that aims to engage different groups of participants, who share a similar interest and attempts to dismantle hierarchies in order to enable candid discussion and exchange. The structure of this particular methodology attempts first to uncover where issues exist and then to orientate participants toward development of mutual understanding and a consideration of solutions.

This paper will explore both the issues uncovered by the participants of the study, as well as outlining the solutions proposed. As a final aspect of this paper it will also discuss the merits and efficacy of adopting such an open space technology methodology in the context of higher education.

Oliver, M. (2013). Learning technology: Theorising the tools we study. *British Journal of Educational Technology*, 44(1), 31-43.

Attwell, G. (2007). Personal Learning Environments-the future of eLearning?. *Elearning papers*, 2(1), 1-8.

Owen, H. (2008). *Open space technology: A user's guide*. Berrett-Koehler Publishers.

Programme number: A1

Time: Conwy 1: 12.00-12.30

E-learning success factors: perspectives from King Saud University (0039)

Abdullah Habeeb, Jennifer Rowley
Manchester Metropolitan University, UK

Purpose

This study compares the views of academic staff and students on the importance of various factors associated with the success of e-learning. Its findings can contribute to decision-making and prioritisation regarding the delivery and development of e-learning systems, and help to address the relatively low level of uptake of such systems.

Context

The context for this study is a major university in Saudi Arabia. Saudi Arabia is an interesting context because it is a large country with a significant and growing higher education system and the Saudi government has been proactive in supporting the development of eLearning (Al-Dosari, 2011). However, there has been limited research into the critical success factors for eLearning in universities in Saudi Arabia.

Methodology

Data is being collected through an online survey. Two similar parallel questionnaires were designed, for academic staff and students, respectively. The questionnaires used in the survey included Likert style statements under each of the following categories of critical success factors: student characteristics, instructor characteristics, technology infrastructure, and support and training. These statements were informed by prior research on the critical success factors associated with e-learning (e.g. Selim, 2007; Salmeron, 2009; Abdel-Gawad and Wollard, 2015). The questionnaires also include demographic questions on age, gender, nationality, education level, Faculty, Department, and, extent of use of the internet.

Findings

In the next few months, data will be loaded into SPSS for descriptive and comparative analysis. Findings will be available to be presented at the conference. A unique feature of this study is that it compares the views of academic staff and students, thereby offering insights into the extent to which attitudes towards what makes e-learning successful differs between these groups.

References

- Abdel-Gawad, T. and Woollard, J., 2015. Critical success factors for implementing classless e-Learning systems in the Egyptian higher education. *Instructional Technology*, Vol.12, No. 4, p.29-40.
- Al-Dosari, H. (2011). "Faculty members and students perceptions of ELearning in the English department: A project evaluation". *Journal of Social Sciences*, Vol. 7, No. 3, pp. 391-407
- Salmeron, J. L. (2009). "Augmented fuzzy cognitive maps for modelling LMS critical success factors". *Knowledge-based systems*, Vol. 22, No. 4, pp. 275-278.
- Selim, H. M. (2007). "Critical success factors for eLearning acceptance: Confirmatory factor models". *Computers & Education*, Vo. 49, No. 2, pp. 396-413

Programme number: A1

Time: Conwy 1: 12.00-12.30

How social media enhances the student experience: how can universities meet student expectations of online engagement? (0086)

David Peck

University of Southampton, UK

The main aim is to present findings of empirical data collection. I am keen to receive 'critical comment' of my research. Research has found that students engage via social media (e.g. DeAndrea et al., 2012; Siamagka and Christodoulides, 2016). Nevertheless, there is little empirical or conceptual evidence to suggest how universities should cultivate this online relationship. Chapleo (2015) provides a discussion of how universities position their brand. Taking the current literature landscape as a starting point a case study comparison between two institutions is made. The empirical research collected determines the extent to which universities utilise social media to enhance the student experience, and whether disparity exists based upon the resources and reputation of institutions. This research is unique, in that data is collected from both students and marketing staff of institutions to provide a clear awareness of challenges and opportunities. Qualitative interviews have been used.

A discussion of completed research will be provided (i.e. brief discussion of extended literature review; presentation of conceptual model; methodology approach; empirical findings).

A qualitative approach is used. This has identified underlying patterns. In total, 57 interviews were carried out (including marketing staff; university administrators; students; and HE social media consultants).

Irrespective of the type of university, students do not want to engage with their university via social media. Students find information has too much of a 'corporate focus' and is irrelevant to them. Whilst students are willing to 'like' or 'follow' a page, there are not incentivised to subsequently engage. Nevertheless, students do want to discuss their university experience online, with platforms such as 'SnapChat' and 'YikYak' being more prevalent. Policy makers must be more acutely aware of 'touch points' during the student journey. Universities are aware of the need to address this, and are employing more 'digital savvy' staff, and have a range of initiatives (such as accounts dedicated to current students and having more student-led content) to engage their primary stakeholder.

Short list of references

- Chapleo, C., 2015. An exploration of branding approaches in UK universities. *International Journal of Nonprofit and Voluntary Sector Marketing*, 20(1), pp.1-11.
- DeAndrea, D.C., Ellison, N.B., LaRose, R., Steinfield, C. and Fiore, A., 2012. Serious social media: On the use of social media for improving students' adjustment to college. *The Internet and higher education*, 15(1), pp.15-23.
- Rutter, R., Roper, S. and Lettice, F., 2016. Social media interaction, the university brand and recruitment performance. *Journal of Business Research*, 69(8), pp.3096-3104.
- Siamagka, N.T. and Christodoulides, G., 2016. Social Media in Higher Education: An Investigation into UG Marketing Education in the UK. In *Marketing Challenges in a Turbulent Business Environment* (pp. 19-23). Springer International Publishing.

Programme number: A2

Time: Conwy 1: 14.00-15.00

Novice supervisors' research supervision pedagogies and dilemmas in undergraduate **research projects. (0032)**

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²LUMC, Leiden University Medical Center, The Netherlands

Research supervision in undergraduate education is a multilayered and complex activity. This qualitative study aims to provide insight into pedagogical strategies which novice supervisors use to foster student learning and the dilemmas novice supervisors face when supervising. Eleven individual interviews with novice supervisors were held immediately after a supervision meeting with their student (cf. stimulated recall interviews). The supervisors explained at what moments they felt the student needed guidance. A constant comparison analysis using noticing as a synthesizing concept was conducted on the interview data. A variety of pedagogies emerged from the data which promote student learning in varying degrees: 1) affective aspects of learning, 2) student acknowledgement, 3) creating awareness, 4) checking student knowledge, 5) letting the student explicate, 6) meaningful interpretation, 7) thinking along with the student, 8) providing feedback, 9) giving hints and 10) instruction. In this paper we focus on additional analysis into supervisors' dilemmas in supervision practice which might be related to their research pedagogies.

Dilemmas can be experienced as situations in which supervisors feel uncomfortable with the situation and there seems to be no right thing to do (Honig, 1996 in Fransson & Grannäs, 2012). Specific student behavior can trigger an uncomfortable feeling in which supervisors find themselves acting as experts or assuming a teacher role in contrast to a position in which they challenge students to think for themselves (Wichmann-Hansen et al., 2015). Our next step in exploring a potential relationship between supervisors' pedagogies and dilemmas was to select all fragments within the interview transcripts in which supervisors experience a conflict in which several options for action are available. Such as: 'What I find difficult, is that I'm not an expert in this specific field.' Thereafter an interpretative analysis was conducted by two researchers to describe dilemmas on supervisor-level. Patterns in the data were explored in a case-variable matrix. This study provides a full description of a research supervision pedagogy for undergraduate student research projects. Implications inform instructional development initiatives in higher education.

Literature

Fransson, G. & Grannäs, J. (2012). Dilemmatic spaces in educational contexts – towards a conceptual framework for dilemmas in teachers work. *Teachers and Teaching*, 19, 4-17.
Wichmann-Hansen, G., Thomsen, R., Nordentoft, H.M. (2015). Challenges in Collective Academic Supervision: supervisors' experiences from a Master Programme in Guidance and Counselling. *Higher Education*, 70, 19-33.

Programme number: A2

Time: Conwy 1: 14.00-15.00

Management in third party funded projects – educational leadership between freedom and control (0014)

Cristian D. Magnus

Heidelberg University, Heidelberg School of Education, Germany

This abstract is associated with the area “leadership, governance and management in higher education” and it addresses the conference theme “exploring freedom and control in global higher education”. The paper is based on the results of a completed empirical study, which was carried out as the author’s dissertation (Magnus, 2016, in press). The research design was an explorative case study of sixteen German project leaders in the area of teaching in higher education. Data was collected from a document analysis, semi structured interviews and field observations. From a general research perspective, the dissertation addresses the relation between educational governance and the actions of individual actors.

In this presentation the author seeks to show how the management of third party funded projects in higher education is a constant challenge for project leaders, to navigate in the given space between freedom and control. This conclusion is laid out in three interdependent arguments:

1. Projects in higher education can be understood as a governance tool of the New Public Management paradigm (De Boer/Enders et al., 2007), this causes specific restrictions and possibilities.
2. Project leaders in higher education deal with these restrictions and possibilities, because they are involved in decisions and connect all the concerned stakeholders of a project.
3. Thus the navigation between freedom and control is influenced by organizational traits of universities as well as the logics of different levels of action.

The presentation of two results from the empirical study supports this argumentation:

- a) Loose and tight organisational coupling (Weick, 1976) impacts freedom and control of leading projects in higher education.
- b) Different logics of action of different levels of action are integrated by project leaders (based on the educational concept of “recontextualisation” (Fend, 2008)).

De Boer, H., Enders, J. & Schimank, U. (2007). On the Way Towards New Public Management? The Governance of University Systems in England, the Netherlands, Austria, and Germany. In D. Jansen (Hrsg.), *New Forms of Governance in Research Organizations* (S. 2-17). Dordrecht: Springer.

Fend, H. (2008). *Schule gestalten. Systemsteuerung, Schulentwicklung und Unterrichtsqualität*. Wiesbaden: VS Verlag für Sozialwissenschaften.

Magnus, C. D. (2016, in press). *Hochschulprojektmanagement. Individuelle Akteure gestalten Educational Governance und Management*. Wiesbaden: Springer VS Verlag für Sozialwissenschaften. (Translation: *Higher Education Project Management. Individual Actors Shape Governance and Management*)

Weick, K. E. (1976). Educational Organizations as Loosely Coupled Systems. *Administrative Science Quarterly*, 21(1), 1-19.

Programme number: A2

Time: Conwy 1: 14.00-15.00

An Exploration of the Intersections Between Study Abroad and Attachment Theory (0049)

Madeline Trudeau

Taylor University, USA

This session will provide insights into the possible intersections between studying abroad and attachment theory. Studying abroad is an increasingly popular choice for students attending university, with almost 4 million students studying internationally every year, a number that is only increasing. Current literature shows that studying abroad has many benefits, one of which is that it can help students to develop both interpersonally and intrapersonally.

The presenter theorizes studying abroad can improve a student's ability to form secure relationships with their peers. Attachment theory characterizes an individual's ability to form and maintain healthy close relationships with others. Students who are able to form secure relationships have been shown to transition out of university better and an ability to form secure attachments has been linked to higher social competencies, higher retention rates, improved academic performance, and a student's overall success during college. Attachment theory involves a student's ability to both view themselves positively (interpersonal) and others positively (intrapersonal). This overlap between the interpersonal and intrapersonal means that studying abroad could have a positive impact on a student's ability to form health relationships.

The research being presented is the result of a convergent parallel mixed methods study. A survey was developed to collect data to look for correlations between studying abroad and attachment theory. Additionally, qualitative phenomenological interviews will be conducted with students to provide a richer context of the students' experiences and development during their study abroad experience. The survey was distributed during the summer of 2016, the interviews will be conducted in the early Fall of 2016, and results will be fully analyzed and ready for presentation by November 2016. The research is being conducted at a small private university in the United States with approximately 2,000 undergrad students.

Results will be used to determine if there is a positive correlation between studying abroad and having a secure attachment style. Additionally, the data from both the survey and the interviews will be used to determine how studying abroad affects a student's ability to form healthy relationships with others. The presenter will provide insights into how studying abroad can have a positive overall impact on a student's experience at university.

Sample Sources:

Kurland, R.M. (2012). The influence of attachment on college student success (Doctoral dissertation). <http://dx.doi.org/doi:10.7282/T3T72GCF>

Lane, J. (2014). Attachment, well-being, and college senior concerns about the transition out of college. Counselor Education Faculty Publications and Presentations. Retrieved from http://pdxscholar.library.pdx.edu/coun_fac/33/

Stebleton, M.J.; Soria, K.M.; & Cherney, B. (2013). The high impact of education abroad: College students' engagement in international experiences and the development of intercultural competencies. *Frontiers: Interdisciplinary Journal of Study Aroad*, 22, 1-24.

Programme number: A3

Time: Conwy 1: 16.00-17.00

Teaching and learning gender across, and beyond, the curriculum: a Turkish university case study (0083)

Adam Walton

UCL Institute of Education, UK

Higher education institutions can either reproduce or challenge the gender inequalities within themselves and wider society (Unterhalter, 2006). The ways gender is addressed, represented and understood in academic courses constitute an important part of these processes, but remain relatively unexplored (Morley, 2010). In Turkey these processes are imbricated within a highly politicized gender debate stretching back to the foundation of the Republic, with universities often near its centre (Kandiyoti, 2011; Seggie, 2011). This paper outlines the conceptual framework and methodology, and presents the results of early analyses of data, from a qualitative case study of engagement with gender in academic courses in a prestigious Turkish university.

The study involved a comparison of four different departments in the university, three from social sciences, and one in civil engineering. Extensive classroom observations, documentary analysis and interviews with staff, students and administrators connected with courses from the chosen departments were used to explore the different understandings of gender and gender equality at play. These were explored in relation to wider institutional policies and practices with regards to gender and gender equality.

Early analysis reveals a wide range of differing understandings of gender and gender equality across the institution, which was repeatedly referred to as a bubble shielded from its wider context. Differences between departments point to the significant influence of academic disciplines on understandings among both faculty and students. Policies and practices at a higher institutional level seemed to support a widespread perception of 'gender blindness', which has its roots in Kemalist gender ideology, while also mediating aspects of more conservative societal norms. In different ways certain minorities in the institution, whether LGBTQ students, or more conservative religious students, faced challenges in their gendered experiences both inside and outside the classroom, in some cases because of its ostensibly egalitarian stance.

Overall the study has highlighted both the possibilities and limits of academic engagement with gender, and the way those link with wider curricular and pedagogic values.

Kandiyoti, D., 2011. A tangled web: the politics of gender in Turkey. *Open Democracy*.

Morley, L., 2010. Gender mainstreaming: myths and measurement in higher education in Ghana and Tanzania. *Comp. J. Comp. Int. Educ.* 40, 533–550.

Seggie, F.N., 2011. Religion and the state in Turkish universities: the headscarf ban. Palgrave Macmillan, Basingstoke.

Unterhalter, E., 2006. New times and new vocabularies: Theorising and evaluating gender equality in Commonwealth higher education. *Womens Stud. Int. Forum* 29, 620–628.

Programme number: A3

Time: Conwy 1: 16.00-17.00

The Impact of Digital Literacy (DL) on Curriculum Design, Delivery and Graduate Success: a Study of Nigerian HEIs and Employers. (0091)

Paulinus Nwosu

Anglia Ruskin University, UK

“Digital Literacies (DL) are those capabilities which fit someone for living, learning and working in a digital society” (Jisc, 2014). DL is changing the way teaching, learning and businesses are done. Consequently, the dynamics in the labour market are changing and employers are increasingly requiring some DL capabilities from their employees (Chen, et al., 2014; Akinyemi, et al., 2012). Within the Nigerian educational context this raises the question: how is DL developed in Nigerian students and what is the link between what is learned and employers' expectations?

Currently, no study was found to have comprehensively investigated the specific digital skills/literacies required by graduate employers; how digital literacies are developed in Nigerian graduates and the interplay with the actual digital skills/literacies required by graduate employers. Unless the digital curriculum and the developed skills/literacies have a strong correlation with those required in the labour market, employers may be compelled to look abroad for recruitment, thus impacting on youth employment (Akinyemi, et al., 2012).

To address this, and as part of a large PhD study, extensive analysis of nine Southern Nigerian universities' (the highest, median and lowest ranking Southern Nigerian Federal, State and Privately owned universities) websites was conducted based on modified 'strategic perspectives on digital literacy' (Jisc, 2014). This preliminary analysis demonstrated that only five had their strategic vision and/or mission supporting some sort of digital development; five claim and/or have evidence of functional VLE/digital library; three claim and/or have some sort of internet access for staff and students; two have external partnership to enhance digital development in the institution, six uses some sort of e-services and only three has dedicated digital support services for the staff and students. This demonstrates inadequate institutional support and poor digital environment in at least half of the universities studied.

This is an ongoing study but indicators highlight a lack of institutional understanding, policy and practice for DL development in Nigerian universities. To further explore this, a mixed methods research (questionnaires, focus groups and interviews) will be used to gather relevant data on the experiences of recent graduates, university staff and graduate employers to develop suggested actions for the stakeholders. The research will also interrogate the DL curriculum integration.

References

Akinyemi, S., Ofem, I. B. & Ikuenomore, S. O., 2012. Graduate Turnout and Graduate Employment in Nigeria. *International Journal of Humanities and Social Science*, July, 2(14), pp. 256-265.

Chen, B., Gallagher-Mackay, K. & Kidder, A., 2014. *Digital Learning in Ontario Schools: The 'new normal'*, Toronto: People for Education.

JISC, 2014. Developing digital literacies in the curriculum. [Online]

Available at:

<http://jiscdesignstudio.pbworks.com/w/page/60225593/Developing%20digital%20literacies%20in%20the%20curriculum>

[Accessed 6 February 2016].

Programme number: B1

Time: Conwy 2: 12.00-12.30

The paradox of 'developing' employability: **understanding attitudes and practice of undergraduate physics students (0060)**

Sinead D'Silva

University of Leeds, UK

Abstract

At its advent, employability related to the entire working population, however in recent years it has come to focus on graduates, embedding the agenda into the Higher Education landscape and generating a spectrum of responses to it. Through this presentation I will locate my PhD research on how undergraduate physics students' understand and engage with their graduate prospects within the broader literature on graduate employability. I will discuss potential challenges (and hopefully some positive outcomes) in conducting research on practice and sense-making using a mixed methods approach.

The employability agenda has received its fair share of criticism for promoting a certain type of student. In particular, biases within the recruitment system reveal itself through access to certain 'elite' professions (Ashley et al., 2015), and the Institute for Fiscal Studies (Britton et al., 2016) reveal a 10% pay gap in the longrun for those from working class backgrounds. There is a common academic view that middle-class individuals have support systems which put them at an advantageous position (Brown et al., 2014) commonly understood through Pierre Bourdieu's sociological concepts of cultural capital and habitus.

This presentation will be based on preliminary findings from a pilot study and the start of initial fieldwork. I will position my research within the context of undergraduate physics students' interaction with the employability agenda. Methodologically, I will rely on a Bourdiesian framework, coupled with Irving Goffman's ideas on presentation. As Bednarek (2015, p.25) highlights, the narrative is best understood in conjunction with observation of participation, indeed presentation.

I argue that a better understanding of practice and motivation will shed light on how we may understand and potentially address some problems related to equality of opportunity directly.

References

- Ashley, L., Duberley, J., Sommerlad, H., Scholarios, D. 2015. A qualitative evaluation of non-educational barriers to the elite professions. London: Social Mobility and Child Poverty Commission.
- Bednarek-Gilland, A. 2015. Researching Values with Qualitative Methods: Empathy, Moral Boundaries and the Politics of Research. Ashgate Publishing, Ltd.
- Britton, J., Dearden, L., Shephard, N. and Vignoles, A. 2016. How English domiciled graduate earnings vary with gender, institution attended, subject and socio-economic background. Institute for Fiscal Studies
- Brown, P., Power, S., Tholen, G. and Allouch, A. 2014. Credentials, talent and cultural capital: a comparative study of educational elites in England and France. *British Journal of Sociology of Education*. 37(2), pp.191-211.

Programme number: B1

Time: Conwy 2: 12.00-12.30

Professional identity development during the transition into professional practice: newly qualified Healthcare Science practitioners' reflections on experience. (0061)

Jacqueline Lavery^{1,2}

¹Oxford Brookes University, UK,

²University of Wolverhampton, UK

The Healthcare Science workforce encompasses a range of professional groups whose role is to support the diagnosis, treatment and prevention of disease and includes Respiratory Physiologists the clinical practitioners who are the focus of this study. Becoming a healthcare professional demands graduates adjust from studying the complexities of practice to enacting practice within a clinical environment.

Higher Education has a key role to play in the development of highly qualified and skilled graduates teaching theoretical and formal knowledge whilst preparing students for the work-place. However, the educational provision for Healthcare workers has experienced movement towards a competency based approach to training which emphasises assessment of observable tasks / procedures (Jarvis-Sellinger et al, 2012). Concerns regarding this reductionist competency based approach have been discussed in relation to professionalism and professional identity development.

This study is grounded in social and workplace learning theory (Lave & Wenger, 1991) recognising the importance of social interactions and the socially mediated nature of identity formation. The Self-Aspect Model of Identity (Simon 2004) proposes that individuals actively seek meaning and continually engage in self-interpretation, examining aspects of personal experiences in social roles, relationships and situations and the interrelationship between these. A metaphor for a self-aspect may be to consider this to be the place an individual occupies in a social world, their position.

This research aims to conceptualise through rich and thick narrative description how reflection-on-experience influences the development of professional identity in newly qualified healthcare science practitioners. During the nine months immediately post-graduation as newly qualified practitioners transitioning into clinical practice five participants recorded a monthly audio reflective diary. These reflective diaries provide insights into the ways that newly qualified practitioners perceive their professional development. The transcriptions of the audio diaries were explored to reveal newly qualified practitioners perceptions regarding the development of their professional identity and integration into their community of practice. Participants also completed a visual diagram at the beginning and end of the study to represent their perceived positions. This visual representation required participants to consciously engage in judgement concerning their perceptions of professional identity and integration within practice

Initial findings suggest that newly qualified practitioners visual representation of their position within their community of practice are inconsistent with that presented within the narrative of their audio diaries.

References

- Jarvis-Sellinger, S., Pratt, D. & Regehr, G., 2012. Competency Is Not Enough: Integrating Identity Formation Into Medical Education Discourse. *Academic Medicine*, 87(9), pp. 1185-1190.
- Lave, J. & Wenger, E., 1991. *Situated Learning; Legitimate Peripheral Participation*. Cambridge: Cambridge University Press.
- Simon, B., 2004. *Identity in Modern Society: A Social Psychological Perspective*. Oxford: Blackwell Publishing.

Programme number: B2

Time: Conwy 2: 14.00-15.00

The Underrepresented Student Experience at Elite Institutions: Six Students' Views from **England, Scotland, and America (0037)**

Katherine Friend^{1,2}

¹Nottingham Trent University, UK,

²University of Edinburgh, UK

In this paper, I provide key findings from research undertaken as part of my PhD study on the undergraduate underrepresented student experience at three elite universities. The research featured in this paper was gathered through thirty face-to-face, semi-structured student interviews ranging from 45 to 75 minutes in length over a period of seven months. This paper focuses on six students' own understandings of how their social or cultural capital affected their university experience. All of the undergraduates in this study self-identified as 'underrepresented' on their university campuses. Two of the students interviewed attended a large research institution in the American Midwest: Michael (23, African American) and Brandon (20, African American). Another two attended a Russell Group institution in the north of England: Sophie (19, White Northern Irish) and Jack (21, White Welsh). The final two students attended an Ancient university in Scotland: Emma (35, White Scottish) and Rebecca (40, White Scottish).

The key findings from this study demonstrate the complex and varied nature of the student experience and, furthermore, how social conditions and constructs (like access to capital, hierarchies, and boundaries) overshadow government policy and university initiatives, and influence student identity. Bourdieu (1993) argued that cultural capital affects an individual's life chances and reproduces disadvantage and inequality. In this paper I explore the act of producing culture as Bourdieu conceptualised it, but move beyond cultural capital as an understanding of tastes by including an understanding of what Savage (2015) and others more recently have called 'legitimate culture'. This paper argues that, in the UK, 'legitimate culture' in higher education is grounded in middle-class habits (although whiteness plays a part in imperialism, hierarchy, and class), while, in the US, 'legitimate culture' in higher education is dominated by white habits.

Considering the 'legitimate culture' of social class and race at elite universities also involves discussions of institutional habitus, construction of student identity, and performativity. One of the major findings from my PhD study is that identity performance, as identified by Goffman (1959), was a common theme amongst all of the students interviewed. Each of the six indicated changing their clothing or accent, wearing a mask, or being a chameleon to fit into their university habitus. This paper argues that performance allowed some students to project their authentic self, but for others it helped to draw attention away from, for instance, their skin colour or socioeconomic origins.

Bourdieu, P. (1993) *The Field of Cultural Production*, Cambridge, Polity Press.

Goffman, E. (1959) *The Presentation of Self in Everyday Life*. In C. Calhoun, J. Gerteis, J. Moody, S. Pfaff, I. Virk (2012) *Contemporary Sociological Theory* (3rd Ed.) Chichester, Wiley-Blackwell, pp. 46-61.

Savage, M. (2015) *Social Class in the 21st Century*, London, Penguin Random House.

Programme number: B2

Time: Conwy 2: 14.00-15.00

Identifying marginal gains to drive up student satisfaction amongst different cohorts of students at a top-performing UK University (0088)

Sandeep Gakhal, Caroline Wilson
Coventry University, UK

This paper, which is at the heart of improving student experience, will explore the extent to which existing University-held data can be analysed to yield deeper understanding of how different cohorts of students respond to student satisfaction surveys. For example, differences between UK and Non-UK domicile students and satisfaction scores and, also the differences between satisfaction scores and students' average attainment scores per module.

Coventry University has consistently received high rates of student satisfaction and is committed to retaining its ranking as a top performing university, in this respect. Furthermore, as outlined within the University's Corporate plan student satisfaction continues to be on top of the agenda (Coventry University, 2021).

Student survey responses are anonymous due to students suggesting that they would respond differently if responses were linked to their student ID. However, differences between groups of students were investigated by comparing satisfaction scores with the proportion of students registered per module according to their characteristics. Module satisfaction scores for each module are routinely collated according to the following summary indicators: Teaching, Online, Assessment and Feedback, Academic Support, Organisation, Learning Resources and Overall Satisfaction.

This paper will highlight the benefits of making good use of existing University-held student satisfaction data including avoiding survey fatigue which has shown to negatively impact on response rates (Porter, 2004).

We will profile the data used, explain our method of analysis, including limitations, and report what insights were discovered from our pilot analysis. We will discuss how the findings will be used to address areas for improvement and discuss how the data might be used to identify further marginal gains according to other characteristics of the student population i.e. living at home/living independently, males/females, differences in students' satisfaction scores depending on the level of the module that they are undertaking (Level 1-M).

References

Creating Better Futures, (2021) Corporate Strategy Coventry University
<http://creatingbetterfutures.coventry.ac.uk/>

Porter. S.R, Whitcomb, M.E, Weitzer W.H (2004) Multiple Surveys of Students and Survey Fatigue. New Directions for Institutional Research, 121: 63-73

Programme number: B3

Time: Conwy 2: 16.00-17.00

Selecting Successful Students: a cohort survey of first year occupational therapy students (0027)

Carolyn Hay

Coventry University, UK

Selecting Successful Students: a cohort survey of first year occupational therapy students

Purpose: This paper adds to the body of evidence regarding use of appropriate selection tools to recruit high calibre students for undergraduate studies leading to a professional qualification.

Nature of Research: This empirical research has been completed with minor post-viva corrections submitted pending the award of Master of Research.

Consideration of the UCAS route of entry has not previously been researched, but there has been much research (with differing findings) into the recruitment processes of healthcare students. Developing a 'fair and equitable' admissions process (Schwartz 2004: 8) which allows a wide population for selection (Bradley 2014: 202, Parker 2006: 400) and subsequent education of a workforce which is representative of the population it serves needs to be balanced with a high demand for places (COT 2014a). This creates the challenge for an evidence based recruitment process using reliable and valid tests.

Methodology: Following ethical approval, the data of one cohort of occupational therapy students (n=148) were analysed to explore the relationships between the student's performance at in a variety of interview components and their academic and practice placement achievements within year one studies.

Findings: There were four key findings which lead to the following conclusions

Strong predictors of success

Mode of application has a statistically significant relationship with average academic grades. Those applying via UCAS Late achieved a higher academic average grade.

Performance within both interview groups tasks has a positive relationship with Level One academic achievement. Those who performed well in group tasks achieved higher academic average grade.

Candidates who scored highly in the interview's written task had a higher academic average grade.

Assessed factors which do not predict success

A candidate's reflective skills (assessed within the interview's written task) do not correlate with academic average grade.

There is no link between candidate's having OT work experience and their academic average grade.

There is no link between practice placement grades and academic average grade.

There is no link between the quality of a candidate's personal statement and academic average grade.

Conclusions: No single factor can determine a student's success, but an evidence-based understanding of the variations in the profiles of students dependant on their UCAS route of entry can inform decision making.

Programme number: B3

Time: Conwy 2: 16.00-17.00

Promoting Social Activism and Social Justice in a Living-Learning Community Focused on Vulnerable Children and Vocational Development (0085)

Jennifer Moeschberger

Taylor University, USA

Introduction:

Living Learning Communities (LLC's) are a high-impact educational experience with a host of benefits. These include an increased sense of belonging, more connection and interaction with faculty, smoother transitions to university, higher perceptions of intellectual ability and self-confidence, increased civic engagement and appreciation of diverse perspectives (Kuh, 2008; Brower & Inkelas, 2010; Shapiro & Levine, 1999).

Method:

A pilot programme at Taylor University brought together a group of 28 students over the last two years in an LLC who participated in a series of shared experiences. The programme is centered on the topic of working with vulnerable and at-risk children and deepening the students' understanding of vocation in light of the global needs around this topic. Students participated in the following experiences: First they enrolled in a psychology class titled "Working with Orphans and Vulnerable Children." Then they spent their summer in a practicum experience, either domestic or international, working with a related organization. Next they spent the following academic year living together in a small residence hall. During that time they worked on a research paper or project of their choice, for academic credit.

Results:

The paper reflects on the first 2 years of this new programme, including survey results from the students about how their involvement has impacted them. Students came from a diverse spectrum of academic disciplines, including public health, education, social work, sustainable agriculture, PPE (politics/philosophy/economics), psychology, chemistry/medicine, theatre, film, etc. This provided a rich interplay of perspectives on the topic of vulnerability among children and communities and our individual and corporate responses. Several international students have also been a part of the cohorts, adding unique perspectives as well as providing them with a deeper engagement in a small community. The literature indicates that this is one of the strongest features of LLC's in general- their ability to provide participants with close and meaningful community (Morley, 2014). Another express intent of this program is the formation of vocational clarity, as students are often still choosing a final career path. LLC's demonstrate their effectiveness at connecting students and faculty, and this proximity, advocacy, and resulting exposure to new opportunities are all factors that contribute to many students' shifting vocational identities.

The overall response to the program has been enthusiastic regarding the implications for students' vocational direction, in both subtle and dramatic ways. More than one student directly expressed that the experience altered the direction of their life in meaningful ways. Results indicate that students valued their deepened vocational calling, their ability to connect social justice to their academic discipline through research, and the development of significant relationships with peers and faculty. The consensus overall is that this was a formational experience for most participants.

Programme number: B3

Time: Conwy 2: 16.00-17.00

Women and Professional Doctorates: changing professional identity and family relationships (0087)

Louise Webber

Plymouth University, UK

Professional Doctorates (PD) have grown considerably in the UK since their arrival in the 1990's. Their uniqueness lies in combining a taught element of the course with the thesis stage of research focusing on developing a contribution to professional knowledge. For participants the main strengths of a PD programme are that it enables them as professionals to combine work, family life and doctorate level studies. This paper is significant as it focuses on balancing the complexities of juggling these three areas from the perspectives of women students. The purpose of this paper is to consider the impact of participating in a PD on a woman's professional work life and her family relationships. Previous research with undergraduate female students (abstract-author, 2015) demonstrated that when women engage in higher education they experience changes to their identity. This then affects family and professional work relationships through a change in the woman's perspective, expectations and roles. Family capital is a useful concept in understanding what types of support systems can benefit a woman to achieve educational success. I argue that family capital consists of emotional, cultural, economic and social capital with the thread of time underpinning each form of capital (abstract-author, 2015). Within my previous research, partners and children became good producers of family capital this enabled the women to achieve study success and aided transformation. This paper will develop my concept of family capital exploring whether there is a strong correlation between large resources of family capital and student success at PD level.

Based on ongoing qualitative research with a small group of mature women PD students and their partners this paper examines whether women on PD programmes experience the same level of family capital support compared to undergraduate students. It questions whether women who have support at home are enabled to balance work life, family life and doctorate study. The analysis uses positioning theory (Harre and van Lagenhove, 1999), transformation theory (Mezirow, 2000) and family capital theory to examine whether women are constrained by family or professional commitments that control their ability to be successful or whether family capital support gives them freedom to truly engage. The conclusions here will be of use to mature women students and PD leaders as they consider the implications of these findings and consider how best to support mature women students.

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Programme number: C1

Time: Denbigh 1: 12.00-13.00

Using 'tools' and activities in qualitative interviews: documents, network maps and card-sorting (0034)

Charlotte Verney

University of Nottingham, UK

This presentation will discuss and reflect on a series of pilot interviews that have used a number of tools and activities as part of qualitative interviews in higher education research. The presentation will explore the process of developing the tools, developing appropriate questioning techniques and structuring the interviews. It will also reflect on the benefits and challenges to this approach to interviews.

Interviews have been widely used in educational and social research, including the exploration of interpretations and perceptions of working practices, however, they can be criticized for only revealing perceptions rather than actual practice. Trowler (2008) has suggested the use of interview 'tools' can help dig beneath the surface, and Colucci (2007) has argued that activity-oriented questions can help shed light on elements that might have been neglected if questions were asked in a more classical way. Tools such as concept-mapping have been successfully used in recent higher education research into the careers of academic women (Kandiko et al., 2015).

The interviews reflected upon in this presentation form the pilot phase of an on-going research project as part of a Professional Doctorate in Education exploring the roles and responsibilities of UK university administrators; an emerging research area. The research is exploratory in nature and concerned with understanding the nature of administrative work, the division of labour between academics and administrators, as well as the lived experiences of administrators as they enact their roles.

As this research aims to develop a 'thick description' of administrator's work, and to understand their work and role within a complex organizational environment, using interview tools and activities will enable the researcher to enter the participant's world as far as possible without direct observation.

References:

Colucci, E. (2007) "Focus groups can be fun": the use of activity-oriented questions in focus group discussions, *Qualitative Health Research*, 17(10), pp.1422-1433

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Programme number: C1

Time: Denbigh 1: 12.00-13.00

A new model for the evaluation of inquiry based learning projects (0055)

Anna Heudorfer, Eileen Lübcke

University of Hamburg, Germany

Inquiry or research based learning can be seen as a fundament of academic learning (Reinmann 2016). Simons and Elen (2007) identify two approaches towards inquiry learning. The functional approach “reflects upon the function of research from the viewpoint of teaching” (Simons & Elen 2007, 619). The reflective approach considers research as the core idea of the university and emphasizes its edifying potential for researchers as well as students. It is based on the idea that research is education in itself, because researchers are led by the pursuit of truth (Simons & Elen 2007, 624). Widely referred frameworks are the one from Healey and Jenkins addressing the research-teaching nexus (Healey & Jenkins 2005) or the core concept on inquiry learning developed by the Bundesassistentenkonferenz (BAK) which is the most referred framework in German literature. Here, inquiry learning linked closely to the scientific research process which is conducted by the students themselves or at least mentally reconstructed (BAK, 1970).

With our understanding we follow the BAK idea of inquiry learning as a learning setting in which (undergraduate) students actively engage in research during their study time. Nevertheless, what is missing is a framework to analyze different forms / formats of this specific type of inquiry learning. Angela Brew (2013) developed a framework which is based on the choices to be made in order to create an inquiry based learning setting. She places the student at the center of attention and focuses on (1) the context of learning and (2) the pedagogic decisions to design a learning setting. Different choices at 8 dimensions of the learning scenario have to be made according to Brew with regard to student autonomy. The decisions are related to dimension such as topic, question, assessment or quality of insight gained through student activities.

We adapted Brews framework and made some modification to analyze 20 German undergraduate research projects. We visualized different degrees of freedom and constraint within the learning process. This enables us to draw conclusions on correlations between different dimensions of autonomy, e.g high level of student autonomy in terms of planning and conducting research might lead to create knowledge that is new to the discipline and not just unknown to the individual student.

Programme number: C1

Time: Denbigh 1: 12.00-13.00

Risky research: the institutional-researcher relationship and risk-prone research environments (0081)

Adam Walton

UCL Institute of Education, UK

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

I draw on my own experience of trying to conduct research in Afghanistan and Turkey, as well as the experiences of colleagues focussed on a range of countries in Africa, South America and the Middle East. I discuss also approaches from journalism and international development. I suggest a range of principles which might better inform the institution-researcher relation in this area. In particular I hope to draw on, and discuss, the experiences of other conference participants, whether they perceive their research to be risk-prone or not.

Kovats-Bernat, J.C., 2002. Negotiating dangerous fields: Pragmatic strategies for fieldwork amid violence and terror. *American Anthropologist*, 104(1), pp.208–222.

Zwi, A.B. et al., 2006. Placing ethics in the centre: Negotiating new spaces for ethical research in conflict situations. *Global Public Health*, 1(3), pp.264–277.

Programme number: C2

Time: Denbigh 1: 14.00-15.00

Cultivating empowerment by changing the narrative of Black women in Academia (0046)

Michelle Grue

University of California, Santa Barbara, USA

Despite texts such as *Women's Ways of Making It in Rhetoric and Composition* (Ballif, Davis, & Mountford, 2008), there is still a dearth of research about successful Black women in academia and the strategies they employ while "making it". Cultivating their rhetorical strategies to expand the scope of the current narrative, which often recycles the old Mammie, Jezebel, and Sapphire myths, may empower Black women throughout academia, in the United States and abroad.

Furthering that end, this presentation will focus on how Black female faculty use oral and written rhetorical strategies, particularly narrativizing (storytelling) and sounding (expressing displeasure), as well as the bodily strategy of engaging in or repudiating the politics of respectability. The study will encompass an investigation into the academic practice, work, and careers, with the goal to widen and deepen the participation of Black faculty.

To better document real stories of Black female excellence in academia, the speaker's study will consist of eight interviews of Black women professors and academic leaders (four each at Christian and secular universities, both in California and predominantly white institutions) in summer and fall 2016. Alongside these will be other representative professional blogs and academic videos, as well as eight interviews from the documentary *Living Thinkers: An Autobiography of Black Women in the Ivory Tower*, which provides an audio-visual parallel to *Women's Ways* that goes beyond rhetoric and composition. The speaker will textually analyze these narratives to answer research questions rooted in Critical Race theory (Crenshaw) and *Black Women's Rhetoric* (Kynard), as well as Perryman-Clark's (2013) and Williams's (2013) findings regarding the use of rhetorical strategies of African-Americans in composition classrooms to facilitate Students' Right to Their Own Language (SRTOL). The speaker will investigate rhetorical strategies Black women use orally, textually, and bodily to shape their professional identity, how these rhetorical strategies reinforce or reimagine current and historical narratives of Black women, and how these rhetorical strategies might inform instruction in writing classrooms and the mentorship of Black women.

References:

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Perryman-Clark, S.M. (2013). African American language, rhetoric, and students' writing: New directions for SRTOL. *College Composition and Communication*, 64(3), 469-495. Retrieved from <http://search.proquest.com/docview/1413415122?accountid=14522>

Walker-Canton, R. *Living Thinkers: An Autobiography of Black Women in the Ivory Tower* [Documentary]. (Available from *Women Make Movies*, New York <http://www.wmm.com/filmcatalog/pages/c880.shtml>)

Williams, B.J. (2013). Students' "write" to their own language: Teaching the African American verbal tradition as a rhetorically effective writing skill. *Equity & Excellence in Education*, 46(3), 411-429. doi: 10.1080/10665684.2013.808099

Programme number: C2

Time: Denbigh 1: 14.00-15.00

Vietnamese higher education purposes in the era of globalization: Implications for higher education teachers' professional development (0053)

Thi Van Su NGUYEN

the University of Sydney, Australia

This presentation reports on the conceptual change on higher education purposes of participants in a compulsory teachers' professional development program in Vietnam. While in the West, the pervasive influence of neo-liberal values on higher education policy has been debated (Boni & Gasper, 2012) and recent direction in adopting the human capability approach has been argued to challenge neo-liberal agenda, little literature is found to discuss which pathway is driving Southeast Asia higher education policy. Considering its recent economic growth and surprising higher education expansion and development (Welch, 2011), one might assume the strong influence of neo-liberal influence on higher education policy in this area, however, little empirical is found to support this assumption. By exploring a case on Vietnamese higher education purposes, this paper adds to the understanding of higher education values in one specific Southeast Asian context, and invites research to investigate impacts of such values on teachers' professional development trajectories.

Constructivist grounded theory (Charmaz, 2014) was used to guide the methodology and analysis of the study. Fifteen participants enrolling in a compulsory higher education teachers' professional development were semi-structured before the program started and after the program completed. Five program trainers were also semi-interviewed and the document policy on higher education purposes was analyzed.

Three categories on higher education purposes emerged from the interview data with program participants: social contribution, competencies and potentials, and morality. The three categories remain the same in the post-program interview analysis, however the dimensions of each category changed significantly. The post-program phase saw less influence of neo-liberal values on participants' conceptualization of higher education purposes.

The paper concludes that the main purpose of Vietnamese higher education is still much grounded in chasing economic turnovers rather than helping students reach their full potentials. The paper highlights the perceived role of Vietnamese higher education in educating "good" (moral) citizens but its role in acting as agents resolving global urgencies (e.g. environment, social injustice...) is overlooked. The researcher therefore suggests the consideration of human capability (Walker, 2010) and authenticity (Kreber, 2013) to better promote students' competences and democratic values in the age of globalization and marketization in Vietnam. Implications on the restructure of teachers' professional development program are discussed.

References

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- Kreber, C. (2013). The Transformative Potential of the Scholarship of Teaching. *Teaching and Learning Inquiry: The ISSOTL Journal*, 1(1), 5-18.
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Programme number: C2

Time: Denbigh 1: 14.00-15.00

Learning from the Best: Identifying the bright spots in University teaching. (0089)

Craig Bartle, Caroline Wilson

Coventry University, UK

This paper will outline the processes employed, and present findings from, an empirical research project conducted at a Midlands University, which used qualitative feedback from modules with consistently strong levels of student satisfaction to identify 'bright spots' in approaches to teaching and disseminate good practice across the institution.

As the HE market has become increasingly competitive and students have become more discerning, the requirement to provide an excellent student experience is crucial to organisational survival (Morgan 2012). Students' evaluations of their experiences at university are critical for attracting prospective students, and are about to become a metric linked directly to student funding via the new Teaching Excellence Framework (TEF).

Universities are already focused on student satisfaction as a 'key information set' (KIS) statistic, which many students use as a guide to choosing their place of study. Academic support plays an important part in ensuring students have a positive and successful experience and institutions are now looking for fresh ways to improve student satisfaction.

Bright Spots is a problem-solving technique which focuses on discovering 'successful efforts worth emulating' (Heath & Heath 2010) or 'observable exceptions recognised by their peers as producing results above the norm' (Allen Foundation 2012). It then supports others within the organisation and/or community to study the 'bright spots' and replicate that success more widely (ibid).

Qualitative feedback from classes with consistently strong satisfaction levels for areas relating to teaching and overall satisfaction across a two-year period was examined from termly module evaluation reports organised within the institution. Responses from two open response questions included on the survey were then analysed to reveal the 'bright spots'. In-depth, semi-structured interviews were subsequently undertaken with a sample of module leaders responsible for these modules.*

The research revealed four key areas for consideration when addressing students' satisfaction levels: staff-student interaction, approaches to teaching, coursework and assessment, and resources. The goal is to use the insights uncovered to engage staff in future development work, led by the academics themselves.

References:

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Programme number: C3

Time: Denbigh 1: 16.00 - 17.00

The development of Arab international PhD students: agency and power (0077)

Gihan Ismail

University of Bath, UK

This presentation is to discuss the rationale for a PhD research and the findings from an initial pilot study. The PhD project aims to (1) understand the experiences of current and past Arab international PhD students and (2) explore meaning-construction of the PhD development process and pedagogical practices in relation to concepts of development, agency and power.

Much research on the internationalisation of higher education in the UK focused on issues of language and culture and mostly across undergraduate and taught postgraduate degrees, but less to none explored the experiences of Arab international PhD students in the UK. Despite the relative increase in the numbers of international students in the UK in the past two decades (HESA report, 2015); there is no accurate figure for full-time Arab international students who come to the UK to study a full-time PhD degree. A number of government agreements between Britain and some Arab states has come into effect for the purpose of enhancing a higher educational profile and building up a cadre of academics that support higher education systems in Arab countries. With the diversity of goals and the geo-political backgrounds of those students, it is significant to look into how they understand their development during their PhD study and how the UK higher education system contributes to that development. The qualitative study is multi-perspectival and was used inductively to explore the experiences of Arab international students and graduates as well as PhD supervisors. Preliminary data was collected via one-to-one interviews and analysed thematically.

The findings present new perspectives on the interrelations between development, agency, culture and the politics of knowledge. This is an under-researched area of knowledge and provides an opportunity for a deeper understanding of what a UK PhD degree can offer an international Arab student. Findings may initiate further interest in the wider value of western doctoral degrees to international students.

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Programme number: C3

Time: Denbigh 1: 16.00 - 17.00

What characterises “highly impactful” academic research in scientific disciplines? Two **phases of preliminary analysis (0028)**

Elie Cohen

University of Sheffield, UK

INTRODUCTION

I discuss preliminary findings of two phases of research. Results of the Impact sub-profile of the 2014 Research Excellence Framework (REF) are analysed (phase 1). These findings enable identification of “highly impactful” research, from which I collect additional secondary (phase 2) and primary (phase 3) data. Phase 2 is this presentation’s main focus.

BACKGROUND

There is increasing interest in knowledge-production as an object of research and policy. In the UK, the demands that academic research increase efficiency, accountability, and societal value, may be termed the impact agenda, exemplified in the Impact sub-profile of the REF. Based on literature predicting the increasing significance of transdisciplinarity, applied research, and innovation aims (Etzkowitz, 2008; Gibbons et al., 1994; Stokes, 1997), I focus on the extent to which these characteristics are evident among what I call the “most impactful” research, as identified by REF results data.

I look at scientific and technological (S&T) fields, since these fields are of greatest perceived significance to the economy, health, and security; while increasing costs demand value-for-money judgements. (Ziman, 2005)

METHODS

My sample includes REF submissions to S&T fields. REF results allow descriptive analysis, related to the extent, distribution and type of Impact achieved, and the role of interdisciplinary research. This permits the search for any distinctive pattern among these elements among “highly impactful” submissions (those achieving 100% 3-4* Impact, despite but relatively low Overall scores).

Second, I glean information, pertaining to the aforementioned characteristics, from webpages of the groups/departments responsible for the “highly impactful” research.

Third, I follow this up with interviews with those involved in the identified research.

PRELIMINARY FINDINGS

I am currently at the early stages of phase 2, and speak mainly on this. Early indications are that greater interdisciplinarity does not necessarily correlate with greater impact, but that the “most” impactful research may be slightly more likely to be interdisciplinary. High impact seems disproportionately likely to be underpinned by use-inspired basic research, quite often where a dedicated team - led by one or two key figures - conduct several distinct projects, which form a relatively consistent programme over many years.

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Programme number: C3

Time: Denbigh 1: 16.00 - 17.00

The concept of the academic library: exploring space(s) in higher education (0056)

Lee Fallin

University of Hull, UK

This paper will focus on operationalizing the work of Henri Lefebvre (1991; 2013) and Ed Soja (1989; 1996) to research academic library spaces. My thesis is exploring the concept of the academic library, based on the premise that libraries have developed beyond their traditional role as information repositories. For this reason, libraries have seen heavy investment and diverse transformations across the sector. While they have developed as spaces, there is a need to understand how this is conceptualised and understood by users such as students, researchers, staff and the general public.

Research base:

The paper is based on a rhythm analysis project I conducted within a university library. In this context, rhythm analysis focuses on the rhythms of the library in relation to the minds and bodies of library users. The project utilised participant observation and autoethnographic reflection as methods to conduct the rhythm analysis. Data comprised of three, four hour observations a week-long autoethnographic diary. Researching the space utilisation and social interactions of students helped to identify the diverse range of spaces the library has become:

- Library as coincidental space
- Library as learning space
- Library as social space
- Library as spectacle
- Library as transitional space

The findings of this project demonstrate how student use of the building reflects a renewed concept of the academic library that must be explored further. My thesis will go on to explore this in much more detail by engaging with library users (students) as well as library professionals (librarians) to provide a historical perspective.

Core concepts:

In his edited volume, Temple (2014) introduces the physical as an under-addressed aspect of university space. While space is addressed outside of the physical by authors (for example Savin-Baden), the physical is often under represented within the education literature.

Outside of education, the Lefebvrian approach to space has been heavily influential considering how space is a social product and not an absolute reality. Lefebvre constructed space around a triad of perceived, conceived and live dimensions to unite the practical, symbolic and imagined aspects of space (Lefebvre 1991). This has subsequently been developed by the postmodernist Ed Soja (1989; 1996) to consider the historical, social and spatial.

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Programme number: D1

Time: Denbigh 2: 12.00-12.30

Are they ready? Assessing Career Outcomes of Business Students in Co-Curricular Programming (0002)

Rachel Cleveland

University of North Texas, USA

PURPOSE: The purpose of this study is to investigate the impact of co-curricular programming on career outcomes of business students. For the purpose of this study, career readiness is defined as “the attainment of demonstration of requisite competencies that broadly prepare college graduates for a successful transition into the workplace” (NACE, 2014).

NATURE OF RESEARCH: This study was conducted at a research university in a southwestern state of the United States. This study provided a perspective on what resources on and off campus are being utilized by business students, and which are having the most influence on their career outcomes, i.e. salary and post-graduation plans. For the presentation, findings will be presented as well as discussion over areas of concern.

THEORETICAL FRAMEWORK: Two theories guided the effectiveness of programming on college students: Baxter-Magolda’s self-authorship theory (2004) and Kolb’s experimental learning theory (2015). Both emphasize the importance of individual development in college through self-discovery and accessing resources available to students.

METHODS: The data came from The Outcomes Survey (TOS) completed by graduating seniors in their final semester. The data included demographic information as well as number of job offers, starting salary ranges, and employment status. Data shared extended over 2 semesters in December 2014 and May 2015, with 748 surveys returned from College of Business and 134 of those responding to salary and Campus programming questions. An ANOVA analysis was conducted to answer the research questions.

KEY FINDINGS: There was no significant difference in career outcomes between students who utilized campus resources and those who did not. While no on campus or off campus resource rendered a significant difference, academic advising came the closest for on campus and professional networking for off campus resources.

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Programme number: D1

Time: Denbigh 2: 12.00-12.30

Getting there on time: Understanding what leads to timely submission of PhD theses (0004)

Shane Dowle^{1,2}

¹Royal Holloway, UK,

²University of Surrey, UK

This presentation reports on a PhD project that seeks to understand the phenomena that lead to timely submission of PhD theses in UK universities.

Submission rates are routinely used by UK funders of doctoral education as the key performance indicator for judging the quality an institution's PhD programmes and whether or not to continue funding them. This places huge pressure on institutions, supervisors and full-time students to ensure that theses are submitted on time with sanctions imposed when a pre-decided proportion of deadlines are missed.

The presentation covers the following:

First, using neo-liberalism as a theoretical framework, I will explore how performativity has come to dominate higher education discourse and is influencing practice (Harris 2007). Within this context, associated phenomena have arisen such as new modes of knowledge production, the knowledge economy and new managerialism which have challenged and changed the purpose of doctoral education. I argue that UK doctoral education is now a contested space where traditional notions of the knowledge PhD serving the needs of academic disciplines compete with notions of a training PhD which serves the needs of the knowledge economy. Within the context of this debate, I trace how UK policy has led to submission rates in doctoral education becoming the performance measure of the institution, supervisor and student.

Second, I will give a critical appraisal of what the literature teaches us about the possible phenomena that lead to timely submission. In particular, I will mention the student (Wright and Cochrane 2000); supervision (Manathunga 2005); cultures of departments, institutions and disciplines (Gardner 2010); career prospects (Golde 2000); and the wider policy context.

References

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- Golde, Chris. 2000. "Should I stay or should I go? Student descriptions of the doctoral attrition process." *The Review of Higher Education* 23 (2):199-227.
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- Manathunga, Catherine. 2005. "Early warning signs in postgraduate research education: a different approach to ensuring timely completions." *Teaching in Higher Education* 10 (2):219-233. doi: 10.1080/1356251042000337963.
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Programme number: D1

Time: Denbigh 2: 12.00-12.30

Students as Partners within the Process of Teaching and Learning of Statistics (0015)

Monica Hess

Brunel University London, UK

partnership, feedback, statistics, engagement, change

Background

The Higher Education Academy proposed in 2014 a framework for partnership in teaching and learning in Higher Education. According to this framework, students could be viewed as partners within the process of teaching and learning (HEA, 2014). In this way, students could represent valuable sources for professional development, especially if they are asked to provide educators with feedback regarding the sessions they are teaching. Indeed, feedback seemed to contribute to self-monitoring, confidence, and achievement (Hendry, 2013) and to standards and quality assurance (Fry, Ketteridge, & Marshall, 1999).

As studying statistics can be a challenging activity, the researcher tried to involve students within the process of teaching and learning of statistics by asking students to provide feedback with regards to certain aspects of the statistics sessions.

This empirical pilot study aims thus to present students' perspectives on the process of teaching and learning of statistics.

Participants

A small group of postgraduate mature students on a MSc course at Brunel University London took part in this pilot study. Six students attended Session 1, six students attended Session 2, four students attended Session 3, and five students attended Session 4.

Data Collection Procedure

The researcher collected information from students throughout the four sessions by asking students to provide their opinions with regards to several teaching and learning aspects. Questions included students' opinions with regards to the usefulness of each session, aspects that were good but needed improvement, and attitudes towards statistics.

Data Analysis

Students' answers were analysed using Thematic Analysis (Braun & Clarke, 2006).

Findings & Discussions

After all the data from all the questions from Sessions 1, 2, 3, and 4 were analysed, three main themes emerged. Those themes were: Teaching Knowledge, Teaching Other, and Discipline Engagement. Teaching Knowledge theme had two sub-themes. Those were: Theoretical Knowledge and Practical Knowledge. Teaching Other theme also had two sub-themes. Those were: Engagement and Time. Discipline Engagement theme had three sub-themes. Those were: Knowledge, Importance, and Feelings.

Conclusions

This presentation emphasises the need for students to be continuously involved in the process of teaching and learning of statistics. In this way, not only that the educators can improve this process but also students can become more engaged with statistics as a discipline.

References

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101

Fry, H., Ketteridge, S., & Marshall, S. (1999). *A handbook for teaching and learning in higher education. Enhancing academic practice*. London: Kogan

Hendry, G. (2013). Integrating feedback with classroom teaching using examples to scaffold learning. In S. Merry, M. Prince, D. Carless, & Taras, M (Eds.), *Reconceptualising feedback in higher education. Developing dialogue with students* (pp. 133-141). Oxford: Routledge

Programme number: D2

Time: Denbigh 2: 14.00-15.00

A Modified Approach to Student Leadership Training Sessions (0051)

Haley Williamson

Taylor University, USA

The purpose of the research is to present a new approach to student leadership training sessions.

This study aims to connect two different topics in order to produce a positive student leadership experience: monasticism and student leader training. Monasticism is a spiritual approach that emphasizes spiritual disciplines, community, and service. Specific spiritual disciplines, in addition to community and service, include silence, solitude, and celebration. Richard Foster (1998) studied monastic practices and the impact they have on individuals, concluding that the practice of silence, solitude, and celebration creates a foundation for compassion, sensitivity towards people, trust, listening, hope, strength, gratitude, and joy.

Considering Foster's findings, monastic values could provide a valuable foundation for educators to utilize when training student leaders. Student leaders who practice silence, solitude, and celebration in training would be better equipped to see their potential as leaders as well as care for and serve their peers well. This research aims to discover a positive correlation between student leaders who partake in these disciplines and their approach to their job in order to develop a curriculum incorporating monastic practices in student leadership training.

Methodology: This research took place at a private faith-based institution in the Pacific Northwest of the United States. In January 2016, thirty students took part in a month-long monastic trip during which they participated in spiritual disciplines, service, and community. Eight students identified as students holding leadership positions participated in qualitative interviews before and after the trip. Interviews lasted an average of 45 minutes and covered four topics: spiritual disciplines, monasticism, student leadership, and the impact of the monastic trip. Using a grounded theory approach, interviews were transcribed and coded for themes.

Stage of Research: As of June 2016, interviews have been conducted and transcribed while data is in its initial stages of coding and theming. Research findings are to be formally concluded by December 2016.

References:

Foster, R. J. (1998). *Celebration of discipline: The path to spiritual growth*. New York, NY: HarperCollins Publishers.

Kouzes, J. M. & Posner, B. Z. (2008). *The student leadership challenge: Five practices for exemplary leaders*. San Francisco, CA: Jossey-Bass.

Nestor, E., Onge, S., Peter, P., & Robertson, T. (2003). Modifying RA training in support of a custom programming model. *Journal of College and University Student Housing*, 32(2), 45-48.

Programme number: D2

Time: Denbigh 2: 14.00-15.00

The Courage to Learn: Helping Students Embrace Failure (0024)

Alex Crist

Taylor University, USA

Purpose and Nature of the Research

“What best predicts student success?” is a question that educators and students alike are asking. The current research project is a continuation of an ongoing research initiative entitled, The Courage to Learn, which seeks to answer that very question. Results from a pilot course indicate that embracing failure is a powerful implication in the learning process. Therefore, the current research project will examine how an intentional focus of teaching students to embrace failure in the classroom impacts their learning.

Methodology

The sample consists of first-year students in an undergraduate discussion-based course. One section of the course, comprised of roughly 20 students, will have a focus on taking risks and having a willingness to fail to improve their learning. The instructor will explicitly teach students about having a disposition towards learning that embraces failure, and specific learning experiences will be developed to aid students' pursuit. An assessment measure is currently being developed and will be used to measure students' willingness to fail. Following the quantitative analysis, interviews will be conducted to further explore the willingness to fail's impact on student learning. The results from this section will be compared to other sections that did not have the focus on developing a willingness to fail.

Key Findings and Implications

Despite students' desire to avoid discomfort and failure in and out of the classroom, research suggests the importance of being wrong for the sake of learning. Bain (2012) summed up the importance of have a willingness to fail by stating, “People who become highly creative and productive learn to acknowledge their failures, even embrace them, and to explore and learn from them” (p. 100). The findings of the research will demonstrate the effects of students' intentional willingness to fail and will provide insight into the growing body of literature related to student success and learning through failure. As a result, educators may be better able to equip students to learn through encouraging them to take risks to improve their learning.

Selected References

Bain, K. (2012). *What the best college students do*. Cambridge, MA: Harvard University Press.
Duckworth, A. (2016). *Grit: The power of passion and perseverance*. New York, NY: Scribner.
Dweck, C. S. (2006). *Mindset: The new psychology of success*. New York, NY: Ballantine.

Programme number: D2

Time: Denbigh 2: 14.00-15.00

The exploration of the significance of Higher Education for mature students in both England and China from the perspective of social and cultural capital (0044)

Shanshan Guan

University of Hull, UK

As a result of higher education strategies such as Massification and Widening Participation, more mature students have the opportunity to return to the university to study, but they remain a marginalized and underrepresented group in both England and China (MoE, 2014; HEFCE, 2014). This case study focuses on mature students as a distinct group of students in higher education aiming to explore the significance and meaning of higher education for mature students across two countries with distinctive HE systems. From three dimensions: what motivates mature students to return to university; the students' retention in higher education; and what mature students gain from higher education. Bourdieu's social and cultural capital is the theoretical lens used to interpret and analyse the research data.

England and China are the two cases and 37 semi-structured interviews with mature students have been done in the two countries. England and China were selected because the HE systems in the two countries are different regarding mature students, and this results in different experiences. In China, there is a distinct Adult Higher Education System within the National Higher Education System specifically serving mature students, separately accepting, educating and awarding degrees. The Adult Higher Education System in China does not award full BA honours degrees and these degrees have lower value both in the employment market and more broadly in society. But in contrast, there is no separate higher education system for mature students in England and the value of the degree is the same for all students. This study explores the impact of these different higher education systems on mature students' retention and achievement in the two countries.

The findings suggest that whilst mature students face distinct challenges in both countries they also have some advantages, stemming from the distinctiveness of their social and cultural capital. Mature students in both countries return to university with clear and purposive goals, among which changing a job or gaining promotion is the principal one; gaining "knowledge" is not the only aim or expectation and their goals for higher education are comprehensive. The strength of their personal motivations, sometimes arising from the desire to provide more opportunities and enhanced social and cultural capital for their children and family, provides a strong impetus to support them overcoming various difficulties and completing their study.

Programme number: D3

Time: Denbigh 2: 16.00-17.00

Perceptions and Manifestations of Faith-Work Integration in Graduates from a U.S. Faith-Based University (0062)

Emilie Hoffman

Taylor University, USA

Purpose

This presentation will describe how emerging adults integrate faith and work, specifically Christian university graduates and their perceptions of if and how faith-based education uniquely impacts this integration. The integration of faith and work refers to the manner in which individuals reconcile meaning sets and worldviews with their work. In recent decades, the involvement of religion, faith, and spirituality in the workplace is increasingly being addressed in the United States, and even promoted, among major companies, academia, publishing, ministries, and churches. While recent studies better describe the characteristics and influences on an individual's integration of faith and work, research measuring the extent or trends of integration is lacking. Further, most studies focus on congregation, religious attendance, or workplaces' impact, however, a gap exists in the literature on the impact of higher education on the integration of faith and work.

Nature of Research

The nature of the research being presented is empirical. The researcher is undergoing data collection throughout summer of 2016, and by the time of presentation, will present the preliminary findings of this study.

Methodology

An explanatory sequential mixed method approach is being conducted. The first phase of this study utilizes a survey design method to provide quantitative descriptions of trends in faith-work integration. The second phase implements semi-structured, phone interviews in order to reveal Christian college graduates' perceptions of their preparedness to integrate faith and work after graduation. Approximately 1,2000 alumni who have graduated from a small, Christian, liberal arts institution in the Midwest of the U.S. will be contacted to participate in the first phase of the study. A purposeful sampling will be performed to determine the twelve participants for the second phase.

Key Findings

Christian higher education promotes the incorporation of faith into various aspects of life, especially one's work. The results obtained by identifying trends and perceptions of faith-work integration will provide insight to inform and guide the role of Christian higher education in preparing college graduates for a meaningful and thoughtful life. Further, the findings and implications will be relevant to secular institutions and organizations in addressing the needs of students or employees who desire to integrate faith and work.

References

Cadge, W., & Konieczny, M. E. (2014). "Hidden in plain sight": The significance of religion and spirituality in secular organizations. *Sociology of Religion*, 0, 1-13. doi:10.1093/socrel/sru043
Hammond, P., Stevens, R. P., & Svano, T. (2002). *The marketplace annotated bibliography: A Christian guide to books on work, business, & vocation*. Downers Grove, IL: InterVarsity Press.
Walker, A. G. (2013). The relationship between the integration of faith and work with life and job outcomes. *Journal of Business Ethics*, 112, 453-461.

Programme number: D3

Time: Denbigh 2: 16.00-17.00

Pathways to Spiritual Development in College Students (0066)

Jessica Woodring

Taylor University, USA

A national study on the spiritual life of college students in the United States revealed that today's American college student enters higher education with the expectation that college will play a role in spiritual development (Astin, Astin, & Lindholm, 2003). Regardless of a student's faith inclination, he or she expects that college will meet his or her need for personal spiritual exploration.

Purpose

This presentation addresses the need for student affairs professionals to be proficient in approaches that infuse crucial spiritual development into the student experience. The suggested pathways to spiritual development in this presentation stem directly from the results of a qualitative phenomenological study conducted using college seniors at a private, liberal arts, Christian faith-based institution in the Midwest region of the United States.

Variables and Relevant Literature

Foundational to the study of spiritual development are the faith development theories of Parks (1986) and Fowler (1981). This presentation looks into the experience of that faith development in college. To identify students' experiences of spiritual growth in college, the study examined the aspects of the college experience that affect a student's God image. The God image is a construct that encompasses myriad ways of viewing and understanding God; it is a working model or metaphor of the person of God (Rizzuto, 1979). The God image is dynamic; it changes as one's relationships, context, and life experiences unfold (Rizzuto, 1979). "God" refers directly to the Christian understanding of God, but the results readily transfer to engage any student's experience of spirituality or a higher power.

Results and Application

Following an introduction to the God image construct, participants answered interview questions about how their view of God changed since they entered college. Themes from the interviews were indicative of the aspects of the college experience that affected change to the students' God images. This presentation will expand on the prominent themes and the relevance of those themes as pathways for conversations, programming, and curriculum that foster metacognition about spirituality and spiritual development.

References

- Astin, A. W., Astin, H. S., Lindholm, J. A. (2003). The spiritual life of college students: A national study of college students' search for meaning and purpose. Retrieved from <http://spirituality.ucla.edu>
- Fowler, J. W. (1981). Stages of faith: The psychology of human development and the quest for meaning. New York, NY: HarperCollins Publishers.
- Parks, S. (1986). The critical years: The young adult search for a faith to live by. San Francisco, CA: Harper & Row Publishers.
- Rizzuto, A. (1979). The birth of the living God: A psychoanalytic study. Chicago, IL: The University of Chicago Press.

Programme number: D3

Time: Denbigh 2: 16.00-17.00

Mimicking the learning process of entrepreneurs in entrepreneurship education: The significance of social networks. (0067)

Jahangir Wasim

University of Portsmouth, UK

Purpose:

This presentation discusses literature review findings for doctoral research exploring the possibility of incorporating social network learning into entrepreneurship education within Higher Education (HE) in the UK.

Findings:

Whilst there has been significant research on the importance of 'social learning' (Vygotsky, 1978; Lave and Wegner, 1991; and Engestrom and Middleton, 1996) and use of social networks in entrepreneurial processes e.g. Birley (1985) the concept of entrepreneurs learning within social networks lacks empirical evidence. Neither has entrepreneurial learning been empirically explored to establish whether learning from one's social network can be accommodated beneficially within entrepreneurship education in HE.

Seminal work by Cope (2003) emphasises the importance of network interactions among entrepreneurs with their social surrounding and suggested that this interaction stimulates 'reflection and learning'. The role of the social dimension in entrepreneurial learning was later emphasised by Cope (2005) again suggesting that to create an entrepreneurial learning atmosphere, entrepreneurs need to learn from their 'key network agents'. This connects entrepreneurial learning with social learning, however, it does not explicitly explore how entrepreneurs learn within their social networks.

The contribution of consequent research is to ameliorate these gaps and to enrich entrepreneurship education by incorporating how entrepreneurs learn within social networks.

Methodology:

Literature review is completed in two stages; the initial stage involved a systematic literature review of five journals published between 1980 and 2015. In the second stage, a comprehensive literature search was conducted based on the data extracted from stage 1.

Qualitative research methods will be used for empirical research in entrepreneurial network environments taking an ethnographic approach. This will be followed by semi-structured interviews from entrepreneurs, academics, students and policy experts. By the time of the presentation, it is expected that:

- Research design will be completed.
- Ethnographic fieldwork will be completed.
- Sample selection would be completed.
- Questions for semi-structured interview will be designed.

References:

Birley, S., (1985). "The Role of Networks in the Entrepreneurial Process". *Journal of Business Venturing*, 1(1); 106-117.

Cope, J., (2003). "Entrepreneurial Learning and Critical Reflection: Discontinuous Events and triggers for 'Higher Level' Learning". *Management Learning*, 34(4); 429-450.

Cope, J., (2005). "Toward a Dynamic Learning Perspective of Entrepreneurship". *Entrepreneurship Theory and Practice*, 29(4); 373-397.

Engestrom Y., and Middleton, D., (1996). "Cognition and Communication at Work". Cambridge:

Cambridge University Press.

Lave J., and Wenger, E., (1991). "Situated Learning: Legitimate peripheral participation". Cambridge: Cambridge University Press

Vygotsky, (1978). "Mind in Society: the development of higher psychological processes". Cambridge: Harvard University Press.

Programme number: E3

Time: Beaumaris 1: 16.00-17.00

Addressing issues of student transition and retention: the adoption of peer mentoring as part of an HND Sport, Coaching & Physical Education course (0063)

Chris Cattell, Nick Breeze
University of Worcester, UK

Peer-mentoring (PM) has been shown to be beneficial for higher education students from a range of perspectives, including retention, developing a sense of belonging and building communication and organisational skills (Glaser, Hall & Halperin 2006). Often regarded as an effective intervention, particularly with regard to “vulnerable students” (Terrion and Leonard 2007), it has also been shown to have benefits for both mentors and tutees (Beltman and Schaeben 2012).

This two-year research project sought to understand the perceptions of students who had participated in PM, an innovation undertaken on an HND Sport, Coaching & Physical Education course in an Institute of Sport and Exercise Science at a UK University. Second year students volunteered to become ‘Student Academic Mentors’ (SAMs) and having undertaken training, were allocated a group of first year tutees. Structured engagement ranged from an initial session in induction week, to regular group and one-to-one meetings.

The project’s main purpose was to ascertain students’ perceptions of how effective PM had been, prior to possible wider adoption. Specifically, the research objectives were to better understand:

- SAMs’ and tutees’ perceptions of their engagement with the process;
- All participants’ perceptions of the efficacy of PM as a part of their courses;
- The effects on student retention in comparison with previous years;
- All participants’ perspectives of specific aspects of their courses that had been enhanced or diminished by PM;
- All participants’ views of how the process may have affected their perspectives of transitions, e.g. to the 2nd year, into employment or topping up to a degree-level qualification;
- All participants’ ideas for improving PM.

Ethical permission having been gained, SAMs’ views were collected through a series of individual semi-structured interviews, which were recorded and thematically analysed. A paper-based quantitative and qualitative questionnaire was administered to tutees, which was also analysed, with the qualitative data organised thematically. Student attrition figures were compared over a range of years.

In general PM was viewed as a successful innovation, which students found helpful from various perspectives, notably in aiding transitions between years and courses and in facilitating potentially stressful aspects of the academic process.

References

- Beltman, S. and Schaeben, M. (2012) Institution-wide peer mentoring: Benefits for mentors. *The International Journal of the First Year in Higher Education*, 3 (2), 33-44.
- Glaser, N., Hall, R., and Halperin, S. (2006) Students supporting students: The effects of peer mentoring on the experiences of first year university students. *Journal of the Australia and New Zealand Student Services Association*, 27, 4-17.
- Terrion, J. and Leonard, D. (2007) A taxonomy of the characteristics of student peer mentors in higher education: findings from a literature review. *Mentoring & Tutoring*, 15 (2), 149-164.

Programme number: E3

Time: Beaumaris 1: 16.00-17.00

Coming to College Twice: The Impact of First Semester Freshman Study Abroad Programs on College Transition (0078)

Ryan Hawkins

Taylor University, USA

Transition is a constant part of life. For many American college students, the transition from living at home to living in a residence hall on a university campus is the first major life transition they will face. During this transition, students must adapt to live in a new place, develop new friendships, and learn how to navigate a more challenging academic environment (Kneipp, Kelly, & Cyphers, 2009). For a growing number of students, this transition happens at the same time a student is also trying to adjust from spending a semester at an institution outside of the United States.

The purpose of this study is to explore the effects of spending the first semester studying abroad on a student's transition to a residential college in the United States. One aspect of a successful transition to a residential college setting is the development of close social relationships within a residence hall at the beginning of a student's university career (Wilcox, et al., 2005). For a growing number of students, their college career begins somewhere besides in their residence hall or even their home campus. According to the Institute of International Education (2015), 3.9 percent of the American students who studied abroad during the 2013/14 academic year, approximately 10,331 students, were freshmen. This number is up almost one percent from the previous year.

This project utilizes a qualitative, phenomenological approach to explore student perceptions of the impact spending their first semester abroad had on their transition to a residential college. At the time of this presentation, the project will be in the preliminary stages of data analysis. As a result, the presentation will include information from the literature review, methodology, data collection, and initial data analysis.

Institute of International Education. (2015). "Profile of U.S. Study Abroad Students, 2003/04-2013/14." Open Doors Report on International Educational Exchange. Retrieved from <http://www.iie.org/opendoors>

Kneipp, L. B., Kelly, K. E., & Cyphers, B. (2009). Feeling at peace with college: Religiosity, spiritual well-being, and college adjustment. *Individual Differences Research*, 7(3), 188-196.

Wilcox, P., Winn, S., & Fyvie-Gauld, M. (2005). 'It was nothing to do with university, it was just the people': The role of social support in the first-year experience of higher education. *Studies in Higher Education*, 6. 707-722.

Programme number: E3

Time: Beaumaris 1: 16.00-17.00

The online distance learning student voice on academic skill development (0005)

Yvette Winnard

Anglia Ruskin University, UK

This presentation reports on an empirical mixed methods study completed for a Professional Doctorate in Education. The focus of the study was an exploration of academic skill development opportunities available to online distance learning students at a UK university. In particular, to establish students' preferences for the opportunities available to them and the contribution those opportunities made to students' academic and personal development. Educators and researchers advocate that teaching and learning strategies should be contextualised to meet individual student needs (Simpson, 2008; Shillington, et al., 2012), yet most universities provide generic study skills support services (Lentell, 2012). Furthermore, academic skill development should be embedded within course curricula to ensure it is contextualised and delivered at the point of need (Duranton and Mason, 2012). This research study explored students' perception of generic study skills support services at a UK university and opportunities for academic skill development within their course.

Methodology

A sequential mixed methods approach was employed utilising online methods of data collection. Participants were invited from students registered to start distance learning courses at a UK university in September 2013. Quantitative data were collected via an online questionnaire using Survey Monkey in strand 1 (n=43). In strand 2 (n=5), qualitative data were generated via online, audio-visual, semi-structured interviews hosted using Adobe Connect.

Findings

The strand 1 data revealed online distance learning students preferred academic skill development opportunities involving one to one interaction, preferably with their tutors. Students also accessed internet resources in preference to resources provided by the university and they perceived librarian support was not available to them. The strand 2 data confirmed that students' perceived benefit in accessing opportunities for interaction with another person, whilst text-based information presented challenges on their time. The embedding of academic skill development opportunities within curricula occurred sporadically, but was not always explicit to students. However, students were of the opinion the academic skill development opportunities they utilised had contributed to their academic and personal development.

Conclusion

This research study concludes that university generic skill support services do not effectively meet the needs of online distance learning students. The research findings indicated text-based resources should be replaced by more interactive opportunities. Students' preferences for opportunities involving one to one interactions may not be economically viable on a university scale, but embedding on a modular or course basis may be more feasible.

Programme number: F1

Time: Caldicot: 12.00-12.30

Another two years: Assessing the impact of changing funding streams for widening participation on practice and practitioners at an institutional level (0008)

Timothy Whittlesea

Middlesex University, UK

The amount and type of funding available to widening participation practitioners working within higher education institutions has changed on a consistent basis over the past 10-15 years. These changes, most recently the move from the funding of National Networks of Collaborative Outreach [Guidance for national networks for collaborative outreach (2014) HEFCE.] to the National Collaborative Outreach Programme [National collaborative outreach programme: Invitation to submit proposals for funding (2016) HEFCE.] are frequently accompanied by changes in agenda and focus, affecting how and where this funding can be used.

There is a large corpus of work devoted to assessing the impact of projects associated with different funding streams on student attainment and outcomes. What this work often omits is the impact of these shifts on widening participation practitioners ability to deliver and assess their work at an institutional level. As such this paper is not focussed on the direct impact of specific projects or funding on student outcomes, but the ability of widening participation practitioners to formulate and deliver on their goals effectively within a constantly changing (funding) landscape.

The research is qualitative; data is collected by way of face-to-face interviews and asynchronous e-mail interviews where distance precludes direct interaction. Transcripts of both face-to-face and e-mail interviews are analysed using NVivo. The research draws on conversations with practitioners about their work, asking what opportunities and challenges changes to funding and associated projects pose. It asks practitioners how effectively they can operate within funding based time constraints and what the operational impact of changes are on their day to day activity, their longer term goals, and their ability to evaluate their work. It also asks those practitioners to outline their perceived needs, asking what improvements or changes to widening participation funding might benefit their practice.

The work promotes a holistic approach to understanding outcomes of widening participation work. It posits that different funding streams come with their own sets of challenges and opportunities, which cannot, without understanding how these are mediated by the practitioners that are making use of them, be effectively attached to student outcomes.

Programme number: F1

Time: Caldicot: 12.00-12.30

Forecasting and the Use of Financial Planning Models in British Universities (0010)

Paul Cropper

University of Huddersfield, UK

Purpose of the presentation

The presentation will explore the state of financial planning in Higher Education Institutions (HEIs) and why it is under-developed.

The changing external environment for HEIs

The HE sector is undergoing dramatic change. Recent years have seen a high level of turbulence arising from the introduction of the variable fee regime. This turbulence has been accentuated as a result of the Browne Review (2010) and the removal of student number controls. These changes and the trend towards marketisation (McGettigan, 2013) increase the uncertainties faced by universities and highlight the need for effective financial planning.

Taylor (2013) emphasises that good financial management is “more critical than ever in determining whether a university will survive, let alone thrive, in the new increasingly harsh and competitive higher education environment” (p.141). The government’s higher education white paper (BIS, 2016), and the legislation that will follow, makes clear that there will be no bail-outs for failing institutions.

Research methods and findings

Little has been published on forecasting and financial scenario modelling techniques used within universities and how sophisticated they are. Data collected through a recent survey of 163 HEIs, using a postal questionnaire and follow-up interviews, demonstrates some inertia in the use of complex methods for financial evaluation and control despite a change to a more dynamic and competitive external environment.

Traditional methods of budgeting and forecasting have been maintained and simplicity over complexity is preferred in financial planning generally when a move to more complex methods would seem appropriate.

Conclusions

The primary reason why institutions prefer to further embed and develop current processes rather than make any radical changes would seem to be because they are financially secure and therefore don’t feel under any great pressure to move away from the traditional approaches that have served them well to date.

Institutions largely appear to be satisfied with methods that produce a result which is cautious but roughly right. Enhancements to management accounting practices in universities are not sufficiently high on an institution’s list of priorities to warrant significant resources to be dedicated to this area.

References

BIS. (2016). Success as a Knowledge Economy: Teaching Excellence, Social Mobility and Student Choice, CM 9258 London: HMSO.

Browne, J. (2010). Securing a Sustainable Future for Higher Education: An Independent Review of Higher Education Funding and Student Finance. London: Independent Review of Higher Education Funding and Student Finance, Department for Business, Innovation and Skills (Browne Report).

McGettigan, A. (2013) The Great University Gamble: Money, markets and the future of higher education. London: Pluto Press.

Taylor, M.P. (2013). What is good university financial management?, Perspectives: Policy and Practice in Higher Education, 17(4), 141-147, doi: 10.1080/13603108.2013.835289

Programme number: F1

Time: Caldicot: 12.00-12.30

Funding agencies between policy-makers and scientists: Impact and the evaluation of grant applications. (0020)

Jennifer Jacob

Humboldt-Universität zu Berlin, Germany

In my presentation, I aim to demonstrate the likely effects of policy requirements on the evaluation of grant applications. This analysis can be considered as particularly relevant in light of recent developments in science policy which are dominated by efficiency and impact considerations, and the pressure for scientists to obtain funding.

Funding agencies allocate a vital part of funding to scientists and peer review lies at the heart of this process. In 2011, the Wissenschaftsrat (German Council of Science and Humanities) published a paper concerning governance and evaluation of research performance. In this paper, the Council underlined that complying with political and societal demands as well as ensuring freedom for research are the primary aims of research evaluation (1). However, funding agencies have been criticised as allies of policy-makers (2) and the criteria that are applied in peer review as an impediment to novel research.

According to Guston's concept of boundary organisations (3), the peculiar role of funding agencies lies in the balancing of interests from policy-makers and scientists. Analysing the role of funding agencies by applying principal-agent theory therefore not only makes it possible to determine their relationship regarding policy-makers and scientists but it is also a vital step towards uncovering the consequences of evaluation criteria for research.

The paper presents preliminary results of an ongoing PhD project that uses a qualitative approach in a comparative study of funding agencies in the UK and Germany. While the theoretical framework for the analysis has been established, multiple methods are regarded as the most suitable way to ensure a thorough analysis of the issue. The presentation concentrates on the results of a documentary analysis of publications which demonstrate the status of selected funding agencies in the principal-agent relationship and the link between science policy and evaluation criteria.

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Programme number: F2

Time: Caldicot: 14.00-15.00

Implications for Universities in Responding to Sexual Assault Between Students: Controlling Student Behaviors while Protecting Freedoms (0016)

Demesia Razo¹

¹University of North Texas, USA,

²Tarrant County College, USA

Sexual misconduct is a challenging issue for higher education institutions to deal with. Through law, the United States government has required institutions of higher education to respond to reports of sexual violence (U.S. Department of Education Office for Civil Rights, April 4, 2011). Recent pressure from the National Union of Students (NUS) including the recent #standbyme campaign and increased media attention regarding universities failure to respond to student sexual assault (McVeigh, 2015) have caused Universities in the UK to reconsider the guidance provided to institutions through the 1994 Zellick Report. This presentation will examine the experience of college administrators in the United States who currently address student sexual misconduct on college campuses. Through a qualitative research study of administrators, their experiences and perspectives will be explored to provide insight on how this process under the new law has changed the nature of responsibility and management in higher education institutions.

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McVeigh, K. (2015, May 24). Top universities fail to record sexual violence against students. *The Guardian*

Silbaugh, K. (2015). Reactive to proactive: Title IX's unrealized capacity to prevent campus sexual assault. *Boston University Law Review*, 95(3), 1049-1076.

Programme number: F2

Time: Caldicot: 14.00-15.00

Technically Speaking: (Re)Defining the technical role in higher education (0079)

Kelly Vere^{1,2}

¹University of Nottingham, UK,

²Science Council, UK

This presentation outlines proposed research into the roles of university technicians, a body of staff often referred to an 'invisible workforce'. Technicians are an understudied occupational group in higher education and little is known about their roles and contributions to the sector.

Technicians are vital to the success of the UK's universities and research institutes [2-4]. They are a highly skilled workforce with a diverse range of expertise, underpinning key activities across organisations, and providing the technical expertise necessary to support research and teaching [2-4]. They play an important part in the development of the UK's future workforce by teaching and developing the technical skills students require to pursue a future career in research, academia and/or industry.

Evidence suggests that the nature of work undertaken by technicians is diversifying into areas once considered the responsibility of other university staff. Alongside increased teaching responsibilities technicians are collaborating on research, contributing to publications and funding applications and assisting with the supervision of research students [4, 5].

The technicians' role is not well recognised in higher education and their career pathways and professional development are often overlooked. An aging technical workforce means that large numbers of highly-skilled technicians are retiring every year, taking their knowledge and experience with them [2-4]. This is an issue that transcends higher education; the UK faces an identified shortage of technicians across all sectors and it is estimated there will be demand for 700,000 new technicians by 2020 [5]. Attracting, training and retaining technicians is vital to the success of higher education and the UK economy.

The technical role in universities is not fully understood, both within and beyond the academy. This research draws on the concepts of knowledge and identity to explore the nature of the work of technicians and to shed light on their contributions. A mixed methods approach is proposed in order to identify, map and profile technician roles in UK higher education and to explore the extent to which technicians use their knowledge to contribute to activities that challenge traditional academic boundaries.

This research contributes to an understanding of the technical role in higher education and aims to ensure increased visibility for the university technical community.

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2. Smith, D., et al., Highly Skilled Technicians In Higher Education. 2004.
3. Lewis, P.A. and H. Gospel, Technicians under the microscope: the training and skills of university laboratory and engineering workshop technicians. Journal of Vocational Education & Training, 2015. 67(4): p. 421-441.
4. Vere, K.-A. and R. Murphy, Firm Footing, in Times Higher Education. 2012, TSL Education Ltd: London.
5. Gatsby Foundation. The Technician Workforce. 2016 16/05/2016; Available from: <http://www.gatsby.org.uk/education/programmes/the-technician-workforce>.

Programme number: F2

Time: Caldicot: 14.00-15.00

The journey to find the extra mile (0080)

Elaine Fryett

Sunderland University, UK

This paper outlines the findings from a study into extra-role behaviour within Higher Education. Using Organ's 1988 concept of Organisational Citizenship Behaviour (OCB), that discretionary behaviour that is outside, or in addition to, the agreed tasks that form the basis of an employee's role, the research aimed to understand the experiences of teaching staff within Higher Education. As the sector enters a further period of turbulence and change which includes a more competitive marketplace this presents financial, managerial and cultural challenges for Institutions and more tangible performance measures linked to research, funding and more recently teaching, through the articulation of the Teaching Excellence Framework (TEF) (Department for Business Innovation and Skills, 2016).

Katz (1964) suggests well-functioning organisations need people who engage in innovative and spontaneous activity that goes beyond their role requirements. Sectoral inferences impact upon this further. Public service motive is considered "an individual's orientation to delivering services to people with a purpose to do good for others and society" (Perry and Hondeghem, 2008 in Kim, 2012; 831).

The research took place within the Business School of a Higher Education Institution which had itself been through an internal restructure and eight members of teaching staff were interviewed as part of a narrative approach in order to hear the voice of the academic directly from the individual's own experiences (Gabriel et al, 2006). The current challenges in the sector and their impact upon the participant's ability to contribute in this way were also explored. Key outcomes of the research included: a greater understanding of OCB in relation to academic practice; the consideration of turbulence as a factor to enable (or otherwise) these behaviours and how these behaviours can result in negative consequences for those involved. The research approach was also adapted as a result of the research with Interpretative Phenomenological Analysis (IPA) as defined by Smith et al (2009) adopted for a larger study commencing summer 2016.

Department for Business, Innovation and Skills (2016) Higher education: success as a knowledge economy. <https://www.gov.uk/government/publications/higher-education-success-as-a-knowledge-economy-white-paper>

Gabriel, Y. and Griffiths, D.S. in Cassell, C. and Symon, G. (2006) Essential Guide to Qualitative Methods in Organisational Research SAGE

Katz, D. (1964). Motivational basis of organisational behaviour. Behavioural Science, 9, 131-146

Kim, S. (2012) Does Person-Organization Fit Matter in the Public Sector? Testing the Mediating Effect of Person-Organization Fit in the Relationship between Public Service Motivation and Work Attitudes. Public Administration Review 72:6, 830-840

Organ, D.W. (1988) Organizational Citizenship Behavior D. C. Heath and Co, Lexington, MA

Smith, J. A., Flowers, P. and Larkin, M. (2009) Interpretative Phenomenological Analysis: Theory Method and Research. Sage

Programme number: F3

Time: Caldicot: 16.00-17.00

Examining the Examiner: Investigating the assessment literacy of external examiners (0030)

Emma Medland

University of Surrey, UK

External scrutiny of Higher Education (HE) courses is evident worldwide, but the use of an external examiner (EE) has been a distinguishing feature of UK HE since the 1830s, and one that is internationally recognised as best practice (Finch Review, 2011). External examiner guidelines and reviews focus on ensuring comparability, reliability and transparency of procedures (e.g. appointment and reporting), rather than scrutinising the quality of the underlying practices (Bloxham, 2009). Of the limited research available that focuses on the quality of the underlying practices, findings do not inspire confidence (Cuthbert, 2003; Sadler, 2014) and mounting criticisms of the EE system has led to a 'tentative downgrading' of the role (Bloxham & Price, 2015).

Subject and assessment expertise (i.e. assessment literacy) underpin the role of the EE (Cuthbert, 2003), although national criteria for appointment (see Finch Review, 2011) focus on the former. Whilst the development of assessment literacy (AL) should be an 'obligation' for EEs (Bloxham & Boyd, 2012), this is one of a number of unchallenged assumptions underpinning the system (Bloxham & Price, 2015) and, as such, warrants further investigation.

A pilot study conducted by the author identified the constituent elements of the concept of AL - drawing on Price et al.'s (2012) work as a theoretical framework - and evaluate the extent of the AL demonstrated within a sample of EE written reports. The findings highlighted variable levels of AL, and a need to investigate further how the concept is conceived and enacted. This presentation will outline how the pilot study has been built upon through empirical research towards achieving the following aims:

Research Aims:

1. Validate and extend the pilot study through cross-institutional analysis of written reports;
2. Engage in dialogue with EEs surrounding how they conceive and enact AL within their roles.

Methodology:

The research is a naturalistic inquiry utilising between-methods triangulation to generate three sources of qualitative data, two of which will form the focus of this presentation. It is exploratory in nature, adopting Stake's (2000) Intrinsic Case Study approach, and bounded in the sense that it will focus on a particular phenomenon - how AL is conceived and enacted by EEs. Open thematic analysis will be used to analyse data to allow for situations and events to speak for themselves.

The research project will be undertaken in three sequentially developmental stages, but the presentation will focus on the first two, using the following data collection methods:

- i) Analyse a sample of cross-institutional EE written reports to extend and validate the pilot study findings and identify any additional subtopics/themes;
- ii) Conduct semi-structured interviews with EEs associated with stage one, aimed at illuminating how AL is conceived and enacted, and identifying the influential factors impacting practice.

Programme number: F3

Time: Caldicot: 16.00-17.00

Characteristics of intermediate assessment and their relation to student results: a literature review (0040)

Indira Day¹, Flors van Blankenstein¹, Michiel Westenberg², Wilfried Admiraal¹

¹ICLON, Leiden University Graduate School of Teaching, The Netherlands,

²Leiden University Faculty of Social and Behavioural Sciences, The Netherlands

Purpose

During the conference the systematic literature review will a framework of assessment characteristic and their corresponding relations to student grades will be discussed.

Background

To encourage students to start their study work earlier in the semester, to study more often, and to improve their study results, universities introduce intermediate assessment, also known as continuous or frequent assessment.

Memory research has shown that repeated testing of information (Roediger & Karpicke, 2006) and spreading of study time (Kornell, 2009) both improve long term retention of information. In addition to the memory research conducted in laboratories, classroom studies also show positive effects of intermediate assessment (Penebaker, Gosling & Ferell, 2013). However, classroom studies often compare situations with and without intermediate assessment, and do not investigate whether different forms or characteristics of assessment will have different outcomes. The current review aims to synthesise studies focussing on different forms and characteristics of assessment to see which characteristics of assessment are related to student results.

Methods

279 articles discussing intermediate assessment in higher education were downloaded from Web of Science. On first analysis, it is determined whether an article is empirical in nature and for those articles the sections containing relevant assessment characteristics (e.g. context, methods) were summarised. During second analysis more detailed information on assessment characteristics and their relation to student results and the methodology of the articles will be written down. Articles will be grouped according to clusters of assessment characteristics.

Preliminary results

At the moment first analysis has been completed for 167 articles. This revealed a large variety of assessment characteristics. Some examples of characteristics are the use of formative feedback, the number of assessments, the type of questions, whether the assessments count toward the final course grade, what is assessed, and the form of the assessment.

Kornell, N. (2009). Optimising learning using flashcards: Spacing is more effective than cramming.

Applied Cognitive Psychology, 23(9), 1297-1317. doi: 10.1002/acp.1537

Penebaker, J. W., Gosling, S. D., & Ferrell, J. D. (2013). Daily Online Testing in Large Classes: Boosting College Performance while Reducing Achievement Gaps. *PLoS ONE*, 8(11), e79774. doi: 10.1371/journal.pone.0079774

Roediger, H. L., III, & Karpicke, J. D. (2006). The Power of Testing Memory: Basic Research and Implications for Educational Practice. *Perspectives on Psychological Science*, 1(3), 181-210. doi: 10.1111/j.1745-6916.2006.00012.x

Programme number: F3

Time: Caldicot: 16.00-17.00

Exploring How Medical Students Approach the Study of Anatomy (0045)

Samantha Taylor

Queen's University Belfast, UK

Purpose

This presentation will provide a platform for discussing the specific learning approaches that may be adopted by medical students when studying anatomy. It is anticipated that the doctoral dissertation which is based on this research, will be complete at the time of presenting.

Aim

The aim of this research study is to establish if a correlation exists between how medical students approach how they learn anatomy and their perception of the clinical relevance of the subject.

Context

It is widely recognised that anatomy is one of the underpinning subjects of medicine and that both a sound knowledge and understanding of the subject are essential for clinical practice (Older, 2004; Turney, 2007). Students may approach the study of anatomy in a number of different ways by adopting a surface, deep or strategic approach (Entwistle and Ramsden, 1982). A number of quantitative studies have looked at approaches to learning anatomy in relation to personal experience of the subject and the learning environment (Smith and Mathias, 2010) and approaches to the study of anatomy and assessment outcomes (Ward, 2011). Despite this work, there is no evidence in the literature, of studies that have investigated student learning approach in anatomy and student perception of the relevance of anatomy for clinical practice.

Methods

A modified version of the Approaches and Study Skills Inventory for Students (ASSIST) was completed by 2nd year medical students (n=238).

Results

Pearson correlation analysis was carried out to explore the relationship between each of the approaches to learning and clinical relevance of anatomy. The results have revealed that the strongest correlation exists between deep approach and clinical relevance of anatomy ($r=.257$, $p=.000$); a statistically significant correlation was also shown to exist between strategic approach and clinical relevance ($r=.195$, $p=.003$) and between surface approach and clinical relevance ($r= -.224$, $p=.001$).

Independent t-test analysis has shown that the mean score for deep approach to learning anatomy is higher for graduate students compared with non-graduate students, $t(235) = -2.231$, $p=.027$.

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- Turney, B.W. 2007. Anatomy in a modern medical curriculum. Annals of The Royal College of Surgeons of England. 89: 104-107.
- Ward, P.J. 2011. First year medical students' approaches to study and their outcomes in a gross anatomy course. Clinical Anatomy. 24: 120-127.

Programme number: G1

Time: Caerphilly: 12.00-12.30

Students with dyslexia and their reference lists: how do they search for sources? (0003)

Lynne Cole^{1,2}

¹City University, UK,

²Norland College, UK

During this presentation the impact that dyslexia has on students' ability to successfully locate appropriate sources of information online for use within assignments will be discussed.

Nature of research

This is a report on ongoing PhD research. A literature review identified a gap in research and understanding relating to dyslexia in areas distinct from study skills, such as information literacy. An empirical pilot study has been completed as an initial investigation into how dyslexic students search for sources of information. These two processes have informed the design of a wider study currently being conducted: this will provide an understanding of the issues faced by this group of students as they locate appropriate sources of information in the process of completing an assignment.

Methodology

The exploratory study took a qualitative approach. Eight students with a diagnosis of dyslexia and eight without were recruited from the HE College where the researcher is employed. The study was conducted in three stages; participants undertook a series of cognitive screening exercises, they then recorded their searches for sources using screen-recording software and were lastly asked back for a closing interview.

Key arguments

2-3% of students in HE have dyslexia (HESA, 2016). Although each individual will have a unique profile, there are certain common characteristics that can influence a dyslexic student's ability to interact with online platforms and impact their capacity to become information literate, defined as the ability to locate and evaluate sources of information (CILIP, 2013), a key skill for student achievement.

Issues with self-efficacy and the cognitive capabilities required to perform successful literature searches, such as working memory, have been identified. It is pertinent that HE staff working with students with dyslexia are aware of the implications these factors have for engagement and achievement. Ultimately, the results of this research will be used to offer solutions to aid students with dyslexia and those working alongside them.

References

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<http://www.cilip.org.uk/sites/default/files/documents/Information%20literacy%20skills.pdf> (Accessed: 02/01/2016)

Higher Education Statistics Agency (HESA) (2015) HESA Free Online Statistics. Available at:
<https://www.hesa.ac.uk/free-statistics> (Accessed: 02/05/2016)

Programme number: G1

Time: Caerphilly: 12.00-12.30

Language, Identity and Belonging: Narratives of Malaysian Postgraduate Students in the UK (0073)

Nuramira Anuar

University of Glasgow, UK

Language, Identity and Belonging: Narratives of Malaysian Postgraduate Students in the UK

There have been numerous studies on the advantages of international education. Much of the current studies on international education tend to focus on recruitments and motivations, economic benefits, but little focus is given on the 'lived' experiences (Lillyman and Bennett, 2014), especially that of postgraduate students'. Looking into the experiences of Malaysian postgraduate students in the UK through their narratives in negotiating their mother tongue, and English Language in L2 context of the target language, I seek to understand their constant negotiation of language, identity and belonging. This study explores Malaysian students' presentation of self, and how the intervention of cultures and experience abroad affects their language learning and use, as well as academic and social experience in a wider context.

For this qualitative research, I use transnationalism framework in capturing the sojourners' experiences as "being here and being there at the same time" (Levitt and Schiller, 2004) in investigating the lifeworlds of Malaysian postgraduate students who are currently enrolled in various postgraduate programmes in a Scottish University. I conducted semi-structured interviews and analysed their social media to explore their lived experiences as an ethnic minority in negotiating their language and identity in the UK with their past histories.

In my presentation, I will discuss the initial findings of my on-going research with the issues of power relations in consideration of Malaysia as one of the 'outer circle' countries (Kachru, 1992) and Bourdieu's (1991) notion of language practice as a 'symbolic' power. These findings will be discussed according to the following themes:

1. Reflections on personal language practice and experience
2. Aspirations of belongingness versus sense of 'otherness'
3. Changing academic cultures

This study will contribute to the growing literature on language learning, sociolinguistic, Second Language Acquisition (SLA) and study abroad.

References

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Levitt, P. and Schiller, N. (2004). Conceptualizing Simultaneity: A Transnational Social Field Perspective on Society. *International Migration Review*, 38(3), pp.1002-1039.

Lillyman, S. and Bennett, C. (2014). Providing a positive learning experience for international students studying at UK universities: A literature review. *Journal of Research in International Education*, 13(1), pp.63-75.

Programme number: G1

Time: Caerphilly: 12.00-12.30

Shop floor constructivists or street level bureaucrats? Academics responding to disability-related policy. (0084)

Mike Wray

York St John University, UK

Since 1995 the UK higher education (HE) sector has been required to implement various pieces of disability-related national legislation in the form of the Disability Discrimination Act 1995 and more recently the Equality Act 2010. Whilst there is a growing body of research which has examined the experiences of disabled students who attend courses of higher education (Harrison et al, 2009) very little is known about how teaching staff respond to these students and the role that policies play in influencing the support provided in the classroom.

Within the higher education sector there are some indications that there have been positive outcomes for disabled learners (ECU, 2014) however, issues still remain for equitable (HEFCE, 2014). There are also gaps in our understandings of policy implementation within this area of concern.

This paper reports on an ethnographic case study of academic staff responses to disability-related policy in an English HEI. The main substantive data collection method was the use of semi-structured interviews which were carried out with 34 staff from across the university who were involved in supporting disabled students in teaching and learning situations.

Three broad themes were identified within the data: implementation through praxis, policy influence and policy constructions. Academic staff made considerable efforts to support disabled learners on their programmes and these efforts were based on a desire to provide the students with equitable experiences. However, there was little evidence to show that policy had a direct influence on this practice. Nevertheless, policies were implemented through praxis, that is, through the interactions with disabled students which staff experienced in their day-to-day work. Whilst some understanding of national legislation was formed in regard to individual needs, responses were more often influenced by local concerns such as issues related to fairness and assessment mitigation.

Previous evidence from within educational settings suggests that teaching staff are influenced by broader, ideological and political discourses, particularly the ideology of neo-liberalism. However, this study found that within the case study university, teaching staff were able to exercise considerable discretion in the way they responded to disabled students and were actively constructing responses to policies without significant broader influence.

References

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- Harrison, M., Hemingway, L., Sheldon, A., Pawson, R. & Barnes, C. (2009) Evaluation of provision and support for disabled students in higher education (Bristol: HEFCE).
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Programme number: G2

Time: Caerphilly: 14.00-15.00

Caught between two 'political correctnesses': Mainland Chinese students in a Hong Kong university (0054)

Cora Lingling XU

University of Cambridge, UK

The political orientations and engagements of border-crossing mainland Chinese (MLC) students are under-researched (Thøgersen, 2015). In this paper I proffer a nuanced understanding of the political enactments of thirty-one MLC students in one Hong Kong university, drawing on in-depth interview and focus group data from a larger project that examines the subjectivity formation of these students. I employ Bourdieu's notion of field to conceptualise the political arenas of Hong Kong and mainland China as two separate, contrasting but inter-linked fields, which have their own sets of rules that regulate how political resources are recognised. I argue that contrary to the common portrayals of border-crossing Chinese students as apolitical or indifferent to politics (Fong, 2011), the MLC students in this study are highly sensitive to the political situations of both Hong Kong and mainland China. Paradoxically, such sensitivity is manifest in their reticence about their political stance and disengagement with political activities, such as joining the annual vigil of the 4th June event in Hong Kong.

I demonstrate this sensitivity through the case of Ye Lushan (Baldwin, 2015), the pragmatic pursuits of Communist Party membership of some MLC students in this study and the dilemma faced by these students in regards to two contrasting 'political correctnesses' in mainland China and in Hong Kong.

I maintain, therefore, that these students' seeming reticence and inaction stems from their indeterminate future destination and their precarious in-between positioning amid the intricate political relations between mainland China and Hong Kong. This article contributes to a deeper political understanding of the integration process between Hong Kong and mainland China.

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Programme number: G2

Time: Caerphilly: 14.00-15.00

Moving between what-is and what-might-be: what makes sustainable international partnerships in English and Chinese universities? (0052)

Jie Ma

University of Hull, UK

The majority of UK universities have internationalisation strategies (Lawton et al., 2013), but these simply equate to international recruitment strategies. The 2008 Bone Report called for a shift in higher education internationalisation from the obsession with student recruitment to the construction of long-term partnerships to avoid instability and pressures from the markets of South East Asia (Drummond, 2008). Despite the fact that Chinese government has not published a written internationalisation strategy, the idea of International academic exchange and cooperation has appeared frequently in the educational policies in the past three decades (Wang, 2014). Numbers of international partnerships may have grown considerably both in the English and Chinese universities but the question of how active and sustainable these partnerships really are remains. This research considers whether and how international partnerships can be sustainable and how these partnerships can be used to improve the quality of education for both sides of the relationship.

The aim of this doctoral research is to examine the epistemic development of international partnerships in relation to sustainability and to illuminate the development of international partnerships in the international context, offering an empirical understanding of what makes sustainable international partnerships. In order to gain a contextualized view of sustainable international partnerships, a case study approach was adopted including documentary analysis and semi-structured interviews focusing on two higher education institutions, one in UK and one in China. Between 15 and 20 interviews were carried out in each institution with senior or middle managers at the institutional level and academic and administrative members from the disciplines of Science, Social Sciences, and Humanities. Participants were all closely involved in international partnerships or international engagement.

The preliminary analysis shows that developing international partnerships may have become a more strategic and cautious practice in universities after past exponential growth in quantity. It appears that universities can now envisage the economic, political and social consequences of inappropriate partnerships. There also appears to be an epistemological tension regarding the development of international partnerships between the Faculty/School/Department levels and the central university both in the researched universities. One of the main themes emerging from the interview analysis is participants' doubt over whether specific international partnerships are sustainable but a strong belief that international partnerships should sustain the relationship between partners. The sustainable relationships will open up possibilities for new and strong cooperative arrangements to meet the diverse requirements of the future in global higher education.

international partnerships, sustainability, UK, China

Drummond, B. (2008). Internationalisation of HE: a ten-year view.

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Programme number: G2

Time: Caerphilly: 14.00-15.00

Being an international academic in UK higher education: from euphoria to letting go (0013)

Marilena Antoniadou

Manchester Metropolitan University, UK

This study aimed for an understanding of being an international academic in UK higher education. Academic staff mobility has become an area of increasing importance, spurred by initiatives such as the Bologna process and the European Higher Education Area (European Commission/EACEA/Eurydice, 2015). Specifically in the UK, indications show escalating inflows of international academic staff, with the average number of academic vacancies being filled by non-UK citizens rising from 14% over the years of 2005/08 to 27.2% during 2013/14 (UCEA, 2009; Universities UK, 2015). As the transnational movement of academics continues to increase, it is important to focus not only on numbers, but on the quality of the socio-emotional and educational experiences of this large group to ensure that quality of teaching, student learning and research remain at high standards.

Drawing on a phenomenological approach, fifteen international academics recounted personal experiences in relation to their transition, adjustment, challenges and opportunities of working in the UK. The study focused on foreign-born academics, who finished their terminal degrees and are pursuing academic careers in three North-West Universities of England. Interviews were analysed using phenomenological thematic analysis. The structure of being an international academic in the UK as reported in this study was composed of six themes, reflecting preparation, arrival, adjustment and integration phases: (1) being in a euphoric phase; (2) being in shock; (3) being disoriented in a new land; (4) being willing to let go; (5) being and behaving in new ways; (6) being deep-rooted in the native workplace. The themes concur with previous frameworks of transition and migration within the fields of social psychology and higher education (e.g. Hayes, 2010; Green & Myatt, 2011).

Findings highlight the challenges faced by foreign academics and how they were resolved over time, albeit at a particularly heavy emotional toll, and the resilience needed to adapt to their new working environment. The study contributes knowledge about behavioural patterns and perceptions of what the pursuit of internationalisation means for foreign academics specifically in the UK, which is not widely available in the educational literature.

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3. Hayes, J. (2014). *The theory and practice of change management*. London:Palgrave
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Programme number: G3

Time: Caerphilly: 16.00-17.00

Academic identity and teaching-focused posts: 'University Teacher' narratives in a research-led university (0065)

Jane Cavani

University of Glasgow, UK

Purpose of presentation:

In 2002 a contractually differentiated academic track (Teaching, Learning and Scholarship) and related posts (University Teacher (UT) and Senior University Teacher (SUT)) were created within my research-led HEI. The aim of this presentation is to explore the impact of the 'lived reality' of this track on academic selfhood against the background of the complex nature of HE teacher identity (Gordon and Whitchurch, 2010; Macfarlane, 2011). Are such posts viewed negatively as a means of management control? Or do they offer an opportunity for academic freedom? Alternatively, have such binary oppositions had their day?

Nature of the research/Methodology:

My doctoral research is an interpretivist study using narrative methodology as a conceptual framework or 'loom' on which I interweave various stories or 'yarns': the more delineated 'warp' of existing public stories of the UK HE sector, research-intensive universities and changing definitions of academic functions and identities, with the looser 'weft' of previously unheard private stories, including my own, elicited from those of us directly implicated in this specific partitioning of academic function. In so doing, I seek to create new 'fabric', new material understandings of this type of post in order to inform and possibly also benefit individual academics, the institution and the wider sector.

The empirical aspect of my research has comprised 11 semi-structured qualitative narrative interviews with UTs and SUTs using a specific constructivist elicitation tool, a career path response sheet. The aim was to elicit participants' storied accounts of professional identity construction and management in relation to seminal moments of change over their career 'journey' towards their current posts as teaching-focused academics. The data has been transcribed in full and is being examined reflexively via a range of narrative analytic lenses: structural; dialogic; and thematic (Andrews, Squire and Tamboukou, 2013).

Key findings:

Data analysis is ongoing in full acknowledgement of the potential problematics of the narrative approach alongside its potential power (Atkinson and Delamont, 2006). The interwoven re-storied findings are materialising as both an ontological study of 'being' a particular kind of academic (teaching-focused) in a particular kind of HE context (UK, elite, research-led), and also an axiological study of the values and power structures underlying this particular academic job category.

References:

Andrews, M., Squire, C. and Tamboukou, M. (eds) (2013) *Doing narrative research*, 2nd edition. London: SAGE.

Atkinson, P. and Delamont, S. (eds) (2006) *Narrative Methods*, 4 vols. London: SAGE.

Gordon, G. and Whitchurch, C. (eds) (2010) *Academic and professional identities in higher education: the challenges of a diversifying workforce*. Abingdon: Routledge.

Macfarlane, B. (2011) 'The morphing of academic practice: unbundling and the rise of the para-academic', *Higher Education Quarterly*, 65(1): 59-73.

Programme number: G3

Time: Caerphilly: 16.00-17.00

The power of relationships: making transnational collaborations work (0064)

Joan McLatchie

Edinburgh Napier University, UK

This presentation is based on an empirical research project which examined the lived experience of local academics in transnational partnerships. It explored the participants' experience of working within the competing realities of their cultural universe, the development of sense-making 'hybrid' identities, and the implications for their practice. The research led to the creation of a typology which reflects the opportunities for individual agency in respect of the participants' relationships with institutions, colleagues and students. The presentation focuses on this typology and its implications for transnational education.

The research adopted a social constructivist approach, recognising that the data offered subjective perspectives (Denzin and Lincoln, 2011). Review of the literature identified the themes of culture, identity and practice, which established the scope of the research. I argue that the cultural dimension which an individual accesses informs his or her identity formation (Kreber, 2010). This then forms the resources which shape practice. In this context, practice is interpreted as behaviour that has become the norm within the practitioner community (Saunders, 2011). The research explores the ways in which the participants adapt their practice to accommodate the competing elements of their cultural universe (Singer, 1998).

Volunteers were invited from an Indian college working in partnership with a UK university. Thirteen participants came forward, all of whom had experience of working in transnational partnerships. Primary data were generated through email discussion, dialogic face-to-face interviews and the selection of representational artefacts. These methods resulted in a rich and extensive data set, which was analysed thematically.

The data demonstrated that the cultural universe of local academics is a complex one, which both defines and constrains their practice. A strong theme which developed was the role of relationships in influencing behaviours within this environment, and this led to the creation of a typology of relationships: didactic, externally-prescribed, enabling and self-prescribed. These were categorised by locus of power and level of individual agency.

The typology illustrates that participants' relationships at an organisational level are characterised by powerlessness, with little scope for individual agency. Once the relationships become personal, the participants are able to make choices and adapt their practices. Understanding the influence of the different relationships on the lived experience of the local academic is essential to the development of a true transnational partnership of equals.

Denzin, N K and Lincoln, Y S (2011) *The Sage Handbook of Qualitative Research* (4th Ed), Thousand Oaks, Sage

Kreber, C (2010) 'Academics' teacher identities, authenticity and pedagogy', *Studies in Higher Education* (35:2), pp 171-194

Saunders, M, Trowler, P and Bamber, V (2011) *Reconceptualising Evaluation in Higher Education*, Maidenhead, Open University Press

Singer, M (1998) *Perception and Identity in Intercultural Communication*, Yarmouth, Intercultural Press

Programme number: G3

Time: Caerphilly: 16.00-17.00

Social Exclusion, The Dark Side of Academic Excellence (0069)

Valindawo Dwayi

Walter Sisulu University, South Africa

This paper makes the argument that some leadership and management practices, typical of a university environment, are not immune from a social critique particularly when one considers university education as a reconstructive and socially responsive project. To support the argument two claims are made that, firstly, academic excellence with over emphasis on attainment of standards runs the risk of undermining the very emancipatory and empowerment values that higher education should be based upon. Secondly, and also derives from the first claim, that creating opportunities for the realisation of academic standards should be at the core of all practices particularly in emerging communities which are still constrained by historical and structural factors. T

he bigger project of which this paper forms part seeks to explore the factors that condition academic decision making events and processes about student performance which thus eliminate or perpetuate student exclusions, marginalisation and disadvantage in a developmental context. This project is drawing on social realist theories of Margaret Archer and is also anchored on Roy Bhaskar's critical realist ontology. The research involved monitoring of three teaching cycles wherein the management events and processes about student performance versus the decision making about quality and academic progression were further analysed. For this paper, data analysis focussed on the dialectical relation of structure and agency, by use of document analysis and focus group interviews. That approach helped the researcher to surface fault consciousness about the current concerns about student learning and the potential that leadership and management awareness about the value of educational development could allow for addressing those concerns.

The translation of the concerns about student learning into innovative educational projects and how the academic monitoring practices for social inclusion could be better managed are therefore recommended in this work in progress. Insights from the paper will highlight the role that education development practitioners should consider in influencing dominant discourses in higher education.

Archer, M.S. (2007). *Making our way through the world: Human reflexivity and social mobility*. Cambridge, Cambridge University press.

Bhaskar, R. (1989). *The possibility of naturalism*. Brighton, Harvester Wheatsheaf.

Boughey, C. (2012). 'The significance of structure, culture and agency in efforts to support and develop student learning at South African universities' in R. Dunpath & R.Vithal (Eds.) *Access and Success in Higher Education*. Pearson: Cape Town.

Bolden, R. (2011). *Distributed Leadership in organisations: A Review of Theory and Research*. *International Journal of Management Reviews*, 13, 251-269. Doi:10.1111/j.1468-2370.2011.00306.x

CHE (Council on Higher Education). (2016). *South African Higher Education Reviewed: Two decades of democracy*. Pretoria

Kearney, ML and Lincoln, D. (2014). *Researchers and Policy-Makers: a stakeholder alliance*, *Studies in Higher Education*, 39:8, 1291-1292, <http://dx.doi:10.1080/03075079.2014.960300>

Tinto, V. (2012). *Completing College. Rethinking Institutional Action*. Chicago: The University of Chicago Press.

Posters: Tuesday 6 December: 15.00-16.00

NR1

A Million Reasons. Why Should We Care About the HE of Refugees and Asylum Seekers in Europe? (0011)

Agata Lambrechts

University of York, UK

Purpose of presentation: The proposed poster will present a summary of facts relating to refugees and their access to HE opportunities as well as an overview of the general benefits of HE, and those specific to refugees and asylum seekers, with the aim of explaining WHY is this issue worth considering – both by researchers and policymakers.

Nature of the research being presented: This poster will present discussion of part of the literature review I have conducted for my ongoing PhD research. At the time of the presentation, I will have completed my literature review, methodology, and theoretical framework chapters.

Methodology, approach and sample: n/a This poster will present literature review discussion rather than an overview of my research project.

Key argument, findings, implications and/or conclusions to be presented:

Global increase of displacement and higher numbers of refugees with a secondary school diploma lead to exponential increase in the need for HE places for refugees. The numbers of young refugees seeking asylum in the EU countries has increased significantly in the last years, and – with the average period of displacement now lasting seventeen years – they will form part of the society of their host states for a long time, if not permanently. Previous research suggests there are multiple measurable benefits of HE (including market and non-market benefits for either the individuals or society at large), as well as certain specific benefits to refugees and asylum seekers, their families, communities and societies (both in the host and home country). This poster presents a summary of these, providing a rationale for my ongoing PhD research project, which is exploring the accessibility of HE for refugees and asylum seekers in the EU, the barriers to equal access to HE for these young people, the limits of existing legal mechanisms to guarantee equal access, and the role of state and non-state actors in enabling or preventing this.

NR2

Transition to university for first year students: experiences from an outdoor orientation residential. (0012)

Luke Pickard, Julie Brunton

Leeds Trinity University, UK

Outdoor orientation programmes (OOP) use adventure experience to aid transition to university. Transition processes are achieved by helping students develop constructive social support systems as well as providing them with feelings of belonging, trust and connection to a group of peers. These peer relationships provide both critical emotional support and strengthen educational gains (Bell et al., 2014). Important markers of success at university are academic attainment, retention and student development (Bell et al., 2014). All of these are important for both the finances and reputation of universities. Programmes vary in length, content, and objectives. Further outcome and evidence-based studies are needed to examine outdoor orientation programme elements to better understand how and what elements support student retention (Cortez, 2014).

The aim of this research was to investigate student perceptions of the Universities first OOP delivered to a group of sports degree students starting their first year of university. The University created an evaluation questionnaire to receive feedback on the OOP from students in order to have a greater informed input in future OOP's. The evaluation questionnaire was analysed using content analysis. The questionnaire also included eight scale scored questions. The study had 84 first year

undergraduate participants. The evaluation from students will form specific recommendations that will improve OOP provision for its own students and provide recommendations for other similar academic institutions with limited experience in designing and delivering an OOP.

NR3

Fear and loathing in business schools: the rhetorical functions of business school critiques (0042)

Jacqueline Aldridge
University of Kent, UK

Fear and loathing in business schools: the rhetorical functions of business school critiques
Business schools have attracted widespread criticism throughout their 100 year history. Despite their success and public importance, this sector of higher education remains perennially problematic for a range of stakeholders, including both the wider scholarly community and business school academics themselves. We argue that the duration, breadth and intensity of these academic critiques are unique in higher education.

We use a critical realist framework (O'Mahoney et al. 2014) to identify structural origins within the higher education system for the business school critique phenomenon. This poster maps the forms this hostility takes and investigates the rhetorical function of these critiques in sustaining a set of ideas about academic disciplines and the university.

Firstly, we consider the multiple entities represented by the label 'business school' within the laminated system of higher education and how far an academic department, professional school, global community of educators and scholars or academic discipline can be held independently responsible for the deficiencies reported.

Second, we investigate the rhetorical function of these particular business school narratives (Augier & March 2011) by focusing on texts that cluster around the four main themes of academic legitimacy, academic status, academic identity and academic integrity. We highlight rhetorical devices such as the urban myth and scapegoating to understand the problematic position of business schools within the higher education system.

As a result we ask:

- Whether university business schools can be singled out from the wider academic community and their problems isolated from the overall system.
- How pressures on business schools from the global market for university business education and host university financial imperatives may explain some of the problems raised in critiques
- How targeting business schools for criticism serves the interests of academic stakeholders

In summary, we conclude that business schools suffer from an enforced over importance within universities as organisations (Starkey & Tiratsoo 2007) and that the implications of this might help explain their continuing marginal intellectual status within the university as an idea (Collini 2012). In singling out business schools for special blame, thinkers on higher education may also ignore the ways that they are also implicated in the processes they critique.

REFERENCES

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- Starkey, K. & Tiratsoo, N., 2007. The business school and the bottom line, Cambridge University Press.

NR4

Understanding and conceptualizing the roles and responsibilities of university administrators in the assessment lifecycle (0033)

Charlotte Verney

University of Nottingham, UK

This poster outlines an ongoing research project as part of a Professional Doctorate in Education exploring the roles and responsibilities of UK university administrators working in the broad area of "Student Administration" who contribute to the assessment lifecycle of students. This research will contribute to our understandings of the higher education workforce and the nature of higher education.

This research is concerned with the nature of administrative work, the division of labour between academics and administrators, as well as the lived experiences of administrators as they enact their roles. It will also consider whether the roles and experiences of those working in "Student Administration" can be located within emerging conceptualizations of university administrators, such as being considered Hochschulprofessionelle or Higher Education Professionals (HEPROs) (Klump and Teichler, 2006).

Research into university administrators is an emerging research area, with previous UK research typically focusing on broad groups of administrative managers (Whitchurch, 2008) or administrators working in a specific area such as supporting research (Hockey and Allen-Collinson, 2009). To date, there has been no UK research focused on those working in "Student Administration".

This exploratory research takes a case study approach to the administration of the assessment lifecycle within one UK university. Focusing on a specific core academic activity provides a 'way in' to exploring a range of roles involved in Student Administration contributing to a core academic activity, who may have different areas of expertise, different levels of connectedness to the academic activity itself, different levels of seniority and status within the institution, and will enable exploration of the sometimes 'invisible workforce' (Rhoades, 2010).

Data will be generated through mixed methods, primarily documentary analysis and individual interviews. This poster will be presented following a series of pilot interviews and prior to the main data generation.

References:

Hockey, J. and Allen-Collinson, J., (2009) Occupational knowledge and practice amongst UK university research administrators. *Higher Education Quarterly*, 63(2), pp.141-159.

Klump, M. and Teichler, U., (2006) Hochschulprofessionen zwischen Wissenschaft und Administration. *Hochschulprofessionen—zwischen Wissenschaft und Administration*. Hochschule innovativ, 16, pp.2-3.

Rhoades, G. (2010) Envisioning Invisible Workforces: Enhancing Intellectual Capital. In G. Gordon and C. Whitchurch (Eds.), *Academic and Professional Identities in Higher Education: The challenges of a diversifying workforce*. London: Routledge, 35-54

Whitchurch, C. (2008) Professional managers in UK higher education: preparing for complex futures. Final report. Leadership Foundation for Higher Education.

NR5

The Benefits and Level of Satisfaction a First-Year Orientation Program Delivers for Freshmen in College (0074)

Katie Evensen

Taylor University, USA

Purpose Statement

My presentation will seek to present research and findings from literature on what benefits orientation delivers to first-year students in college. The purpose of the research is to explore and understand the benefits of an orientation program for first-year students and to understand if first-year students are satisfied after attending their respective first-year orientation program. Using previous literature that has been written, while using results from conducted face-to-face interviews, findings will be presented in a presentation format.

Methodology & Findings

According to Wren (2003), a university has the chance and privilege to “convey realistic expectations for college life” with one of those realistic opportunities being an orientation program (p. 52). As a result, institutions have the unique opportunity to help create a welcoming environment through the use of an orientation program. From reviewing the literature and conducting face-to-face interviews, it can be concluded that benefits of first-year orientation include: 1) A smoother transition and better adjustment to university as a whole, because orientation allows “freshmen [to] have opportunities to learn about the college environment”(Ozaki, 1994, p. 15), 2) an increase in interaction with faculty, because orientation allows students "...to locate student support services and resources, to meet faculty and/or peer mentors”(Upcraft, et al., 1993, p. 37), 3) an increase in individual retention rates and a feeling of connectedness (Tinto, 1975 as cited by Perrine & Spain, 2011, p. 156), and lastly 4) a greater understanding of ones' peers and self, by orientation offering “a time in which basic habits are formed that influence students' academic success and personal growth”, with a key emphasis on personal growth (Mullendore & Banahan, 2005, p. 391).

References

- Mullendore, R. H. & Banahan, L. A. (2005). Designing orientation programs. In M. Lee Upcraft, John N. Gardner, Betsy O. Barefoot & Associates (Eds.), *Challenging and supporting the first-year student: A handbook for improving the first year of college* (391-409). San Francisco: Jossey Bass.
- Ozaki, R. H. (1994). Freshman orientation: A comparison of a five-week versus ten-work sessions. *Eric Database*, 1-15
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- Upcraft, L. M., and others. (1993). *Designing successful transitions: A guide for orienting students to College*. National Orientation Directors Association. No. 13, 1-106
- Wren, S. (2003). The role of the campus visit and summer orientation program in the modification of student expectations about college. *The Journal of College Orientation and Transition*. Vol. 10, 52-59

NR 6

Quantitative and Qualitative analysis of student engagement with Team-Based Learning in a Biomedical Science module at Anglia Ruskin University (0026)

Nicola Milner

Anglia Ruskin University, UK

Categories: Learning and Teaching, student engagement

The need to improve student engagement in Higher Education is an important issue which is currently being debated within academic institutions globally. There is a need to understand more about the learning and attendance behaviour of students in Higher Education so that this issue can be addressed effectively, to create a stimulating learning environment where students want to become actively involved in learning activities both inside and outside of the classroom. To date, reasons for poor student engagement is fully understood and often relies on anecdotal evidence, such as poor attendance, which results in mostly qualitative data. The aim of this research is to investigate the effect of a flipped teaching strategy using qualitative data in addition to quantitative data provided by analytical software used in the Talis Lighthouse pilot project in the Faculty of Science & Technology (FST) at Anglia Ruskin University.

Recently, Team-Based Learning (TBL), a structured form of flipped teaching has been introduced into several modules in FST. Material is set for the students to read before attending the teaching session, where they are expected to apply their knowledge during team exercises. Failure to engage fully with this material has a detrimental impact on the performance of the team and can cause dissatisfaction amongst the more engaged team members. Initial qualitative data from student feedback mechanisms indicate that students enjoy this new, active style of learning. However, there is limited quantitative data available to measure the effect this modern teaching method has had on improving student engagement. The Talis software will enable academic staff to observe the level of engagement with individual documents uploaded onto the Virtual Learning Environment for individual students. Having gained a more detailed understanding about how and when students engage with documents will help design learning material which students engage effectively with and can be used to promote the need for engagement to students, whilst also offering the opportunity to measure the impact of teaching methods, such as engagement with pre-reading set for TBL activities using quantitative data.

Here we present our initial observations from data obtained using the Talis software tool, to investigate the impact of engaging with TBL material to improve engagement of student in our Biomedical Science cohort.

Key References:

Healey, M., Flint., and Harrington, K., 2014 Engagement through Partnership: students as partners in learning and teaching in higher education. The Higher Education Academy.

Michaelsen, LK., Knight, AB & Fink, LD (Eds) 2004 Team-Based Learning: A Transformative Use of Small Groups in College Teaching. Sterling, VA-Stylus

Trowler, V., 2010 Student Engagement Literature Review. The Higher Education Academy. [pdf] Available at www.heacademy.ac.uk/sites/default/files/studentengagementliteraturereview_1.pdf

NR 7

What makes a good teaching? Comparing student and teacher perceptions of teaching quality. (0017)

Alice Hoon, Lauren Burns, Ana Da Silva
Swansea University, UK

Study aim: To investigate the extent to which the evaluation of teaching by students is consistent with the evaluation of teaching by teachers.

Measures of student satisfaction have changed the landscape of Higher Education in the UK. Student evaluation of teaching (SET) is a commonly used measure to inform course development and faculty appraisals. Despite the emphasis placed on SET, little research has directly compared the consistency between student and teacher evaluations of teaching. Although there is much evidence that SET is a valid and reliable tool (e.g. Marsh, 2007), some question whether students should comment on all aspects of teaching given that they are not 'experts' in teaching (Calderon, Gabbin, & Green, 1996). Few empirical studies have directly compared student and teaching of the same session.

Staff and students from a UK University watched video clips of two teaching sessions. At the end of each video, participants evaluated the teaching using questionnaire and free text formats. Question items were based upon National Student Survey and the empirically validated Student Evaluation of Educational Quality instrument (SEEQ; Marsh, 1982). Free text questions used the Stop-Start-Continue format which is associated with constructive feedback (Hoon, Oliver, Szpakowska, & Newton, 2014). Quantitative and qualitative analysis will be conducted.

The findings of the present study will impact upon current policy and procedure in Higher Education in highlighting if any discrepancies exist between student and teacher evaluations of teaching. If no such discrepancies occur the existing procedures will be validated, whereas if discrepancies exist, their identification will inform which specific areas of teaching quality are not appropriately identified by SET. Where students perceive teaching quality differently, it may be necessary to ensure that those specific areas are addressed explicitly through other means. Any consistencies between student and teacher evaluations will provide empirical support and conferring confidence in the current quality procedures. Research will have been completed by time of presentation.

References

- Calderon, T.G., Gabbin, A.L., & Green, B.P. (1996). Summary of promoting and evaluating effective teaching: American accounting association teaching and curriculum section. *Journal of Accounting Education*, 14, 3, 367–383.
- Hoon, A., Oliver, E., Szpakowska, K., & Newton, P. (2014). Use of the 'Stop, Start, Continue' method is associated with the production of constructive qualitative feedback by students in higher education. *Assessment & Evaluation in Higher Education*, 1-13.
- Marsh, H. W. (1982). SEEQ: A reliable, valid, and useful instrument for collecting students' evaluations of university teaching. *British Journal of Educational Psychology*, 52, 77-95.
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NR 8

The "I" in Fibromyalgia – How does Fibromyalgia Shape Academic Identity? (0022)

Nicole Brown^{1,2}

¹University of Kent, UK,

²UCL Institute of Education, UK

Fibromyalgia is a chronic condition that is characterised by wide-spread pain, fatigue, sleep disturbances, cognitive dysfunctions, increased sensitivity and psychological disorders (White and Harth, 2001). Also, fibromyalgia is typically variable regarding its symptoms and their severity from one day to the next, even from one hour to the next (Wolfe and Walitt, 2013). Globally, between 0.66% and 10.5% of the general population suffer from fibromyalgia (Queiroz, 2013). Wessely (1994) highlights a high representation of students, teachers, medical staff and doctors amongst sufferers of chronic fatigue syndrome, myalgic encephalomyelitis and neurasthenia, illnesses that are all related and co-morbid to fibromyalgia. My research explores how academics make sense of their experiences and how fibromyalgia with all its symptoms impacts academic identity. Although fibromyalgia is often considered as a pain syndrome, my research relates to the impact of fibromyalgia in all its facets, thus includes the influence of cognitive dysfunctions and fatigue on those working in a cognitively demanding profession. The nature of fibromyalgia and the imprecision of words within pain and illness experiences (Scarry, 1985) mean that the traditional narrative approach (McMahon, Murray and Simpson, 2012) may not be best suited to capture the lived experience of an academic suffering from fibromyalgia. Therefore, I use creative data collection methods, visual representations, metaphors and identity boxes. Billot and King (2015) acknowledge the potential of metaphors for academic identity research, but they do not use physical and material representations. My poster contributes to methodological debates relating to research into academic identity.

Billot J and King V (2015) Understanding academic identity through metaphor. *Teaching in Higher Education* 20(8): 833-844.

McMahon L, Murray C and Simpson J (2012) The potential benefits of applying a narrative analytic approach for understanding the experience of fibromyalgia: A review. *Disability and Rehabilitation* 34(13): 1121-1130.

Queiroz LP (2013) Worldwide epidemiology of fibromyalgia. *Current Pain and Headache Reports* 17: 356.

Scarry, E (1985) *The body in pain: The making and unmaking of the world*. Oxford: Oxford University Press.

Wessely S (1994) Neurasthenia and chronic fatigue. *Transcultural Psychiatric Research Review* 31: 173-209.

White K and Harth M (2001) Classification, epidemiology, and natural history of fibromyalgia. *Current Pain and Headache Reports* 5:320-329.

Wolfe F and Walitt B (2013) Culture, science and the changing nature of fibromyalgia. *Nature Reviews Rheumatology* 9: 751-755.

NR 9

Using Social Media to Build Your Online Presence: Supporting the Teaching of Undergraduate Employability Modules (0023)

Kayleigh Blackstock

Coventry University, UK

Employability and Digital Literacy are playing an important role within teaching, learning and assessment strategies for Higher Education Institutions due to the competitive graduate job market and the dynamic nature of digital technologies. Both agendas are integrated into the curriculum within Higher Education Institutions and are being taught using a variety of methods and pedagogical approaches to teaching in Undergraduate courses (York and Knight, 2006). These methods of teaching are driven by internal and external impacts and very much take into consideration the

learner, their experience and the external factors impacting upon Digital Literacy and Employability. Social Media is increasingly being used in the recruitment process by employers to screen candidates; thus making it essential for universities to teach students how to create a positive online presence on these platforms. It is important for Higher Education Institutions to understand what employers require from graduates with regards to Digital Literacy and Social Media in order to embed this into the teaching of Employability based modules.

This paper reviews the current literature in the areas of Employability and Digital Literacy, with Social Media as the main context, and reviews various teaching methods and approaches that can be adopted and applied to the teaching of Digital Literacy for Employability in Higher Education Institutions. Methods of teaching and learning discussed in this paper include Andragogy (Knowles, 1968), Heutagogy (Mezirow, 1997) and Activity Theory (Nardi, 1995). Concepts such as self-reflection, self-efficacy and social capital are also reviewed in the context of Digital Literacy and Employability.

The current literature highlights a gap in knowledge of how the application of using Social Media can be integrated into Undergraduate courses for the employability of students. There is also a gap in the literature with regards to the link between the concept of Digital Literacy and Employability. The literature is considered when drawing up research questions for a study which will focus on how to teach Digital Literacy, using Social Media as the context, for employability purposes to enhance the employability of students.

References

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Mezirow, J. (1997) Transformative learning: Theory to practice. *New directions for the adult and continuing education*, 1997(74), 5-12.

Nardi, B. (1995) *Context and Consciousness: Activity Theory and Human-Computer Interaction*. MIT PRESS

Yorke, M. and Knight, P. (2006) *Embedding Employability into the Curriculum*. The Higher Education Academy: London.

NR 10

Leadership Positions: Impacting the Student Experience (0076)

Tricia Saunders

Taylor University, USA

Leadership Positions: Impacting the Student Experience

The purpose of the presentation is to explore how leadership in clubs and organizations impact a student's college experience and wellbeing. In American higher education, co-curricular activities include clubs and organizations. Numerous studies have shown a gap in the research regarding the growth and leadership development of a student by various levels and types of involvement (Astin, 1984). Therefore, in order for institutions to understand the benefit of campus programs and activities, greater attention should be given to examining the student experience in regards to a student's leadership development and overall wellbeing.

Students will gain more from their college experience by spending adequate time and energy participating in campus organizations (Astin, 1984; Pascarella & Terenzini, 2005). Astin (1993) argues that there is a strong connection between leadership development and involvement since leadership centers on how the mind, body, and spirit interpret and respond to the collegiate environment. Being involved on campus requires a lot out of students and can significantly impact a student's social, physical, emotional, intellectual and spiritual wellbeing.

A phenomenological research design was chosen for this study to describe and understand an individual's lived experience (Creswell, 2007). This study was conducted at a small Midwestern, faith-based institution with a student population of approximately 2,000. The researcher used purposeful sampling to select ten to twelve students to participate in the research. All of the participants hold a high-level leadership position, such as president or vice president, in a student organization. The presentation will report on findings from completed research from this qualitative phenomenological study.

Involvement in leadership positions in campus activities can influence how a student feels about their collegiate experience. The student experience plays a vital role in the growth and development of the student, as college is a critical time in a student's life. This research allows student organization advisors to understand the impact of a student's individual leadership experiences and see if a student's motivation and development is affected by participating in high leadership positions.

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NR 11

The influence of peer feedback on students' academic writing: A meta-analysis (0036)

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Aims and scope. Academic writing tasks are an integral part of higher education courses and peer feedback is regularly implemented in relation to such writing tasks (van Gennip, Segers, & Tillema, 2009). However, an up-to-date overview specifically focusing on the effects of peer feedback on students' writing performance is missing. This meta-analysis provides such an overview, framing the empirical findings of a systematic literature search in terms of key design variables for peer feedback processes (see Gielen, Dochy, & Onghena, 2011).

Methods. Search terms were determined based on relevant prior literature reviews and consultation of experts. Using multiple databases, the search focused on publications from 1998 onwards (following up on Topping, 1998). Inclusion and coding was done in two consecutive steps. First, publications were considered for inclusion when they concerned empirical studies in the higher education context, when peer feedback was formative in relation to academic writing, and when writing performance (improvement) was quantitatively measured and attributable to the peer feedback process(es). Second, included publications were coded in terms of theoretically clustered peer feedback variables (Gielen et al., 2011; van den Berg, Admiraal, & Pilot, 2006). Among others, these focus on the composition of feedback groups (e.g., how students are matched), and the management of the feedback procedure (e.g., to what extent students are trained or guided).

Preliminary results. The combination of search terms resulted in 1083 initial hits. 287 Unique, potentially relevant publications were selected based on titles and abstracts, including 251 peer reviewed articles, 17 dissertations, 10 books/book chapters, and 9 research reports. At the time of writing, these publications are coded for inclusion.

Topics for discussion. The authors would like to discuss the theoretical perspective (e.g., Gielen et al., 2011) and the interpretation of the results.

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NR 12

A Phenomenological Exploration of the Relationship Between Depression and Men's Perception of Masculinity (0047)

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Title: A Phenomenological Exploration of the Relationship Between Depression and Men's Perception of Masculinity

The purpose of this research is to determine possible connections between how depression affects a man's understanding of his own masculinity. Men learn in childhood to avoid conversations about feelings, which results in an inability to understand negative emotions or recognize early signs of mental health issues (Kilmartin, 2005). Additionally, depressed men hesitate to seek help due to self-stigma grounded in the perception others will judge or negatively react to their emotions (Vogel, Heimerdinger-Edwards, Hammer, & Hubbard, 2011). There is an increasing trend of depression within the college-aged male population, with the American College Health Association-National College Health Assessment reporting in their 2015 Spring report 17.6% of men "felt things were hopeless" in the last 12 months, 14% "felt so depressed that it was difficult to function", and 5.2% "seriously considered suicide" (ACHA-NCHA, 2015, pp. 13-14). This research seeks to understand whether or not men's experiences with depression influences their view of masculinity.

The nature of this study is an empirical research approach to whether or not there is a connection between depression and men's opinions of their masculinity. As of December 2016, the research will be in an ongoing phase and present preliminary findings. The preliminary findings grounded in research will present the samples' opinions of the relationship between depression and masculinity.

This research uses a semi-structured phenomenological approach in order to best capture the various effects of depression in men's lives and how those experiences influence their unique understandings of masculinity (Creswell, 2012). The sample comes from a small, private University in the United States, and each participant has sought professional help for their depression from the university counseling center.

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NR 13

Visualization of learning outcomes through assessment on key competency and student engagement in Japanese University. (0057)

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[Background]

Gain key competency through university education:

Recently Japanese Universities have taken so much demand for cultivation of human resources and proceeded rapid reform courses introducing active learning and practical internship. We have a responsibility to assess student learning and visualize achievement.

As assessing key competency and student engagement will become more and more important, most Japanese universities try to establish learning outcomes analysis.

[Visualization of learning outcomes analysis in Yamaguchi University]

Applying organizational academic advising depends on each student's learning achievement and career mind is necessary because their objectives and minds are too diverse. Strengthen structure that utilizes multidimensional visualization of learning outcomes based on "Key Competency for Yamaguchi University Student" for academic advising and reformation of curriculum.

Our main objective is to proceed on its course for improvement and acceleration of Education Rebuilding through shifting main focus towards providing maximum support to the improvement of Active learning & Visualization of learning outcomes.

[Project Outline]

Visualization of Learning Outcomes:

Utilize various indicators to visualize learning outcomes, and the results to improve Teaching and Learning Management as a whole university. We have introduced Assessment Test for Generic Skills and Questionnaire for Student Engagement. Students can see these results on e-portfolio and compare the change of scores between freshman and junior. Moreover, they can also see the achievement of Diploma Policy based on Yamaguchi University Competency-Based Curricular System. We call it the Integrated Visualization System of Learning Outcomes.

Through establishing the integrated visualization system, we expect that student will grow up reflecting self-directed learning and taking academic advising from teachers.

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Ministry of Education, Culture, Sports, Science and Technology-Japan (MEXT) Web site: URL: <http://www.mext.go.jp/english/highered/1303557.htm>