

## CONFERENCE PROGRAMME

Monday 21 <sup>st</sup> July, 2014		
11.15 – 14.00	Foyer	Conference Registration begins
12.00 – 12.45	Restaurant	Buffet Lunch
12.45 – 14.00	Bowland 1	Welcome: Ms Nicola Owen, Chief Administrative Officer, Lancaster University Keynote Speaker – Professor Ray Land: “Liminality Close-Up”
14.00 – 15.30	<b>Parallel Session 1</b>	
01	Bowland 1	<b>Research into higher education in the contemporary context: a case for widening the approaches we use to develop our knowledge resources and critical insights</b> <u>Richard Bailey</u> <i>University of Bolton</i>
02		<b>Tools for navigating the liminal tunnel</b> <u>Julie Rattray</u> <i>University of Durham</i>
03		<b>Are the existing research evaluation efforts in South Africa making a difference to the present higher education research environment?</b> <u>Mochaki Deborah Masipa</u> <i>Masipa Incorporated Attorneys</i>
04	Bowland 2	<b>External examiner standards close-up</b> <u>Birgit den Outer</u> , Margaret Price <i>Oxford Brookes University</i>
05		<b>Using students in close up research in higher education: what we did and what we learned from LJMU's 'learning for complex world' NTF project</b> <u>Fengqiao (Vanessa) Cui</u> , <i>Nottingham Trent University</i>
06		Phil Vickerman <i>Liverpool John Moores University</i>
		<b>Illuminating the student experience within the liminal space: exploring data-driven learning design for negotiating troublesome concepts</b> <u>Bethany Alden Rivers</u> <i>University of Northampton</i> <u>John T E Richardson</u> <i>The Open University</i>
15.30 – 16.00	Foyer	Refreshments
16.00 – 17.30	<b>Parallel Session 2</b>	
07	Bowland 1	<b>Negotiating Contestations and Chaotic Conceptions: Close-up Research into Engaging "Non-Traditional" Students</b> <u>Vicki Trowler</u> <i>The University of Edinburgh</i>
08		<b>A binary system of tertiary education: past ideas, contemporary policy and future possibilities</b> <u>Francesca Beddie</u> <i>University of Canberra</i>
09		<b>The ethics challenge: changing constituencies, shaping future rules</b> <u>Jan Smith</u> <i>University of Durham</i>

10	Bowland 2	<b>Impact evaluation in academic development: questioning evidence</b> <u>Deesha Chadha</u> , Sharon Markless, <u>Kelly Coate</u> <i>King's College London</i>
11		<b>Using self-evaluative practices to impact technology enhanced learning: Engagement, use and usability</b> <u>Claire Raistrick</u> <i>University of Warwick</i>
12		<b>Ends and means in national research quality assessment</b> <u>Ian McNay</u> <i>University of Greenwich</i>
19.00	Drinks Reception (Foyer)	
20.00	Dinner (Dalton Suite)	

<b>Tuesday 22<sup>nd</sup> July, 2014</b>		
<b>09.30 – 10.30</b>	<b>Bowland 1</b>	Keynote Speaker – Professor Roni Bamber: “Think global, act local in Masters scholarship”
<b>10.30 – 11.00</b>	Foyer	Refreshments
<b>11.00 – 12.30</b>	<b>Parallel Session 3</b>	
<b>13</b>	<b>Bowland 1</b>	<b>A tale of shedding and growing skins in close-up higher education research</b> <u>Melinda Lewis</u> <i>The University of Sydney</i>
<b>14</b>		<b>PARR for the Course. Supporting Postgraduate Level 7 students through a taught programme</b> <u>Vanessa Cottle, Anne O’Grady</u> <i>University of Derby</i>
<b>15</b>		<b>Stories of persistence: The liminal journey of first generation university graduates</b> <u>Faith Auton-Cuff, Jordan Gruenhagen</u> <i>Kwantlen Polytechnic University</i>
<b>16</b>	<b>Bowland 2</b>	<b>Social justice and South African university student enrolment data by ‘race’, 1988-1998-2008: from ‘skewed revolution’ to ‘stalled revolution’. And could research-based policy interventions have made a difference to these developments?</b> <u>David Cooper</u> <i>University of Cape Town</i>
<b>17</b>		<b>Conceptions of difference within theories of Social Justice: implications for higher education research</b> <u>Jan McArthur</u> <i>Lancaster University</i>
<b>18</b>		<b>What is the impact of integrating language and content in higher education (ICLHE) and how do you study it?’</b> <u>Magnus Gustafsson, Andreas Eriksson</u> <i>Chalmers University of Technology, Sweden</i> Marie Paretti <i>Virginia Tech, USA</i>
<b>19</b>	<b>Dalton</b>	<b>Developing researchers: the undergraduate years</b> <u>Chrissie Boughey</u> <i>Rhodes University</i>
<b>20</b>		<b>Moving out of our comfort zones to make a difference - do we really want to?</b> <u>Pat Strauss</u> <i>AUT University, Auckland</i>
<b>21</b>		<b>The teachers’ Internationalisation Programme -TIP: an educational design research</b> <u>Marion Troia</u> <i>Hanze University of Applied Sciences, Groningen</i>
<b>12.30 – 14.00</b>	<b>Restaurant</b>	Buffet Lunch
<b>14.00 – 15.00</b>	<b>Bowland 1</b>	Keynote Speaker – Professor Murray Saunders: “The use and usability of research outputs: making a difference.”

15.00 – 15.30	Foyer	Refreshments
15.30 – 17.00		<b>Parallel Session 4</b>
22	<b>Bowland 1</b>	<b>Close-up, practitioner-led, 'impact'-ful research in higher education: an example</b> <u>Harriet Cameron</u> <i>The University of Sheffield</i>
23		<b>Researching the role of the PhD in developing an academic career: does it make a difference?</b> <u>Karin Crawford</u> <i>University of Lincoln</i> <u>Angela Brew</u> <i>Macquarie University, Australia</i> <u>David Boud</u> <i>University of Technology, Sydney, Australia</i> Lisa Lucas <i>University of Bristol</i>
24		<b>Can research make a difference in Swedish? - Linguistic issues in internationalizing higher education</b> <u>Susanne Jämsvi</u> <i>University of Gothenburg &amp; University of Borås</i>
25	<b>Bowland 2</b>	<b>Teacher Preparation for Child Protection: A Strengths Approach</b> <u>Angela Fenton</u> <i>Charles Sturt University</i>
26		<b>Translations and contradictions: on making a difference and critical distance</b> <u>Sue Clegg</u> <i>Leeds Metropolitan University</i>
27		<b>Applying close-up methods to examine the heuristic value of global university rankings for different groups: the UK higher education policy context</b> <u>Catherine O'Connell</u> <i>Associate Member, HERE, Lancaster University</i>
28	<b>Dalton</b>	<b>Scholarship of teaching, professional learning, professional practice: Evidence-based or virtues-based practices?</b> <u>Carolin Kreber</u> <i>The University of Edinburgh</i>
29		<b>Professions and professional education that serve the public interest</b> <u>Peter Kahn</u> <i>The University of Liverpool</i>
30		<b>In a liminal space: learning to 'think like a physicist'</b> <u>Honjiswa Conana, Delia Marshall</u> <i>University of The Western Cape</i> Jennifer Case <i>University of Cape Town</i>
19.00	Bowland Corridor - Drinks Reception	
20.00	Conference Dinner & Music (Men of the Hour) – Dalton Suite	

<b>Wednesday 23<sup>rd</sup> July, 2014</b>		
<b>09.30 – 10.30</b>	<b>Bowland 1</b>	Keynote Speaker – Dr. Nelleke Bak: “Should universities be producing more PhDs to make a difference?”
<b>10.30 – 11.00</b>	<b>Foyer</b>	Refreshments
<b>11.00 – 12.30</b>	<b>Parallel Session 5</b>	
<b>31</b>	<b>Bowland 1</b>	<b>Sociomaterial texts, spaces and devices: questioning 'digital dualism' in library and study practices</b> <u>Lesley Gourlay</u> , Martin Oliver <i>Institute of Education, University of London</i> Donna Lanclos <i>University of North Carolina</i>
<b>32</b>		<b>Surfing the waves of learning? Exploring the possibility of enabling greater cumulative knowledge building through pedagogy using Semantics</b> <u>Sherran Clarence</u> <i>University of The Western Cape</i>
<b>33</b>		<b>Writing Unisa</b> <u>Felicity Andersson</u> <i>University of South Africa</i>
<b>34</b>	<b>Bowland 2</b>	<b>To what extent can we consider research findings as "knowledge resources for changing practice" (Saunders 2014)? A case study in the Earth and Life Sciences at the University of Cape Town</b> <u>Moragh Paxton</u> <i>University of Cape Town</i>
<b>35</b>		<b>"It was an oasis in a busy life, a busy city": The CLTD writing retreat</b> <u>Penelope Jane Castle &amp; Moyra Keane</u> <i>University of the Witwatersrand</i>
<b>36</b>		<b>“How difference makes a difference”</b> <u>Tim Higgins</u> <i>National University of Ireland</i>
<b>37</b>	<b>Dalton</b>	<b>Implementing a change initiative within a university department of accounting and finance to improve teacher practice and student learning</b> <u>Wilma Teviotdale, David Clancy</u> <i>University of Huddersfield</i>
<b>38</b>		<b>International student perspectives on the quality of taught postgraduate provision: Collecting meaningful feedback</b> <u>Lia Blaj-Ward</u> <i>Nottingham Trent University</i>
<b>39</b>		<b>Examining the relations between sociology students' accounts of knowledge and identity</b> <u>Paul Ashwin</u> , <i>Lancaster University</i> , Andrea Abbas <i>University of Lincoln</i> Monica McLean <i>University of Nottingham</i>
<b>12.30</b>		Packed Lunch – If required to be pre-ordered on arrival at conference.