

Newsletter March-April 2018

Spotlight on a fellow of the Lincoln Higher Education Research Institute

Please see the back page of this newsletter for the fourth instalment of this feature. This month Dr Kirsty Miller has kindly provided an overview of her Higher Education research interests. To see details of more of our fellows or to apply to register please visit <https://heri.blogs.lincoln.ac.uk/fellows/>

IMPact / The University of Lincoln Journal of Higher Education Research

OFFICIAL E-JOURNAL LAUNCH 18TH APRIL 2018 11am-1pm MB2606

Drop in to this event to learn more about the journal, papers published in our first edition and our **open call for submissions** for future editions. As an online journal we accept papers throughout the year, please find author information at <http://impact.lincoln.ac.uk> and follow the journal twitter account for updates: @IMPactHEJournal

The Higher Education Research Institute's Research Seminar Series

Our **third lunchtime research seminar** will coincide with the launch of IMPact 18th April 2018, facilitated by Dan Bishop of the School of Sport and Exercise Science.



12.30-1.30pm MB2605
***More than just listening:
The role of student voice in
higher education***

Refreshments will be provided at these events, for more information and to sign up please visit <http://lincn.eu/ilaunch>

Calls for Papers

WERA: Reimagining Worldwide Education Research, Cape Town, 3-5th August 2018. Deadline for submissions extended to 30th April. <http://lincn.eu/call300418>

Internationalisation of Higher Education across Europe: rationales, representations of international students and teaching excellence. University of Manchester 7th June 2018. Deadline for abstracts 18th May. <http://lincn.eu/call180518>

SRHE: The changing shape of higher education: Can excellence and inclusion cohabit? Newport, 5-7th December 2018. Deadline for abstracts 22nd June. <http://lincn.eu/call220618>

The Lincoln Higher Education Research Awards

Holders of funding from the 2017 round of LHERA attended a networking event in March, projects are progressing well and plans are underway for a dissemination event 4th-8th June 2018 when applications for grants for 2018-19 will be opened. Information about all eleven projects can be found here:

<http://lincn.eu/LHERA>

We will feature a project in each of our newsletters, this month see details of Becky Sanderson and Paulina Babuchowska's project below.

Let's talk ... investigating academics' confidence in having conversations about diversity, and in particular race.

The underpinning aim of this research is to understand academics' confidence levels in conversations about race and race related issues and develop effective interventions to enhance academics engagement in discussions about race.

This research also intends to explore how stereotypes and biases can impact on academic practice, highlight areas of good practice and suggest ways in which potential challenges could be mitigated.

Following receipt of ethical approval earlier this year, research interviews have been carried out and analysis of the transcripts has begun. A final report will be submitted to LHERI in the summer and further dissemination activities are being planned for later in the year-further updates on these will follow soon.

Higher Education Research Institute Project Updates

Access Agreement Evaluation Project – internally funded

Dr. Rachel Spacey, Research Fellow (part time)
Jen Johnson, Research Assistant (part time)

The AAEP is the internally funded evaluation of the University of Lincoln's (UoL) Access Agreements (AAs). Any University in England which charges higher tuition fees for home/EU undergraduates must have an AA which focus on removing barriers to entry for students who are under-represented and supporting those students while they study and as they move into employment or further study.

Jen and Rachel attended the second meeting of the AAEP Board in February where they reported on the progress of their current project focus: 'Understanding the impact of financial support (bursaries/scholarships)'. The AAEP makes use of the Office for Fair Access (OFFA) toolkit which requires analysis of existing Higher Education Statistics Agency (HESA) and Student Loans Company (SLC) data sets from 2010 onwards held by the University of Lincoln. Data analysis was complemented by an online survey of all undergraduate students in receipt of bursaries and scholarships in 2016/17, the preliminary results of which were reported to the Board. Focus groups are currently underway with groups of students to better understand the role of bursaries and scholarships in relation to access, support and success. Jen and Rachel have also met with colleagues to develop the focus of the AAEP for 2018/19 and will be attending a HESA data training day in May.

The team have had papers about the AAEP's financial support research accepted at the following conferences: Forum for Access and Continuing Education (FACE) 2018, University of Worcester, July 2018 and the British Educational Research Association (BERA) Annual Conference Northumbria University, September 2018.

Learning Gain Project – Funded by the Higher Education Research Institute (HEFCE)

The final administration of the Learning Gain Project to cohort one (now level three) closed in January and we are pleased with a 60% completion rate. Linda Speight, Data Analyst, has commenced drawing together available additional data sets in preparation for the final report which will be produced following receipt of students' grades in September 2018.

Additionally we have had uptake of the situational judgement test in the schools of Pharmacy, Psychology and LIBS and the students have reported that it has been a 'significant help' in preparing them for the future.

The final administration to cohort two will take place in September 2018 alongside the GetSet 2018 survey, arrangements for this are currently being finalised.

Intervention for Success Project – Funded by HEFCE

Ben Walker (project lead) is now working with six employed Student Assistants to work evaluate the resources and produce reports on them with recommendations for improvement. In addition, two more Student Assistants have been appointed recently who have digital expertise and they will be working with Ben to enhance the resources from a learning technology perspective.

There have been three sessions of the staff development programme, ‘Tutoring the Tutors’. Useful feedback is being gathered from each session which will inform a future version of the programme in 2018-19. Details can be found here: <http://lincn.eu/ttt>

Ben & Alison Wilkinson’s funded research into effective personal tutoring at Lincoln (LHERI award) is progressing well and they have carried out an initial analysis of the stage 1 interviews. The stage 2 interviews, in which the influence of the resources they have produced are assessed, are currently underway. Alison (with Ben unavailable due to illness) presented on this at the recent UKAT (UK Advising and Tutoring Group) annual conference in March.

Ben will be presenting at upcoming conferences in 2018, with the next being the Student Experience conference at the University of Derby in May.

Lastly, Ben’s article, *A Defining Moment for Personal Tutoring*, which informs the project and vice-versa, is published in the first edition of IMPact here: <http://lincn.eu/IMPact9>

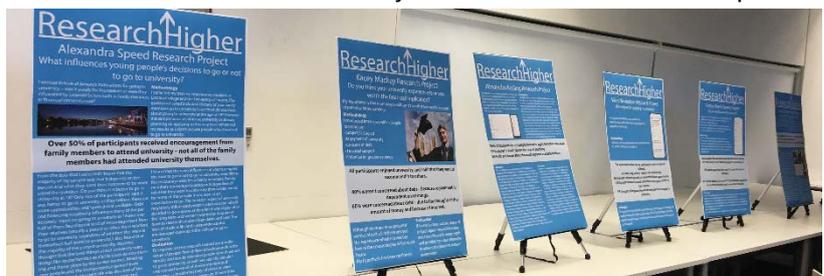
Explaining the Gaps – Funded by NCOP LiNCHigher

The Explaining the Gaps Project is producing a databank, which will enable practitioners to map outreach resources and activities to target stakeholder groups and geographical locations across Lincolnshire. The project, which is led by Lucy Mallinson (LHERI), began with a large scale survey of young people from across the county. Circa 3,000 pupils in Years 9 to 13 attending 22 target schools participated in the survey. The data collected provides an insight into their attitudes and aspirations and how they make decisions about higher education (HE) and applying to university. The project team are utilising this data to provide contextual information to develop a fuller understanding of the wider factors influencing participation in HE, and the resources that can help to assist this process.

Research Higher Pilot Project

This pilot seven week programme concluded with a celebration event 22nd March 2018. We are delighted with the engagement from eight Alevel students from Lincoln College who attended workshops facilitated by colleagues from UoL and Nottingham Trent University around developing research skills. The students designed and carried out research projects, acting as insider researchers for the NCOP LiNCHigher aims and their research was displayed at the celebration event. Alison Brumhead and Rob Vickers led the pilot project and have written a paper for inclusion in the first edition of IMPact e-journal and have been accepted to present at the Forum for Access and Continuing Education (FACE) 2018 conference.

We are preparing a proposal for funding to continue this work on a larger scale from September 2019.



Spotlight on a fellow of the Lincoln Higher Education Research Institute

Dr Kirsty Miller

Deputy Head of School of Psychology

Kirsty is a Principal Lecturer in the School of Psychology and School Director of Teaching and Learning. Her pedagogical research interests focus on multiple aspects of student engagement, particularly student expectations, motivation and self-efficacy. She has worked on many student partnership projects with colleagues from across the institution. Student partnership is a challenge as it necessitates a sharing of control, an appreciation of the skills and expertise each party brings. But when it works it can create an increased sense of academic community within a school, and lessen workloads for academic staff.



Kirsty is interested in exploring the interplay of student reflection and academic experience and how this leads to shared ownership and a strengthened academic community. Kirsty is currently involved with two ongoing projects:

Student Expectations and Motivations

A school level longitudinal project looking at how student expectations and prior experience drive student engagement in HE has since led to an institution wide Special Interest Group developed with Lorna Lancaster (Pharmacy) and Carol Callinan (Education) and supported by LALT. The SIG have developed a research project looking at how student and staff expectations differ with regard to skill development in 1st year. The student survey formed part of the GetSet Survey, carried out by LHERI in September 2017, whilst the academic level questionnaire will be released soon – please complete it!

Student as Responsible Learner: Developing a university-wide strategy to tackle Academic Misconduct

This joint project with Hannah Merdian (Psychology) has been funded by LHERI and is looking at the reasons students commit academic offences, with the aim of developing an effective strategy to respond to, and ultimately reduce, this issue. The 'Consumerist Culture', proffers a possible link between extrinsic motivation and increased likelihood to cheat. The project explores the relationship between intrinsic and extrinsic motivations, self-efficacy and a consumerist approach to education when it comes to academic offenses.

Anyone interested in either of these projects, or with suggestions of interesting collaborative projects linked to student engagement can contact Kirsty at Kmillier@lincoln.ac.uk

Apply to register as a Fellow

This provides an opportunity to be a part of a growing network of Higher Education researchers and to join our mailing list and to promote your work on our website. All staff and postgraduate students are invited to join our network of Fellows and Associate Fellows, for more information on our current Fellows and to apply, please visit <https://heri.blogs.lincoln.ac.uk/fellows/>

**The next edition of this newsletter will be issued late May/early June.
If you have anything that you would like us to include please contact us.**