

Newsletter November - December 2018

In this Newsletter there is information on the LHERI seminar Series, a Featured Project, an update on the LHERI Research awards and on the back page the Spotlight fellow for this month is Dr Stephen Haddelsey. 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



IMPact: The University of Lincoln Journal of Higher Education Research –

<http://impact.lincoln.ac.uk>

This online, open access e-journal publishes articles exploring any aspect of HE research as part of the University of Lincoln's model of best practice for sharing innovations in teaching and learning to enhance the student experience.

Student special edition – Deadline extended to 7th January 2019

An excellent opportunity for students to get published for the first time and to experience our robust but supportive blind peer review process.

First Birthday Edition – Deadline 5th February 2019

We will celebrate the first year of this new journal at a birthday party on 24th April – more details to follow. We accept a wide range of papers and are welcoming submissions for inclusion in our first birthday edition by 5th February 2019.



Upcoming Conferences:

Teaching and Learning Conference 2019

Call for Papers now open. The Teaching and Learning Conference 2018 welcomed more than 650 delegates across 300 sessions over the three days. Following on from this success, the call for papers for this year's conference **#TLConf19** is now open.

Taking place on **2 - 4 July 2019** the theme of this year's conference is:

'Innovation for Teaching Excellence'

With a focus on innovative teaching practices and pedagogies, the conference aims to showcase new practices that demonstrate teaching excellence and improve the student experience.

The deadline for submissions is 7 January 2019.

The conference is split into five strands over three days:

Day One: Arts and Humanities, Health and Social Care

Day Two: Thematic/interdisciplinary

Day Three: STEM, Social Sciences

World Education Research Association (WERA)

Call for submissions now open

WERA FOCAL MEETING

A Ten Year Anniversary

The WERE conference will be held from the 5-8 August 2019 at the University of Tokyo, Japan. Paper, poster, and symposia submissions must be submitted through the online portal on the WERA-JERA 2019 conference website at <http://wera-tokyo.com>. The deadline to submit is **January 31, 2019; 23:59 Tokyo Time (GMT +9)**.

The Higher Education Research Institute's Research Seminar Series

The 2019 seminars will be commencing on the 8th February with external facilitator Sam Whewall.

This event will be held on the Brayford Pool Campus room ATB3207 from 11:00-13:00. Lunch will be provided.

We are currently planning more 2019 seminars. If you would like to facilitate a seminar, please get in touch.

Research Awards

Neil Housego and Alexa Mottram were awarded the Individual Merit Awards following their work with the 2017/18 LHERA Research Awards Exhibition.

The Lincoln Higher Education Research Institute's annual Research Awards are designed to support colleagues at the University of Lincoln working on pedagogical research that will advance understanding of higher education. This is an important part of LHERI's aim to develop expertise and impact through support and guidance to colleagues, and by facilitating effective internal and external partnerships.

The applications were peer reviewed by colleagues from across the University, before a judging panel made the final decision on which 10 successful projects were awarded funding. For more information on a particular project, please contact the Project Lead. For more information on the LHERI Research Awards, please visit lincn.eu/lhera.

Colleagues will be offered the opportunity to engage with the exciting ongoing and completed research being supported by these awards during the annual LHERA exhibition date TBC.

Successful Applicants and their respective projects for 2018/19 are –

- Alison Raby - *Students as partners in Personal Tutoring*
- Charlotte Smith – *Partnering with the community on community based learning project: an external stakeholder perspective*
- Chris Headleand – *Facilitating Mento Development through Digital Portfolios*
- Clare Cotton – *A mixed methods evaluation of Peer Mentoring at the University of Lincoln*
- Eliseo Vilalta-Perdomo – *Engaging students in the age of industry 4.0: A challenge based learning approach (CBL)*

- Geeta Lakshmi – *Do reflective logs help undergraduate Accounting and Finance students*
- Kelly Sisson – *An exploration of psychological wellbeing in doctoral students during the PhD journey from enrolment to completion*
- Rachel Bromnick – *Evaluating the use of podcasts to enhance student engagement in their career development learning and employability*
- Rachel Spacey – *Using Life Histories to understand the experience of estranged students in Higher Education*
- Richard Ngomba – *Developing the school of Pharmacy practices with the Lincoln Partnership NHS Foundation Trust (LPFT) to assess students’ professionalism in supporting the care of mental health patients*

Higher Education Research Institute Project Updates

Access & Participation Plan Evaluation Project – internally funded

The Access & Participation Plan Evaluation Project (APPEP) (formerly the Access Agreement Evaluation Project) is the internally funded evaluation of the University of Lincoln’s Access Agreements/Access and Participation Plans (from 2019/20). APPs set out how Higher Education providers will “*improve equality of opportunity for underrepresented groups to access, succeed in and progress from higher education*” (OFS, 2018).

The focus of 2017/18: ‘Understanding the impact of financial support (bursaries/scholarships)’ made use of the Office for Students (previously Office for Fair Access (OFFA)) toolkit and was completed in July 2018 when the findings were shared with the APPEP Board. The focus for the team in 2018/19 is evaluation of the Access Covenant, a series of initiatives to support applicants and students from disadvantaged backgrounds including students from rural, coastal and dispersed communities and disabled, part time and mature students. Interviews have been set up with staff involved in the Access Covenant and will be taking place in autumn.

The APPEP team said goodbye to Research Assistant, Jennifer Johnson, in August. Jen has gone on to start a funded PhD in the College of Social Science so we would like to thank her for all her hard work in LHERI and wish her all the best. We say hello and welcome to our new Research Assistant, Rebecca Sanderson from Human Resources, who will be joining LHERI to work on the APPEP.

Rachel and Jen attended the British Educational Research Association annual conference in Newcastle in September where they presented a paper on the financial support toolkit which was well received.

Estranged Students (LHERA funded project 2017/18)

Rachel has written a report on the Estranged Students project which was presented to colleagues at the University in October. She also presented a paper at the BERA 2018 conference which explored her research with estranged students. In November, Rachel will be presenting at the national Stand Alone conference (charity supporting estranged people including students) with a researcher from Durham University where they will talk about the issues of research with estranged students.

Learning Gain Project – Funded by the Office for Students (formerly HEFCE)

The University of Lincoln’s Final Monitoring Report for the Learning Gain Project will be issued on 19 October. In addition, the project has delivered the second full administration of the Get Set Survey to all new and returning students for academic year 2018-19. In total, 2903 students completed the survey and, as well as delivering a university-wide overview and reports at school level, for the first time individual student reports

have been made available to Personal Tutors. These reports are intended to capture students' levels of confidence regarding key competencies and we hope that they will enable Personal Tutors to offer personalised support to their tutees.

Intervention for Success Project – Funded by the Office for Students (formerly HEFCE)

The Lincoln specific versions of the personal tutor resources have been live since September 2018. The task of integrating the partner universities' resources here at Lincoln has been underway for some time. After Ben Walker (project lead) invited his equivalents at the project partners (Coventry and Huddersfield) to demonstrate and explain their resources to key Lincoln staff, he is tackling the challenge of embedding them here.

Ben is completing an article on his funded research into effective personal tutoring at Lincoln (LHERI award) to be submitted to the journal *Active Learning in Higher Education* in January 2019. Alison Raby has been successful in obtaining a LHERI award this academic year to extend the study to include student data.

Lastly, Ben's book, co-authored along with colleagues from the universities of Derby and Bolton was published on 15 October. Entitled *Effective Personal Tutoring in Higher Education*, it is informed by the project and vice versa and includes a foreword by Professor Liz Thomas. More details can be found here: <https://www.criticalpublishing.com/effective-personal-tutoring-in-higher-education>

Explaining the Gaps – Funded by NCOP LiNCHigher

The Explaining the Gaps project Funded by National Collaborative Outreach Programme (NCOP) LiNCHigher is led by Lucy Mallinson (LHERI). It is collecting data from NCOP learners to provide an insight into their attitudes towards higher education (HE). The project aims to understand how students make decisions about HE and what influences their decision on whether to apply to university. This data will be used to develop a fuller understanding of the wider factors influencing participation in HE.

The data from the baseline survey numbers over 2300 responses. The analysis of this data has included comparison of schools to 'explain the gaps'. Data reduction produced five measures relating to knowledge, attitude and aspiration which have been used to compare students' views by school within each year group.

The follow-up survey for pupils in years 9 to 13 has now been completed. Over 10,000 students participated, which put LiNCHigher in 4th place for the greatest number of responses across all NCOP consortia. Current work involves the analysing this survey data and adding to baseline survey to track year on year changes. This will enable targeted outreach activities based on specific requirements of students.

Research Higher Project - Funded by NCOP LiNCHigher

Research Higher invites year 12 students from school and colleges across Lincolnshire to participate in a programme of research skills workshops. The programme provides an immersive experience of HE student life and aims to improve pupils' confidence and aspirations.

The first programme commenced 31st October and participants are now carrying out research projects supported by the project team. A second programme commences 23rd January 2019 with some delivery taking place in the south of the county.

More information can be found at ResearchHigher.blogs.lincoln.ac.uk

Spotlight on a fellow of the Lincoln Higher Education Research Institute



Dr Stephen Haddelsey
Research Fellow, LHERI

Stephen has worked at the University of Lincoln for three years. Previously he was a commercial project manager in both the public and private sectors delivering a wide range of projects including a £150m land acquisition and construction project for the Department for Transport, outsourcing, IT implementation, organisation redesign, and logistics. He is also a historian of polar exploration; he has written six books on the subject – most recently an account of Antarctic fatalities sustained by all nations – and has edited two contemporary expedition accounts for their first publication. Based in the Lincoln Higher Education Research Institute, since November 2015 Stephen has been Project Manager of the Learning Gain Project, funded by the Office for Students.

This project – one of thirteen being delivered nationwide as part of the HEFCE-initiated Learning Gain Programme – assesses possible means by which to measure the ‘distance travelled’ by students over the three-year period of their undergraduate studies; specifically, it is a ‘mixed methodology’ project, combining outputs from a standardised psychometric test and reflective student self-assessments with data on academic achievement, attendance, engagement in extra-curricular activities, and work experience. At Lincoln, our objective has been not merely to track the development of learning gain, but also to better understand what factors most influence the extent and pace of that gain. The project also seeks to answer the question, what, if any, are the common characteristics of students who are most likely to achieve notable learning gain during the course of their undergraduate studies, and how might that improved understanding be used to shape teaching practices and non-academic service provision?

The assessments selected focus on the development of seven ‘Key Competencies’ that we know potential employers seek from job applicants – agility, resilience, self-motivation, commercial awareness, influencing, leadership, and emotional intelligence – but which are not routinely or formally assessed by Higher Education institutions. In addition, the project draws on the following instruments and data sets: the university’s ‘Get Set’ survey of all new and returning students; academic progression and attendance data; and the Students’ Union Management System (SUMS), which records student engagement in volunteer work, work experience, Students’ Union democracy etc.

Having delivered multiple administrations of the various tests to students in their first, second and third years of academic study, the project is now close to completion and has issued its final report to the Office for Students. The challenge remaining will be the legacy of Learning Gain: how will the university seek to build upon the experience of participation in this national project, and how will our students benefit in the longer term? These are the challenges currently being addressed by the project team.

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 November/ early December.
If you have anything that you would like us to include please contact us.**