



**CEL Quarterly Education Research Report**

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The aim of this report is to highlight research activities occurring in CEL. It is intended for all those staff who are doing education related research and producing outputs which can feature under UoA25. There is a lot to take record of as well as celebrate in CEL! Although the present report might not have included everyone’s work or captured some information out of the targeted time frame, the next quarterly report for the period October – December 2015 will give an very authentic picture of research activities within CEL. Please email your update for inclusion to mmbah@bournemouth.ac.uk by 15th/12/15 at the latest using the initial template which was emailed to you.

**Publications (books, articles and conference papers published or In Press)**

[Biggins, D.](http://staffprofiles.bournemouth.ac.uk/display/dbiggins), Crowley, E., [Bolat, E.](http://staffprofiles.bournemouth.ac.uk/display/ebolat), [Dupac, M.](http://staffprofiles.bournemouth.ac.uk/display/mdupac) and [Dogan, H.](http://staffprofiles.bournemouth.ac.uk/display/hdogan), 2015. Using Peerwise to improve engagement and learning. *In: The European Conference on Education* 1-5 July 2015 Brighton, United Kingdom. Japan: The International Academic Forum (IAFOR), 585-602.

Biggins, D. 2015. Perspectives on Project Management Methods. *In: British Academy of Management* 8-10 September 2015 Portsmouth.

[Biggins, D.](http://staffprofiles.bournemouth.ac.uk/display/dbiggins), Crowley, E., [Bolat, E.](http://staffprofiles.bournemouth.ac.uk/display/ebolat), [Dupac, M.](http://staffprofiles.bournemouth.ac.uk/display/mdupac) and [Dogan, H.](http://staffprofiles.bournemouth.ac.uk/display/hdogan), 2015. Enhancing university student engagement using online multiple choice questions and answers. *Open Journal of Social Sciences*, 71-76.

Collins, B. 2015. Reflections on doctoral supervision: drawing from the experience of students with additional learning needs in two universities *Teaching in Higher Educatio,*  20 (6) 587 – 600

Collins, B**.** 2015. August). Inclusive education in occupational therapy: how could we make a difference?. In *British Journal of Occupational Therapy,* vol. 78, pp. 86-87.

Ford, N., Thackeray, C., Barnes, P. and Hendrickx, K., 2015. Peer Learning Leaders: Developing employability through supporting other students. *Journal of Learning Development in Higher Education* Peer Learning Special Edition [online], In Press.

Evangelinos, G and Holley, D. 2015. A Qualitative Exploration of the DIGICOMP Digital Competence Framework: Attitudes of students, academics and administrative staff in the health faculty of a UK HEI published in the *Special Issue of EAI transactions on e-learning* <http://www.eudl.eu/issue/el/6>

Holley, D and Sentance, S. 2015. Mobile ‘Comfort’ Zones: Overcoming Barriers to Enable Facilitated Learning in the Workplace. *Journal of Interactive Media in Education*, 2015(1): 15, pp. 1–9

Holley, D**.**, Hobbs, M., and Menown, C. 2015. Students as partners: developing augmented reality in the classroom presented at ENGAGE *Sharing and Engaging Others in Good Practice to Enhance Learning, Teaching & Assessment* Anglia Learning & Teaching Conference Cambridge 30/06/2015 Available at: <http://www.lta.anglia.ac.uk/annual.php/Session-Abstracts-40> [In Press]

Beetham, H., Perotta, C. & Holley, D. 2015. TEL: crisis & response in Fischer, F.; Wild, F.; Sutherland, R.; and Zirn, L. Grand Challenges in *Technology Enhanced Learning: Outcomes of the 4th Alpine-Rendez-Vous Series* Springer Briefs in Education Springer: Berlin

Hobbs, M., & Holley, D. 2015. Using Augmented Reality to engage STEM students with an authentic curriculum presented at the *2nd EAI International Conference on e-Learning e-Education and Online Training* Novodrate (Como) Italy 16/18 September [In Press]

Holley, D & Howlett, P. 2015. Engaging Our School Teachers: an Augmented Reality (AR) Approach to Continuous Professional Development curriculum presented at the *2nd EAI International Conference on e-Learning e-Education and Online Training* Novodrate (Como) Italy 16/18 September [In Press]

Evangelinos, G and Holley, D. 2015. Investigating the Digital Literacy Needs of Healthcare Students: Using Mobile Tablet Devices for the Assessment of Student-nurse Competency in Clinical Practice, presented at the *2nd EAI International Conference on e-Learning e-Education and Online Training* Novodrate (Como) Italy 16/18 September [In Press]

Mor, Y., Cook, J., Santos, P., Treasure-Jones, T., Elferink, R., Holley, D. and Griffin, J. 2015. [Patterns of practice and design: Towards an agile methodology for educational design research.](http://eprints.uwe.ac.uk/26224/) In: *ECTEL 2015*, Toledo, Spain, 14-18 September 2015. [In Press]

Hobbs, M & Holley, D. 2015. Creating Augmented Reality artefacts *2nd EAI International Conference on e-Learning e-Education and Online Training* Novodrate (Como) Italy 16/18 September [In Press]

Hutchings, M. 2015. Improving doctoral support through group supervision: analyzing face-to-face and technology-mediated strategies for nurturing and sustaining scholarship. *Studies in Higher Education*, 2015

Hutchings, M. & Quinney, A. 2015. The flipped classroom, disruptive pedagogies, enabling technologies and wicked problems: responding to ‘the bomb in the basement’ *Electronic Journal of e-Learning 13 (2)* 105-118 available online at [www.ejel.org](http://www.ejel.org)

Hutchings, M., Quinney, A. and Galvin, K. 2015. Negotiating the triple helix: harnessing technology for transformation. In Ciussi, M. (ed.) *Leading issues in eLearning Research: MOOCs and flip: What’s really changing?* Volume 2. Reading: Academic Publishing International.

Hart Clarida, B., Bobeva, M., Hutchings, M., Taylor, J. 2015. Strategies for digital inclusion: towards a pedagogy for enhancing and sustaining student diversity and engagement with online learning. *IAFOR Journal of Education* Technologies & Education Special Edition. Summer, 86-106. <http://iafor.org/iafor-journal-of-education-special-edition-summer-2015/>

Salvagno, M., Taylor, J., Bobeva, M. and Hutchings, M. 2015. Ubiquitous connectivity and students’ wellbeing: a situational analysis in a UK university. *Ubiquitous Learning: an International Journal* (In press).

[McDougall, J.](http://staffprofiles.bournemouth.ac.uk/display/jmcdougall) and Potter, J., 2016. *Digital Media, Education and Culture: Theorising Third Space Literacy*. London: Palgrave MacMillan (In Press)

De Abreu, Lee, A, B Mihailidis, M, McDougall, J and J, Melki, J. 2016. *The Routledge International Handbook of Media Literacy Research*. New York: Routledge (In Press)

McDougall, J, Berger R, Fraser, P and Zezulkova, M. 2015. ‘Media Literacy, Education & (Civic) Capability: A Transferable Methodology’ in *Journal of Media Literacy Education* 7(1), 4 -17: <http://digitalcommons.uri.edu/jmle/vol7/iss1/2>

McDougall, J and Potter, J. 2015. ‘Curating Media Learning’ in *Journal of E-Learning and Digital Media* 12(2): 199-211 DOI: 10.1177/2042753015581975  [http://ldm.sagepub.com/content/12/2/199.full.pdf?ijkey=2RiUKzFggWzTkFO&keytype=finite](http://ldm.sagepub.com/content/12/2/199.full.pdf?ijkey=2RiUKzFggWzTkFO&keytype=finite" \t "_blank)

McDougall, J. 2015. Open to Disruption: Education *either and* Media Practice. *Journal of Media Practice* 16(1): 1-7. DOI: 10.1080/14682753.2015.1015797  [http://www.tandfonline.com/doi/full/10.1080/14682753.2015.1015797](http://www.tandfonline.com/doi/full/10.1080/14682753.2015.1015797" \t "_blank)

McDougall, J. 2016. How does Boy 17 Read a Game?’in Merchant, G, Parry, B (eds) *Literacy, Media and Technology: Past, Present and Future.* London: Bloomsbury**.** In Press

Bennett, P and McDougall, J (eds) (2015) *Doing Text: Teaching Media After the Subject*. Leighton-Buzzard: Auteur. In Press

McDougall, J. 2015. ‘Mediapting’ and curation: Research informed pedagogy for (digital) media education praxis. *In:* Frechette, J. and Williams, R., eds. *Media Education for a Digital Generation.* New York: Routledge. (In Press)

Berger, R and McDougall, J. 2015. ‘Et Tu Media Education? *CitizenFour*, The Panoptic Web and the new ‘Usersphere’. in *The Media Education Research Journal* 6(1), 2040 – 4530. In Press

Berger, R, Hobbs, R, McDougall, J and Mihailidis, P. 2015. We’re in this Together: building a global community for media education research In *The Media Education Research Journal* 5 (2), 5-10 and the *Journal of Media Literacy Education* (partnered co-edition), 2040-4530.

Priego-Hernández, J. (accepted). Sexual health in transition: A social representations study with indigenous Mexican young women. Journal of Health Psychology.

Jovchelovitch, S., & Priego-Hernandez, J. 2015. Cognitive polyphasia, knowledge encounters and public spheres. In G. Sammut, E. Andreouli, G. Gaskell and J. Valsiner (Eds.), Resistance, stability and social change: A handbook of social representations (pp. 163-178). Cambridge University Press. ISBN: 9781107042001

Akamavi, R. K., Hall, E. Mohamed, E. S. A. Roushan, G. 2015. Impact of Heritage & Cultural Capital and Destination Perceived Quality & Values. *In: INFORMS SOCIETY FOR MARKETING SCIENCE (ISMS)* 18-20 June 2015 Johns Hopkins Carey Business School, Baltimore, U.S.A.

Scammell, J, Heaslip, V, Crowley, E (accepted for publication) Service user involvement in pre-registration general nurse education: A systematic review. *Journal of Clinical Nursing.*

Scammell, J. 2015. Making a connection: the key to humanised care. *British Journal of Nursing,* 24, 15, p. 750

*Scammell, J.* 2015. Raising concerns: the vulnerability of students. *British Journal of Nursing,* 24, 12, p. 648

[Shiel, C.](http://staffprofiles.bournemouth.ac.uk/display/cshiel) and Williams, A. 2015. Working Together, Driven Apart: Reflecting on a Joint Endeavour to Adress Sustainable Development Within A University. *In*: Leal Filho W et al., ed.*Integrative Approaches to Sustainable Development at University Level, World Sustainability Series*. Switzerland: Springer International Publishing, 425-447.

[Shiel, C.](http://staffprofiles.bournemouth.ac.uk/display/cshiel), Leal Filho, W. and do Paço, A. 2015. Putting Sustainable Development in Practice: Campus Greening as a Tool for Institutional Sustainability Efforts. *Sustainability in Higher Education*. Cambridge: Woodhead/Elsevier.

Leal Filho, W., [Shiel, C.](http://staffprofiles.bournemouth.ac.uk/display/cshiel) and do Paço, A. 2016. Implementing and Operationalising Integrative Approaches to Sustainability in Higher Education: The Role of Project-oriented Learning.*Journal of Cleaner Production*.

Cotton, D., [Shiel, C.](http://staffprofiles.bournemouth.ac.uk/display/cshiel) and Paço, A., 2015. Energy Saving on Campus: A comparison of students' attitudes and behaviours in the UK and Portugal. *Journal of Cleaner Production*.

[Shiel, C.](http://staffprofiles.bournemouth.ac.uk/display/cshiel), Leal Filho, W., do Paço, A. and Brandli, L. 2015. Assessing and evaluating sustainable development in higher education. *Assessment and Evaluation in Higher Education*, 40 (6), 783-784.

[Shiel, C.](http://staffprofiles.bournemouth.ac.uk/display/cshiel), Lealh-Filho, W., do Paço, A.M. and Brandli, L., 2015. Evaluating Universities Engagement in Capacity Building on Sustainable Development at Local Communities. *Special Issue of the Journal “Evaluation and Program Planning"*.

**Research projects currently under execution**

1. UKLA: Media Literacy for Civic Engagement in Secondary Schools (2015-16) – Julian McDougall as Principal Investigator
2. Samsung: From Digital Literacy to Capability (2014-15) – Julian McDougall as Principal Investigator
3. Preparing nursing students to be fit for practice: investigating the evolving value base of nursing students**.** CEL funded - Sara White P-I; Janet Scammell and Desi Tait C-Is
4. Evaluation of the role of Service Users and Carers in Value Based Recruitment Health Education England Funded **-** Vanessa Heaslip P-I; Janet Scammell and 6 others C-Is
5. Priego-Hernández, J . Resilience and Porosity of City Borders: A psychosocial investigation in three Brazilian cities (co-investigator)
6. Priego-Hernández, J . Sexual and reproductive health among adolescents in São Paulo: The qualitative effects of schooling (lead researcher).
7. Collins, B. An Exploration of Disabled Women's Experience of Pregnancy in Parenting (Birthrights, 01 Jun 2015).
8. Collins, B et al. Bournemouth University Fair Access Research (FAR) Programme (Bournemouth University, 16 Feb 2015).
9. Shiel C. Internationally Informed Internationalisation (HEA, 02 Feb 2015).
10. Shiel C. Strategic enhancement Programme: Internationalisation (HEA, 09 Feb 2015).
11. Eccles, S. Staff perceptions of learner journeys and CPD support study (HEA, 02 Mar 2015).
12. MacRury, I., Roushan, G. and Mayo-Ward, E. (2015) Pedagogies and places: students, academics and professionals preparing for teaching and learning in a new building (FB1 – Fusion Fund)
13. Ford, N. (2015) Academic Peer Learning network: Established and co-leading Research and Impact Special Interest Group. Early work to implement a large scale impact study for peer learning interventions.

**Conferences (this excludes papers that have been published in proceedings)**

1. Hutchings, M. and Quinney, A. 2015. Developing new pedagogies for lifeworld-led humanising care. *Nordic College of Caring Science & the European Academy of Caring Science Conference*, Diakonissestiftelsen, Copenhagen, Denmark, 18-20 March 2015.
2. Hutchings, M.AiR (Arts in Research) Collaborative 2015. A past/a present: using arts-based methods to tell, then show. *Creative Research Methods in the Social Sciences Conference*, Social Research Association, British Library Conference Centre, London, 8 May 2015.
3. [Collins, B.](http://staffprofiles.bournemouth.ac.uk/display/bcollins)**,** Branagan, J. and Cash, M., 2015. A scoping review of the lifestyles of adults with low vision: implications for occupational science. *In: Occupational Science Europe Conference 2015*, 3-4 September 2015 Bournemouth.
4. [Collins, B.](http://staffprofiles.bournemouth.ac.uk/display/bcollins) 2015. Inclusive occupational therapy education: how could we make a difference? *In: College of Occupational Therapists Annual Conference* 30 June-2 July 2015 Brighton.
5. Ford, N., 2015. Power, tokenism or non-participation with peer assisted learning – the choice is yours! In: ALDinHE 2015: The Learning Development Conference, 30 March --01 April 2015, Southampton Solent University, England.
6. Glasgow, G. and Ford, N., 2015. A celebration of PAL: nutrition students benefit from the continuation of a peer assisted learning scheme as it rolls out for year two. In: ALDinHE 2015: The Learning Development Conference, 30--01 April 2015, Southampton Solent University, England.
7. McDougal, J. Gave a Keynote Presentation - (How) Does student 9 get your ethics? Design Education Forum of South Africa, Johannesburg, South Africa, 2015.

**Seminars & Workshops organised or led**

1. Hutchings, M.Launched an *Education for Fusion Forum* to provide opportunities for HSS staff to share good news, identify education initiatives, professional practice developments and education research. A comprehensive programme of activities throughout 2015 have included: *Inclusive engagement: reality or ideal?; Humanising the curriculum; Service user and carer initiatives; Assessment for practice(1) OPALBU – Online Practice Assessment for Learning (2) Assessing ODP practice with ipads; Action learning sets and leadership; Simulation; and Ideas for using technology in public health learning and midwifery.* The vision is to create a vibrant community for education development and innovation, with enormous potential to widen participation and collaboration further across the University under the umbrella of CEL.
2. Hutchings, M. and Quinney, A. 2015. **Embedding Fusion: a case study. *HSS Research Seminar*, 10 June 2015.**
3. Oh I do like to be beside the seaside: wellbeing at the beach, *Festival of Learning Event*, 14 July 2015, organised by the HSS Narrative Group (Judith Chapman, Lee-Ann Fenge, Maggie Hutchings, Jen Leamon, Kip Jones, Anne Quinney), whose focus is on using creative research approaches to understand more about the lives of people in the community in order to inform the education experience for health and social care students and professionals.
4. Mbah, M. 2015. The Idea of the Interconnected University. Presented as part of *Lightning talks, BU Festival of Learning* 13 July 2015.
5. Priego-Hernández, J. 2015. Bottom-Up Social Development: a UK-Brazil Dialogue. Rio de Janeiro, Brazil. 14 July 2015.

**Bids submitted**

1. Mbah, M. Widening Higher Education opportunities for members of low participation neighbourhoods: An investigation into the instrumentality of knowledge-based events. *Spencer Foundation, USA*.
2. Priego-Hernández, J . British Council’s Researcher Links Workshop Grant. Project entitled Quality of education: tackling the challenges of research into teaching practices through psychosocial lenses (applied as mentor).
3. Wardrop, A. Figuring out Feelings: a scoping study into students’ emotional wellbeing and fair access. *SRHE Scoping award*
4. Mbah, M. Societal and student learning benefits through co-curricular community engagement: an exploration of key drivers. *SRHE member award*

**Other news**

1. Hutchings, M., Scammell, J. & Quinney, A. 2013. Praxis and reflexivity for interprofessional education: towards and inclusive theoretical framework for learning was shortlisted for the Baldwin Award, as one of the top three articles published in the *Journal of Interprofessional Care* (JIC) in 2013. The announcement and analysis can be found in Bleakley, A. (2015). The Baldwin Award for 2013. *JIC* 29 (1) 88-91.
2. Congratulations to Dr Maggie Hutchingswho was recently made a Principal Fellow of the Higher Education Academy (PFHEA).
3. Congratulations to Dr Janet Scammell for her recent achievement of Principal Fellowship of the Higher Education Academy .
4. Congratulations to Marcellus Mbah who was recently made a research staff representative at the Research Concordat Steering Group (RCSG).
5. Congratulations to Dr Debbie Holley and her team for successfully organising the 22nd annual conference of the Association for Learning Technology (ALT) ALT-C Shaping the future of learning together, 8-10 September Manchester.
6. Congratulations to Neil Ford for establishing an Erasmus + staff exchange partnership agreement with Oslo and Akershus University College of Applied Sciences (HiOA) – Norway for knowledge exchange over PAL (BU) and peer support for academic writing (HiOA). First exchange was hosted by BU in Sept 2015.

**Some funding opportunities**

1. Leverhulme Research Fellowships offering up to £50,000 over three to twenty-four months for experienced researchers to conduct a programme of research in any discipline. Research Fellowships are open to experienced researchers, particularly those who are or have been prevented by routine duties from completing a programme of original research.

Deadline: 12 Nov 2015

<https://www.leverhulme.ac.uk/funding/grant-schemes/research-fellowships>

1. The Nuffield Foundation invites applications for its grants for research and innovation. These support research, practical experiments or development work in the following areas: children and families, early years education and childcare, education, etc. Grants normally range from £10,000 to £350,000, although the majority are worth between £50,000 and £200,000. Funding usually supports projects for a duration of under four years.

Deadline: 2 November 2015.

<http://www.nuffieldfoundation.org/how-apply>

1. Leverhulme Research Project Grants. Offering up to £500,000 over five years for research on a topic of the applicant’s choice. Grants cover salary and research costs directly associated with the project. Submit a first-stage outline application at any time. Institutions eligible to apply are universities, other institutions of higher education in the UK, and registered charities in the UK which have research capacity equivalent in standing to that of a UK university. The scheme is also open to institutions or organisations of similar standing in countries where the provision of research funding is seriously limited.

Deadlines: 1st December 2015 & 21 March 2016

<https://www.leverhulme.ac.uk/funding/grant-schemes/research-project-grants>

1. The Spencer Foundation invites proposals for its new civics small grant programme. This aims to support research that asks critical questions about how education can more effectively contribute to the civic development of young people. The foundation has a particular interest in studies that attend to the following: powerful motivations and psychological influences; enabling learning experiences and environments; societal or group norms, political processes or events, historical and cultural trends and other contextual influences. Grants are directed to institutions, research groups etc. Award amount max $50,000

Deadline: The next deadline for Small Grant proposals is 4:00pm CST, Tuesday, November 3, 2015. Tentative deadlines for the following year are February 1, 2016, May 1, 2016, August 1, 2016, and November 1, 2016.

<http://www.spencer.org/the-new-civics-guidelines>

1. ESRC Research Grants open call. There is considerable flexibility when it comes to subject area, too. As long as you always make sure that your suggested topic falls within ESRC's remit, you are free to concentrate on any research area. You can submit applications to the scheme at any time - there are no fixed closing dates. Awards rang from £350,000 to £1 million (100 per cent full Economic Cost (fEC) and this can be made to eligible institutions to enable individuals or research teams to undertake anything from a standard research project through to a large-scale survey and other infrastructure or methodological development.

<http://www.esrc.ac.uk/funding/funding-opportunities/research-grants/>