



**CEL Education Research Report**

**January 2016**

**--------------------------**

The CEL Education Research Report highlights research activities occurring in CEL. It contains updates from members of staff who are doing education related research and producing outputs which can feature under UoA25. Our intention is to continue the production of this periodic report to highlight milestones and celebrate successes within CEL. In order to be included in the next report, please email your updates to mmbah@bournemouth.ac.uk.

**Publications**

**Fair Access Research Outputs**

Heaslip, V., Hewitt-Taylor, J., Alexander, P., Ellis-Hill, C., Seibert-Santos, C. (2015). “What factors influence Fair Access students to consider university and what do they look for?” in Journal of Widening Participation and Lifelong Learning.

Wardrop, A., Hutchings, M., Collins, B., Eccles, S., Heaslip, V., Hunt, C., and Pritchard, C. (2016). “Troubling ideas for widening participation: how higher education institutions in England engage with research in their access agreements” in Journal of Widening Participation and Lifelong Learning (in review).

Cook, J., Ley, T., Maier, R., Mor, Y., Santos, P., Lex, E., Dennerlein, S., Trattner, C. and **Holley, D.** (2015). “Using the hybrid social learning network to explore concepts, practices, designs and smart services for networked professional learning” In: Li, Y., Chang, M., Kravcik, M., Popescu, E., Huang, R. and Kinshuk, N.-S. C., eds. (2015) State-of-the-Art and Future Directions of Smart Learning. Springer. ISBN 9789812878663 Available from: <http://eprints.uwe.ac.uk/26207> ​​.

**Holley, D.**, Santos, P., Cook, J., Kerr, M. and Treasure-Jones, T. (2016). [“Cascades, torrents & drowning’ in information: Seeking help in the contemporary GP practice in the UK”.](http://eprints.uwe.ac.uk/27651/) Interactive Learning Environments. ISSN 1049-4820 [In Press] Available from: <https://brian.bournemouth.ac.uk/viewobject.html?id=199374&cid=1>

BU GOLD open access.

Evangelinos, G.,  **Holley, D.** (2016). “Investigating the Digital Literacy Needs of Healthcare Students when using Mobile Tablet Device.” Special Issue: eLEOT 2016 Springer <http://www.springer.com/gp/book/9783319288826>.

**Holley, D.**, Howlett, P. (2016). “Engaging Our School Teachers: an Augmented Reality (AR) Approach to Continuous Professional Development”. Special Issue: eLEOT 2016 Springer <http://www.springer.com/gp/book/9783319288826>.

Hobbs, M., **Holley, D.** (2016). “Using Augmented Reality to engage STEM students with an authentic curriculum”. Special Issue: eLEOT 2016 Springer <http://www.springer.com/gp/book/9783319288826>.

**Mbah, M.** (2015). “Towards the idea of the interconnected university for sustainable community development”. Higher Education Research & Development. (Accepted).

**Priego-Hernández**, J. (2015). “Sexual health in transition: A social representations study with indigenous Mexican young women”. Journal of Health Psychology. doi: 10.1177/1359105315611954.

**Scammell, J**., Heaslip, V., Crowley, E (2016). “Service user involvement in pre-registration general nurse education: a systematic review”. Journal of Clinical Nursing, 25, 53–69, doi: 10.1111/jocn.13068.

**Scammell, J** (2015). “Preparing nursing students to deliver integrated care”. British Journal of Nursing, 24, 19:977.

Leal Filho, W., **Shiel, C**., Brandli, L., Becker, D., Skanavis, C., Kounani, A., . . . Marans, R. (2016). “Sustainable Development Policies as Pre-Conditions for Sustainability Efforts at Universities: fact or fiction?” In 3rd World Symposium on Sustainable Development at Universities. Massachusetts Institute of Technology (MIT), MA, USA. (Conference paper accepted, in final stages).

**Shiel, C.,** & Smith, N. (2016). **“**An Integrative approach to sustainable development within a university: a step-change to extend progress on multiple fronts”. In Symposium on Sustainable Development Research at Universities in the United Kingdom. Manchester. (Conference paper accepted, now submitted for review, prior to publication).

Leal Filho, W., **Shiel, C**., & do Paço, A. (2016). “Implementing and Operationalising Integrative Approaches to Sustainability in Higher Education: The Role of Project-oriented Learning”. Journal of Cleaner Production. (Resubmitted following response to review comments).

**Shiel, C**., Leal Filho, W., do Paço, A., & Brandli, L. (2016). “Evaluating the engagement of universities in capacity building for sustainable development in local communities”. Evaluation and Program Planning, 54, 123-134. doi:10.1016/j.evalprogplan.2015.07.006 (finally published).

**Shiel, C**., & Jones, D. (2016). “A Globally Responsible Leader: Sustainability and Social Justice Challenges in Higher Education”. In L. Schultz, & M. Viczko (Eds.), Assembling and Governing the Higher Education Institution: Democracy, Social Justice and Leadership in Global Higher Education. New York: Palgrave MacMillan. (still awaiting publication).

**Research projects currently under execution**

**Report from the Fair Access Research Project**

**Admissions:** An internal report of findings was shared in December. This highlighted key areas of challenge regarding application and enrolment. This includes, exploring why some applicants may choose not to respond to the question on the application for regarding disability. Two Undergraduate Research Assistants have been recruited to work with the FAR team exploring this in the spring term. We are going to do a review of all students rejected at interview in FHSS and FMC (during the 2014-15 recruitment cycle. This area of work has also led to cross-sector research with Securing Professionalism in Admissions.

**Experiences:** This work package considers student experiences at BU. The rationale is to understand how students conceive of their experience and to analyse differences according to student background. The findings will help guide policy and practice to better meet the needs of specific groups as well as providing direction for further more detailed research. Through the use of an institutional-wide survey we are going to examine whether students from different backgrounds rate their university experience differently. A detailed process of survey development was undertaken in partnership with SUBU and an initial survey was pilot tested with students from the Faculty of Science and Technology and the Faculty of Health and Social Sciences to test the effectiveness of the proposed survey tool. The next stage is the rolling out of the questionnaire to all undergraduate students.

**Attainment and Attrition:** Reviews and analyses of attrition and attainment data for all BU students studying between academic years 2010-11 and 2013-14 were undertaken. The writing up of this analysis continues. In parallel to this we are going to undertake some qualitative research with first in family students to find out more about why there are such high attrition rates at the same time as higher rates of attainment.

**Support:** Following a review of web support and discussions with key internal stakeholders, this area of research is now focusing on the areas of health and wellbeing and academic/pedagogical role. We are going to survey all academic staff to understand how they perceive their roles regarding supporting students' health and wellbeing, we are going to run focus groups with heads of education (this work is currently in ethics approval stage); we are going to analyse data from ALS relating to WP markers and additional support (we are still waiting for this data); we are researching the literature to establish "what works" for supporting and services for WP students (particularly thinking about mental health and pedagogy. Additional outputs will focus on how peer-to-peer/near peer support (such as PAL or Grow@BU) contributes to the personal and professional development of student mentors/advisers. This will further inform the evidence around employability and career progression for WP students (Spring-Summer, 2016).

**Scammell, J**., Taiat, D,. White S.  **“**Exploring the value base of student nurses: a longitudinal study” (part CEL funding).

**Scammell, J.,** White, S., Donaldson, I., White, Ryden, J., Shepherd, Z. “The Role of Class Size on Student Learning and Staff Satisfaction During the First Year of Pre-Registration Adult Field Nursing Programme” (unfunded).

Rosser, E., Hemingway, A., **Scammell, J**., Cooper, K., Phillips, J., **Heaslip, V**., Donaldson, I., White, S. “Can a curriculum built on a humanising philosophy positively impact on nursing students’ personal beliefs about the core values of nursing?”

**Heaslip, V**., et al. (including **J Scammell**) “Evaluation of the role of Service Users and Carers (SU/C) in Value Based Recruitment” (Funded by health Education England)

**Priego-Hernández, J**. “Assessing Undergraduate Research Assistants’ Learning through Participatory Methods (AURAL)” (Fusion Investment Fund, 01 Dec 2015).

Tauringana, V., **Mbah, M**. and Alexander, P. “The Relative Importance of the National Student Survey Improvement Initiatives: The Case of Bournemouth University’s Accounting and Finance Framework” (CEL Fusion Grant).

**Conferences**

**Fair Access Research Project**

**“**How to ask about WP” submitted to OU Widening participation conference in December 2015

“IPA and WP” submitted to OU Widening participation conference in December 2015

“How universities in England engage with research to support BME student experiences in their access agreements: getting out of the gap” submitted to OU Widening participation conference in December 2015

“I am … I am not: thoughts on practice and poetry” for SRHE/OFFA “Bridging the Divide: between academic and practitioner” (15/01/2016); <https://www.srhe.ac.uk/events/details.asp?eid=204> <https://itunes.apple.com/gb/podcast/srhe-society-for-research/id594177334?mt=2>

**Holley, D** (2016) Keynote: “An Open Education Resource (OER) approach to CPD London International Conference in Education (LICE 2016)” slides available from: <http://www.slideshare.net/debbieholley1/london-international-conference-in-education2015>.

**Holley, D**. (2016) Invited talk  "Capturing the voice of the child: a co-design approach to developing calmer classrooms" at the Digital Citizenship Summit UK, and international event hosted by Bournemouth University 23/01/2016

<https://microsites.bournemouth.ac.uk/cel/2016/01/14/bu-to-host-the-next-digital-citizenship-summit-uk-digcitsummituk/>.

**Priego-Hernández, J** (2015). Invited paper presented at the VII Latin American and Caribbean Conference of Social Sciences, Medellin, Colombia, 9-13 November.

**Scammell, J**., Rosser, E., Hemingway, A., Cooper, K., Phillips, J., Heaslip, V., Donaldson, I., “Nurturing caring values in pre-registration nurse education: a qualitative longitudinal study”. STTI Honours Nursing Society Biennium Conference, November, 2015, Las Vegas, USA.

Rosser, E., **Scammell, J**., Bevan, A., Hundley, V. “Global Scholarship: the challenges for Nursing”.STTI Honours Nursing Society Biennium Conference, November, 2015, Las Vegas, USA.

**Seminars & Workshops**

**Fair Access Research Project**

Evaluating Outreach: Methods, Praxis, Standpoints and Policy 23 -24 March, University of Warwick/OFFA (Clive Hunt and Alex Wardrop on the steering group)

Learning Together: Participatory Debate at the Festival of Learning (BU) 2016 (proposal to be submitted)

**Mbah, M**. “The placement experience of international students.  
SRHE Employability, Enterprise and Work-based Learning Network Event - Developing the most employable global citizens: How can we encourage and celebrate outward mobility and working abroad?” London, 13th November 2015.

**Scammell, J**. Seminar for staff transitioning to associate professor. January 2016, Bournemouth University

**Mbah, M & Heward, M.** Submitted on behalf of the RSA: **“**BU Research Staff Association (RSA) Research with Impact event to showcase the wider impact of a number of research projects across BU” – BU Festival of Learning 2016.

**Other news**

**Fair Access Research Project**

Vanessa Heaslip has been recruited to the Supporting Professionalism in Admissions (SPA) National Expert Think Tank. She will be leading a programme of work examining the different Additional Admission Assessments. This work will lead to the SPA national guidance available to support fair admissions.

Clive Hunt is now Associate Dean for Student Experience in SciTech.

Ongoing collaboration with Professor Liz Thomas on a Health Education England project about fair access to health professions.

**Debbie Holley** has been invited to join Steering Committee of the CICE-2016 in Canada ([www.ciceducation.or](http://www.ciceducation.or)).

**Debbie Holley** has been invited to join the technical committee for ELEOT 2016 <http://eleot.org/2016/show/venue>.

**Debbie Holley** has been made an Editorial Board Member of the International Journal of Technology and Inclusive Education (<http://infonomics-society.ie/ijtie/>).

**Scammell, J**. was accepted as a member of the SRHE.

**Chris** **Shiel** has been invited to join the scientific committee of the The Inter-University Sustainable Development Research Programme: Symposium on Sustainability and Social Science in the US to be held at the University of Michigan in 2017

**Jacqueline Priego** visited Universidad EAFIT in Medellin, Colombia, where she had a productive exploratory meeting with the Head of their Learning Lab and the Head of International Partnerships. EAFIT has a Memorandum of Understanding signed with BU (2013) and this meeting was a step into exploring future collaborations involving CEL specifically.

**Susanne Clark** is leading preparation towards the next Service Excellence Conference scheduled for 7 April 2016.

**Some funding opportunities**

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.

Deadline: 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: 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/>

Other funding opportunities:

d) Leverhulme Trust Early Career Fellowships aim to provide career development opportunities for those who are at a relatively early stage of their academic careers. Approximately 100 Fellowships will be available in 2016. Fellowships can be held at universities or at other institutions of higher education in the UK. The Trust will contribute 50% of each Fellow's total salary costs up to a maximum of £24,000 per annum and the balance is to be paid by the host institution. Given the prestige of the awards each Fellow may request annual research expenses of up to £6,000 to further his or her research activities.

Deadline: 10 March 2016

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

e) BA/Leverhulme Small Research Grants

Grants are available to support primary research in the humanities and social sciences. The first recourse for funding should be to your own institution (where applicable). Applications will not be considered for less than £500. The maximum grant is £10,000 over two years. Applications for collaborative or individual projects are equally welcome under this scheme.

Anticipated deadline: 14 October 2016

<http://www.britac.ac.uk/funding/guide/srg.cfm>

f) British Academy Mid-Career Fellowships

The aim of the scheme is to allow successful applicants to obtain time freed from normal teaching and administrative commitments. These Fellowships are awards to individuals employed at UK universities or other UK institutions of higher education, and the Academy is looking particularly to support mid-career scholars. The Academy’s contribution to the salary of the Mid-Career Fellow will be capped at an upper limit of £80,000. It is not expected that the total value of an award will exceed £160,000

Anticipated deadline: 16 September 2016

<http://www.britac.ac.uk/funding/guide/midcareer.cfm>