

Changing perceptions: Balancing professionalism during bachelor education

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Higher Education Close Up 10

**Critical approaches to close-up higher education
research**



Booklet of Abstracts

Lancaster University, Lancaster, UK

4th, 5th, 6th July, 2022

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Welcome to Higher Education Close Up 10

It is my great pleasure to welcome you all to HECU10. After two years of delay due to the awful pandemic it is wonderful beyond words to finally come together for this conference on *Critical approaches to close-up higher education research*. HECU has now been running for over twenty years and stands out as a conference of challenging intellectual discussion and engagement in a friendly and collegial atmosphere. Experienced and less experienced HE researchers sit side by side at HECU, equals in their commitments to high quality research that makes a difference – to higher education and to society more broadly. This year we have a particularly large number of doctoral students taking part – and I'd like to extend a special welcome to you. Doctoral researchers tend to underestimate their own value and importance to the HE research community, as those people bringing in new ideas and diverse perspectives. Academic research is, at its heart, about engagement with the minds of others – and we particularly need these new minds and people coming into our field, and the conversations they can then have with more established researchers. This year we have four incredible keynotes offering diverse and challenging insights into close-up higher education research, and its place in our educational institutions and society. HECU10 continues to build on the rich friendships that have been established between Lancaster University colleagues and colleagues in South Africa. To this we add people from many other parts of the world – and your insights are particularly welcomed. On a personal note, I have gone from being a nervous PhD student presenting at HECU5 to having the honour of helping to organising HECU10 this year. In that intervening period the HECU community have been an important part of my growth as a scholar, providing challenges and inspiration, but also the guidance of genuinely collegial, kindly and caring scholarship. I know this is true of many others, and I hope true for many to come.

I would like to extend particular thanks to Alice Jesmont and Sheila Walton for the organisation of this conference. Having been postponed twice due to covid-19 this means that much of the organisational work has had to be done three times over. It has been an amazing effort. Thanks too to Richard Budd and Janja Komljenovic for help with the organisation. And to Felipe Sanchez, who will be racing between rooms ensuring your PPT presentations are ready to go! Also, thanks to the Department of Educational Research here at Lancaster University for their continued support of HECU.

Thanks to Bloomsbury Publishing for their small financial support of this conference, which reflects the ongoing relationship between Bloomsbury and many colleagues in the HECU community.

A great champion of HECU and responsible for building the strong relationships between Lancaster and South Africa was Professor Suellen Shay, who we sadly lost in 2021. In memory of her contribution, scholarship and friendship we will now always launch HECU with the *Suellen Shay HECU Keynote*. Our colleague Professor Paul Trowler explains more below.

Dr Jan McArthur

The Suellen Shay HECU Keynote

Launching a dedicated keynote in Suellen Shay's memory is one small way we have to thank her for her contribution to close up research, to the HECU conference series itself and for the way she touched our lives as people and as researchers. As in everything she did and that she believed in, Suellen was a tireless advocate and a leader by example, in this case of robust research that made a difference. She promoted HECU and helped its influence spread through South Africa and beyond. It was she who developed the 'co-ownership' of HECU with colleagues in South Africa, and promoted the alternating countries model the conference has today.

Suellen was a moral and intellectual leader, both at the University of Cape Town and beyond. She was one of the people at the forefront of the mission to put the Academic into Academic Development, to work rigorously at research-led approaches to university improvement. As a Dean and as an academic developer, she never faltered in her quest to improve what we do by improving understanding and conceptualisation and by values-led change. Her far too-early passing in April 2021 was a profoundly saddening event for all those who knew her. She is very much missed.

Professor Paul Trowler

CONFERENCE PROGRAMME

Monday 4 th July, 2022		
Time/Paper Number	Room	Session Details
11.15 – 14.00	Foyer	Conference Registration
11.45 – 12.45	Restaurant	Buffet Lunch
12.45 – 14.00	Training Room 2	Welcome: Dr Jan McArthur Inaugural Suellen Shay HECU Keynote One, introduced by Professor Paul Trowler, Lancaster University: Keynote Speaker One: Amanda Hlengwa, Rhodes University <i>Is mentoring higher education's novice academics a safety mechanism against transformation?</i>
14.00 – 15.30	Parallel Session 1	
01	Bowland 1	Roxana Chiappa, Universidad de Tarapacá <i>In times of greater demands for justice, what is the role of academic mentors in higher education? A critical analysis from Chile</i>
02		Masixole Booi, Kelly Solomon, Rhodes University <i>The role of academic mentorship for staff and students in contributing to transformation and decolonisation at a South African University</i>
03		Susan Mathieson, Northumbria University <i>Reframing academic mentoring using Cultural Historical Activity Theory (CHAT): foregrounding sociocultural and structural aspects of induction to teaching</i>
04	Bowland 2	Jakub Krzeski, Nicolaus Copernicus University, Krystian Szadkowski, Adam Mickiewicz University <i>Political ontology – a foundation of critical higher education research</i>
05		Nomanesi Madikizela-Madiya, Velisiwe Gasa, Enid Pitsoane, University of South Africa <i>Transforming higher education spaces through ethical research publication: a critique of the publish or perish aphorism</i>
06		Sukaina Walji, Laura Czerniewicz, University of Cape Town <i>Reframing relationships between private edtech companies and universities for digital education provision</i>

Time/Paper Number	Room	Session Details
Symposium 1	Training Room 2	Symposium Rachel Sweetman, Nordic Institute for Studies in Innovation, Research & Education, Norway, Elisabeth Hovdhaugen, NIFU, Norway, Liz Thomas, University of York <i>Re-theorising retention in nursing programmes: the strengths and limitations of Tinto's model for professional degrees</i>
07 08 09	Training Room 3	Kevin Ardon, Northumbria University <i>Researching student engagement: the application of Inquiry Graphics Analysis to develop a socio-material understanding</i> Zach Simpson, University of Johannesburg, Helen Inglis, Celeste Combrinck, University of Pretoria <i>Recognizing diverse capitals through reflective learning: An argument for transforming the first year</i> Ashish Agrawal, National Institute of Technical Teachers Training and Research, Chennai, Margaret Blackie, Rhodes University, Jennifer M. Case, Benjamin Goldscheider, Nicole Pitterson, Virginia Tech, Jan McArthur, Lancaster University <i>Formation of agency in science students: how a close-up view helps challenge unjust and unhelpful orthodoxies</i>
15.30 – 16.00	Foyer	Refreshments
16.00 – 17.30		Parallel Session 2
10 11 12	Bowland 1	Piers von Berg, University of Plymouth <i>Citizenship education in a liminal space in higher education</i> Katherine Ward, Lancaster University <i>A critical reflection of some of the ethical issues concerning qualitative research with student participants</i> Margaret Blackie, Rhodes University, Jan McArthur & Kayleigh Rosewell, Lancaster University, Nicole Pitterson, Virginia Tech <i>Examining orientation to society in chemistry and chemical engineering</i>

Time/Paper Number	Room	Session Details
16	Training Room 2	Evelyn Muthama, Rhodes University <i>What does it mean for a university to have an academic project?</i>
17		Puleng Motshoane, University of Johannesburg <i>Mentoring of emerging supervisors: The university looks good on paper, but it did not work as expected</i>
18 – W/D		Philippa Kerr, Norwegian University of Science and Technology <i>Are some of us in a parallel pipeline? An analysis of how postdoctoral fellowships are described on university websites, in the context of casualisation and concerns about the academic pipeline in South Africa</i>
19	Training Room 3	Joseph Collins, Susan Flynn, Lindsay Malone, South East Technological University, Ireland <i>Perceptions of success for part-time and flexible learners during emergency remote teaching</i>
20		Dr Hazel Messenger, London Metropolitan University <i>Researching the development of transnational education partnerships: an activity theory approach</i>
21		Professor Thierry M. Luescher, University of Free State, South Africa, Dr Angelina Wilson Fadji, University of Pretoria, Dr Keamogetse G. Morwe, University of Venda, South Africa, Ms Tshireletso S. Letsoalo, University of Pretoria <i>Taking Rapid Photovoice online: Critical Reflections on the Project “Student Wellbeing in the Aftermath of Protest Violence” during Covid-19</i>
19.30	Dinner – Dalton Suite	

Tuesday 5th July, 2022		
Time/Paper Number	Room	Session Details
09.30 – 10.30	Training Room 2	Keynote Speaker Two: Bruce Macfarlane, The Education University of Hong Kong <i>'Faking' close-up research?: the risks of strategic deception in a post-truth world</i>
10.30 – 11.00	Foyer	Refreshments
11.00 – 12.30	Parallel Session 3	
22	Bowland 1	Julie Rattray, Durham University, Isaac Caldach, University of Barcelona <i>Critical approach to threshold concepts research: counterhegemonic and creative practices</i>
23		Nathi Madondo, Mangosuthu University of Technology, South Africa <i>Transformation discourse through a decolonial gaze: co-generating knowledge with students from rural areas in the teaching of science in higher education</i>
24		Vicki Trowler, Robert L. Allan, Rukhsana R. Din, University of Huddersfield <i>Passing through Faking Authenticity</i>
25	Bowland 2	Richard Bailey, University of Bolton <i>'It's a Faustian pact we make'. A critical analysis of metaphors used in institutional discourses surrounding educational technology innovation and in the spoken accounts of academic teaching staff</i>
26		Ruth Roberts, Birmingham City University <i>Electronic attendance and engagement monitoring policies: A critical perspective</i>
27		Daniel Clark, University of Kent <i>The global pandemic and the legitimisation of pervasive EdTech: Critical perspectives on educational technology use in Higher Education</i>

Time/Paper Number	Room	Session Details
28	Training Room 2	Gabrielle Orbaek White, Dr Catherine Groves, Dr Patricia Xavier, Swansea University <i>From performativity to authenticity – a critical reflection on the journey of becoming a critical scholar</i>
29 W/D		Alaa Abdalla, Virginia Tech <i>Perspectives on the purpose of engineering higher education: A close-up view on undergraduate education in the US and England</i>
30		Ashish Agrawal, National Institute of Technical Teachers Training and Research, Chennai, Paul Ashwin, Lancaster University, Benjamin Goldschneider, Virginia Polytechnic Institute and State University, Renee Smit, University of Cape Town <i>Developing a personal project: chemistry and chemical engineering students' formation</i>
31	Training Room 3	Jonathan Vincent, York St John University <i>In between belonging in higher education</i>
32 W/D		L Peta Myers, University of Exeter Business School <i>(Not) Heeding the call for change: Reinforcing power structures at the expense of student success</i>
33		Sioux McKenna, Rhodes University <i>Assuring quality in Doctoral Education: what's measured is not all that meaningful; what's meaningful cannot be measured</i>
12.30 – 13.30	Restaurant	Buffet Lunch
13.30 – 14.30	Training Room 2	Keynote Speaker Three: Janja Komljenovic, Lancaster University <i>Higher education industry expansion: commodification versus assetization</i>
14.30 – 15.00	Foyer	Refreshments
15.00 - 15.30	Bowland 1	Alison Baker, Bloomsbury Press <i>Demystifying academic publishing</i>
15.00 - 15.30	Bowland 2	Poetry Session - Selecting poems as part of a call and response Tawona Sitholé and Alison Phipps will read work which has been inspired by struggles to care take and to take care in higher education as cultural worth is eroded and all is war and targets

15.30 – 17.00		Parallel Session 4
Time/Paper Number	Room	Session Details
Symposium 2	Bowland 1	Symposium Paul Ashwin, Lancaster University, Andrea Abbas, Paul Gao and Gihan Ismail, University of Bath, Margaret Blackie, Rhodes University, Didi Griffioen, Natalie Park, Emilia Roelofs and Kasja Weenink, Amsterdam University of Applied Sciences, Nicole Pitterson, Virginia Tech, Ren�� Smit, University of Cape Town, <i>Developing knowledge-rich accounts of ‘graduateness’</i>
34 35 36	Bowland 2	Nafisa Baba-Ahmed, Lancaster University <i>Doing, Embedding and Allowing Criticality in English for Academic Purposes</i> Rethan Knoetze, University of South Africa <i>An English literature curriculum study: intersections between the macro and micro</i> Jan��t West, University of Johannesburg <i>A critical approach to accounting education</i>
37 38 39	Training Room 2	Ronel Steyn, Rhodes University <i>The limits of criticality: the need for explanatory theories in higher education</i> David Peet, Lancaster University <i>Effective change in higher education: exploration through a practice lens at the meso level</i> Paul Trowler, Lancaster University <i>Can applying the practice sensibility involve a critical and radical approach to change processes?</i>
19.15	Bowland Corridor - Drinks Reception – Guitarist Howard Haigh	
20.00	Bowland Suite - Conference Dinner with music by Howard Haigh and Fretville	

Wednesday 6th July, 2022		
09.00 – 11.00	Parallel Session 5	
Time/Paper Number	Room	Session Details
40	Bowland 1	Joyce J. Lelei, Egerton University, Kenya <i>Analysis of Doctoral Supervision</i>
41		Grant Alexander Cyster, Rhodes University <i>The necessity of and value in researching power dynamics in candidate-supervisor relationships in South African doctoral education</i>
42		Nompilo Tshuma and Gifty Enyonam Ketemepi, Stellenbosch University <i>Critical for whom? Reflecting on supervision experiences of educational technology research</i>
43		Richard N. Onwonga, University of Nairobi, Joyce J. Lelei, Egerton University, Kenya <i>Managing Loneliness among Doctoral Students</i>
44	Bowland 2	Vel McCune, Jenny Scoles, Sharon Boyd, Andy Cross, University of Edinburgh, Rebekah Tauritz, Wageningen University and Research, The Netherlands <i>Academic Identities for 'Wicked' Problems: Braving Transformative Work in the Face of the 'Competition Fetish' in Higher Education</i>
45 W/D		Jo-Anne Vorster, Rhodes University, Kibbie Naidoo, University of Johannesburg, Xena Cupido, Cape Peninsula University of Technology <i>Exploring critical theories and methods to enhance academic development as a profession with status in South African higher education</i>
46		Omolabake Fakunle, Mariel Deluna, Yifang Xu, Vel McCune, University of Edinburgh <i>Staff perspectives on the connection between internationalisation and inclusiveness in a UK university</i>
47		Lynn Quinn, Jo-Anne Vorster, Rhodes University <i>What close-up research is needed for responsive academic development practices?</i>

Time/Paper Number	Room	Session Details
48	Training Room 2	Vikki Hill, University of the Arts London <i>Listening with Compassion: Evaluating the use of podcasts to foster compassionate pedagogy within an academic enhancement programme</i>
49		Felipe Sánchez, Lancaster University <i>The learning experience through art-based research: Opportunities for a critical understanding of learning research</i>
50		Priscilla Echeverria, Lancaster University <i>The capacity of pedagogical agency developed by pedagogy students in their passage through initial teacher formation: A critical approach to foster social justice</i>
51		Sherran Clarence, Nottingham Trent University <i>Can a critical understanding of emotions enable the creation of more inclusive spaces for belonging and transformation in higher education? Interrogating early career scholars' mentoring into the academy</i>
11.00 – 11.30	Foyer	Refreshments
11.30 – 12.30	Training Room 2	Keynote Speaker Four: Alison Phipps, University of Glasgow <i>Subversities and Permaculture: When Close Up and Critical are Cut</i>

undergraduate degrees. Drawing on a phenomenographic analysis of students' accounts of chemistry and chemical engineering, we explore the variation in students' understanding of their subjects of study and how these change over time. This allows us to explore the transformational impact of these disciplines in terms of the ways in which they transform students' sense of identity as they engage with disciplinary knowledge. This is a key element of 'graduateness' that is characteristic of higher education and will provide new understandings of how undergraduate degrees in these areas prepare students to be critical citizens and the differences between how students' understanding develops and changes across these two subject areas.

Paper 2

Weenink, K., Roelofs, E., Park, N. and Griffioen, D. *Changing perceptions: balancing professionalism during bachelor education*

This paper focuses on how students in applied bachelor programmes transform from students to professionals during their educational path. At the brink of their educational pathway towards professionalism, students bring their own beliefs and expectations of what it entails to become a professional through higher education (Brownlee et al. 2009). It is, however, unclear how students' interaction with the systematised body of knowledge and with the professional fields, both provided by higher education, result over time in professionals. Hence, the aim of this project is to understand how students' professional identity, knowledge, and action transform during their bachelor trajectory.

In this paper, the notion of higher education as a pedagogic device through interactions with knowledge is expanded to becoming a professional, which implies changed knowledge, as also identity and actions of students. Combined knowledge, identity, and action comprise their professionalism (Griffioen, 2019). As (Young & Muller 2014) note, for a student, each step taken requests a transformation and therefore a struggle for knowledge, identity (see also Trede et al, 2012), and for action. While the construct of professionalism was conceptualised as a balancing of these three elements, it is so far unclear, how these three notions play out and relate with each other empirically at different moments in the students' development towards professional.

The presentation focuses on the methodological aspects in the analysis of the development of the student through four professional disciplines as captured in multiple interviews. Ajzen's Theory of Planned Behavior is used as an analytic lens (Ajzen, 1991). The findings are expected to contribute conceptually by expanding the Theory of Planned Behavior (intention to action) to a new Theory of Planned Professionalism, with an addition of intentions of knowledge and intentions of identity.

Paper 3

Abbas, A., Gao, J. and Ismail, G.: *Addressing the complex knowledge needs of contemporary graduates and societies: critical provocations.*

This paper connects with the conference and symposium focus on the need to increase the value of critical perspectives, in relation to a concept of graduateness (Stuer et al, 2012). As with the other papers in the symposium it engages with McLean et al's (2018) understanding of the role of the pedagogic device in facilitating graduateness. This pertains to a form of development in which students' understanding of critical knowledge and transformative knowledge is necessary to the form of broader intellectual, personal and moral development that students need to access socially just outcomes and to be able to play a role in generating just societies and professions.

Three brief provocations based on analysis of research data show how critical concepts might be integrated into the pedagogic device to facilitate broader and deeper understandings of injustices. Our work relates particularly to Amanda Hellengwa's focus on 'higher education institutions spaces that are democratic and inclusive promoting belonging and a social justice agenda'. However, there are implications for some of the issues about research raised by MacFarlane in his think piece (Ismail and Abbas). Also, the increased marketisation and some of its consequences alluded to at the start of