

<p>Building Belonging in the Post-Pandemic Landscape</p>	<p>In this rich resource, Dr Karen Campbell from Glasgow Caledonian University explores embedding a sense of belonging in transitions to and through higher education, drawing on the literature and highlighting specific aspects of Glasgow Caledonian University's approach. Discussing key challenges and opportunities for building belonging in the post-pandemic student experience, this paper offers practical examples and activities that could be introduced in other institutions.</p> <p>https://www.qaa.ac.uk/news-events/news/new-resources-for-supporting-successful-student-transitions</p>
<p>How can universities contribute to the common good?</p>	<p>The UK higher education system has become increasingly competitive and stratified prompting calls for a reclaiming of the civic role of universities. This paper argues that, if HE is to reclaim its civic function then civic engagement needs to move beyond being a separate strand of activity for universities, instead becoming a guiding principle. This requires an institution-wide commitment. The paper describes a model developed by a Scottish university to support, recognise and embed civic engagement within the curriculum and wider student experience as part of its core mission. The design and delivery of this development are described and early indicators of its efficacy are provided. Findings indicate that it is possible for universities to operationalise a civic mission by focusing on the curriculum as the mechanism through which to highlight and embed common good attributes. The model described could be replicated in other higher education institutions nationally and internationally.</p> <p>Keywords: Higher Education; Civic Engagement; Common Good; Curriculum</p> <p>https://www.tandfonline.com/doi/abs/10.1080/13603108.2019.1567615</p>
<p>Widening Participation Through the Learner Life Cycle</p>	<p>The global movement towards a mass system of higher education has placed increasing emphasis on the concept of student transition, particularly as this relates to the challenge of widening participation for under-represented groups. Despite this, the area remains under-researched and evidence of impact of widening participation activities is scant. In addition, there is a dearth of institutional case studies which illustrate transition support for widening participation in action. Drawing on the experiences of Glasgow Caledonian University, this paper argues that transition into, through and out of higher education for learners from disadvantaged backgrounds is best facilitated when a life cycle approach to students in transition is employed. From consideration of the policy context in Scotland, current research and institutional responses, the paper advocates the life cycle model, as developed by Milburn, usefully delineated as, 'getting ready', 'getting in', 'staying in' and 'getting on' in higher education. Institutional case studies of good practice validate this life cycle approach to managing transitions, illustrating a positive shaping of widening participation responses and enhancement of the student experience.</p> <p>Keywords: Holistic; Life Cycle Approach; Impact; Transition; Widening Participation</p> <p>https://www.ingentaconnect.com/content/open/jwpl/2019/00000021/00000001/art00006;jsessionid=h9m142sg1m9p4.x-ic-live-03</p>
<p>Building Capabilities for Higher Education Prior to Entry</p>	<p>Inequality of participation in higher education persists despite a wealth of research and interventions. This has led to calls to rethink what it means to be university ready, especially for learners from disadvantaged backgrounds, many of whom are first-generation students. This paper explores the efficacy of a unique widening participation model based on immersing learners in the university environment prior to entry to HE in Scotland. Data from interviews with 30 students who participated in the programme are mapped to Wilson-Equitable Transitions to University (2016) which is based on the Capability Approach. Capability theorists contend that an appropriate approach to widening participation would address what students need to be able to do and to be (their capabilities) to successfully make the transition to HE. Evidence from this study suggests that the experience of studying HE level qualifications within a university setting whilst still at school provides learners from disadvantaged backgrounds with the capabilities for an equitable transition to university. A key finding is that when capabilities for equitable transitions are fostered prior to entry, learners identify as university students. The paper contributes to the body of knowledge at the nexus of widening participation, transition and capabilities.</p> <p>Keywords: Capabilities; Identity; Readiness; Transition; Widening Participation</p> <p>https://www.ingentaconnect.com/content/open/jwpl/2019/00000021/00000003/art00002</p>
<p>Transition through immersion in HE: An evaluation of how a transition and immersion programme for school pupils embeds a culture of the university experience for key stakeholders</p>	<p>This paper describes an evaluation of an innovative transition programme which sought to embed a culture of the university experience in school pupils by delivering Scottish Advanced Highers which are traditionally taught in school, in a university environment. The evaluation examines the impact of the first two years of the initiative via an analysis of both quantitative data and qualitative data gathered from interviews with key participants which is the focus of this paper. Kirkpatrick's (1994) four stage evaluation model was used as a framework. This model allows an examination of two key impacts: how participants feel about their experience of the programme and the increase in participants' knowledge of Higher Education (HE). Findings indicate that the range of Advanced Highers available to pupils in target schools increased, as did take up. Furthermore, the opportunity for pupils to learn in a university environment was perceived as beneficial in terms of providing a transitional experience to Higher Education. Qualitative evidence is reviewed in the context of the literature around acculturation, engagement, learner identity, being treated like adults and a sense of belonging. The article concludes with the implications of this research for a new model of outreach.</p> <p>Keywords: Access; Acculturation; Transition; Immersion; Transition: Evaluation: Impact</p>

<p>Evaluation for the Common Good – A Whole Institution Approach to Curriculum Enhancement</p>	<p>https://www.ingentaconnect.com/content/open/jwpl/2016/00000018/00000003/art00005 Book chapter, Changemaker Evaluation Compendium, AshokaU: USA. Evaluation has become a critical tool for understanding the impact of higher education work and to enhance practice. This resource was designed to share AshokU's vision for drawing on evaluation to support and strengthen change maker education globally.</p> <p>https://gloaleducationforum.org/wp-content/uploads/2021/09/Evaluating-Changemaker-Education-A-Practitioners-Guide.pdf</p>
<p>A life cycle approach to students in transition in Scottish higher education, A review of research, policy and practice</p>	<p>Report for Advance HE (formerly the Higher Education Academy) 'A life cycle approach to students in transition in Scottish higher education: A review of research policy and practice' explores definitions and interpretations of transition in literature and policy and the impact on sector and institutional practice. This review provides an overview and establishes a baseline understanding of the critical factors, academic practice development and theoretical considerations inherent within the emerging pedagogy of transitions. A student life cycle approach; in through and out of university underpins the review and guides the structure of the narrative.</p> <p>https://www.advance-he.ac.uk/knowledge-hub/lifecycle-approach-students-transition-scottish-higher-education-glasgow-caledonian</p>
<p>Widening Participation in Higher Education: immersion as an enabler, PhD thesis</p>	<p>The papers submitted as part of this thesis are based on the findings from three separate but related research studies. They comprise five sole-authored peer-reviewed journal articles. The papers provide evidence of some of the critical factors which impact positively on equitable transitions to and through higher education.</p> <p>The papers are critically reviewed in the context of both the literature on WP and the current Scottish policy landscape. Key themes underpin the review and are highlighted throughout the narrative to illustrate the linkage between papers: the civic role of universities; student transitions; acculturation; capabilities; engagement; belonging; and learner identity.</p> <p>The golden thread that flows from one paper to the next and which guides the narrative is the learner life cycle. This is also illustrated graphically throughout. Each element of the synthesis section (chapter3) concludes with a description of how the outcomes of the paper in question both informed the development of the subsequent piece of research and the article to follow, as well as the overall argument in terms of the thesis as a whole. That is, that immersion in higher education prior to entry enables widening participation.</p> <p>The synthesis charts the research journey and brings together the critical elements from the papers which contribute to our understanding of widening participation in the current Scottish context. The limitations and scope of the work are also addressed. The final chapter provides evidence of the impact the work has had at an institutional level and beyond and includes personal reflections on the development of the research and publication journey.</p> <p>Keywords: Common good, widening participation, learner life cycle, capabilities, identity.</p> <p>https://www.researchgate.net/profile/Karen-Campbell-22/publications</p>