

L9

Conwy 2 | Session L9 | **Thursday 7 14.00-14.30*****Are Students of Some Disciplines more Involved than Others? Disciplinary Differences in Experienced Research Integration in Higher Education (0046)*****Didi M.E. Griffioen**, Amsterdam University of Applied Sciences, The Netherlands

Research Domain: Student experiences (SE)

Overall the research integration in higher education is considered meaningful. It has also been argued that the inclusion of students in research through the curriculum differs between disciplines. Students of 'hard' disciplines are supposed to gain more seniority before the research discipline includes them, while students in 'soft' disciplines are invited sooner. While previous studies do confirm this trend line, also contradictory results have been found. Furthermore, the Biglan Framework (1973) provides more disciplinary differences than the often studied hard/soft divide. Moreover, the notion of involvement in research is more diverse than 'doing research'. Through an online survey this study systematically investigates undergraduate students' experienced research integration for all study years of seven different faculties (N=2192). The findings indicate confirmation of the claim that students of different disciplines are included in research at different moments in their educational track. However, this difference is not always based on the hard/soft divide.

L10

Denbigh 1 | Session L10 | **Thursday 14.00 -14.30*****Theorising and evaluating alternative visions of widening participation in Higher Education: appraising the work of the Caledonian Club at GCU (0053)*****Julie Brown**, Glasgow Caledonian University, UK, John H. McKendrick, Glasgow Caledonian University, UK

Research Domain: Access and widening participation (AWP)

Widening Participation (WP) in Higher Education (HE) in the UK has matured from an aspiration with transformative potential to become part of the everyday landscape within institutional mission statements, national targets, commissions and funding streams, aligned to achieving this goal. In Scotland, metrics are used to monitor annual change, in this instance with the extent to which new full-time Scottish-domiciled entrants hail from the most deprived areas. Desirable as this may be, populating the student body with an equitable share of students from more deprived backgrounds is not the only way in which HE's role can be conceived. In this paper, we outline a theory of change approach to WP in one Scottish institution and the challenges associated with evaluating such an institutional approach, which layers the conventional view of WP, with one that strongly values the participation of children from deprived backgrounds in the present.

L11

Denbigh 2 | Session L11 | **Thursday 14.00-14.30*****Forty years on: What now? (0295)*****Heather Kanuka**, University of Alberta, Canada, Erika Smith, Mount Royal University, Canada, **Linda Price**, University of West London, UK, Robert Luth, University of Alberta, Canada

Research Domain: Learning, teaching and assessment (LTA)

Forty years ago, Cross (1976) asserted that universities must continue to expand and improve its knowledge of the teaching-learning process, and must utilize this knowledge in the improvement of its teaching programs, both on- and off-campus, with particular emphasis at the undergraduate level. Cross further argued that since perceptions and attitudes are critical to the improvement of teaching programs, soliciting the attitudes, perceptions, and recommendations of the teaching faculty is key to understanding how to move forward. The Cross (1976) survey findings concluded that it would be unlikely teaching practices will change with current faculty. Forty years later, have faculty attitudes, perceptions and practices changed? We replicated the Cross survey in two very different Canadian Universities. While there are a few notable differences between institutions, key areas highlighted in the Cross survey remain the same forty years on.