

RESEARCH AND SCHOLARSHIP QUARTERLY

ISSUE 6 - DEC 2022

Welcome to the sixth issue of the **Research and Scholarship Quarterly**

We are pleased to start this issue with a Think Piece from Dr Chris Wood, Director of Education Services, who reflects on the past year and the growth of research and scholarship at Regent.

Following that, we are delighted to share the names of the Regent Research Fund 2022 Award Winners: Bhairavi Tarkas, David Clemson, Ebikinei Eguruze, Emmanuel Oghosanine, John Raineri, Kusumlata Sheoran, Rula Alousi and Lalajike Vishwanath Sadanand. We then hear from each of them about their projects, which were awarded funding after a competitive judging process, and what they aim to achieve with their projects.

Then, we proudly report on Regent College's presence at an international conference at the University of Oxford in August, including Regent's multiple academics who presented papers, three of whom won awards.

Next, we highlight the upcoming Learning and Teaching Conference 2022: Shaping Futures, which focuses on the themes of technology-enabled learning and teaching, supporting diverse learners and student engagement.

In this issue, Windy Grendele, Lecturer in the School of Health and Sports Science, shares an introduction to her research on religious shunning, and her work

with therapists to develop tools to better support those who have experienced shunning.

We also recap the autumn series of Academic Staff Development sessions, sharing the topics discussed and inviting you to get in touch if you'd like to get involved. There is also a link to access recordings of the sessions.

Finally, in Research Roundup, we signpost you to relevant reports on learning and teaching and UK higher education, and in Publications, we celebrate recent articles published by our own Dr Benneth Nwafor and Dr Ebikinei Eguruze, and Dr Rishiram Aryal.

We hope that this newsletter will continue to inspire you and kindle your curiosity!



**Dr Anna Wharton, Scholarship
Lead | Senior Lecturer / Editor**

Guest Think Piece

Growth, change and renewal: Reflections on the year just gone and the year ahead

By Dr Chris Wood, Director of Education Services



It's not unusual at this time of year to think about all that has happened over the previous twelve months and to consider what lies ahead, whether in our professional or personal lives. Pausing to look back, ponder and take stock can seem like a luxury, but it is also the hallmark of reflective practice, something central to what we do as teachers, researchers and educationalists.

Finding the time to objectively review our decisions and actions – be they successful or otherwise – introspectively, through conversations with our colleagues or students, or through our writing, is a great way to promote self-awareness, develop critical evaluation skills and, ultimately, make better informed decisions about the things we want to improve. Much of the previous academic year has been focused on working with academic colleagues to promote a research-engaged culture at Regent: championing academic staff development, promoting collaborations on scholarly activities, and laying foundations to support our ambition to achieve degree awarding powers and university title.

There have been some notable successes and the 'distance travelled' has been considerable. This publication is a good example of how we - as an academic community - set ourselves clear targets and achieved them. We launched the very first Research at Regent Newsletter

in October 2021, seeking to create a space where we could spotlight research engagement. We have since published five more issues, establishing a forum for academics to share their research interests, enabling colleagues to write about topical issues that inform our work as practitioners, and providing opportunities to celebrate the achievements of our staff and students.

If you are new to Regent, or have not yet had a chance to catch up with [previous issues](#), please do so. They are well worth the read.

Throughout the year, colleagues from across our academic schools have actively contributed to 30 research and scholarship sessions, helping to shape developments through our consultative Research Development Group, presenting to peers at Research Roundtables, and discussing pedagogical good practices at our Reading Groups.

In a chilly January, we launched Regent's inaugural research fund, designed to support colleagues to undertake projects focused on learning and teaching, technology-enabled delivery and student development. We had successful applications from across our academic schools, with a range of exciting projects awarded funding in July for completion by summer 2023.

In a baking hot August, we co-sponsored a two-day international conference organised by the Centre for Business & Economic Research (CBER) and held at the Said Business School, University of Oxford. Eleven colleagues attended the conference, with our CAO/Principal and seven academics from the School of Business and Enterprise presenting papers to delegates from around the globe. You can find out more about both of these exciting initiatives later in this issue.

In spite of these positive developments,

it is important to not be complacent. What we have achieved to date is just a start and recent institutional changes have prompted us to sharpen our focus, refresh our structures and set new, more ambitious goals. Working together, we have already:

- Established a new team function called 'Education Services' which is working closely with academics to drive improvements to teaching, learning and student success.
- Formulated new Learning, Teaching and Assessment (LTA) and Scholarship strategic and actions plans which we will share more widely with colleagues, and which underpin our commitment to developing staff, enhancing provision, and improving outcomes.
- Identified dynamic Learning and Teaching Champions from across our academic teams who have hit the ground running and are taking a lead on developmental peer observations.
- Launched a new Academic Staff Development Programme which incorporates practitioner-led webinars, research and scholarship sessions, and support for Advance HE fellowships.
- Organised our first ever in-person Learning and Teaching Conference: Shaping Futures, which will take place at GTS on 20 December 2022.

The past year has certainly been one marked by growth, change and renewal. I welcome the challenges that lie ahead, am confident about the developments underway or planned, and look forward to looking back at this time next year to review this exciting next stage in Regent's journey.

Regent Research Fund 2022 Award Winners



In the beginning of 2022, Regent College launched its inaugural internal research fund, the Regent Research Fund, and in spring 2022, the first application cycle went live. The Fund's focus is on enhancing learning, teaching and assessment, and widening access and participation at Regent. Academic staff were invited to submit a proposal for a project in those key areas.

We are delighted to report that this first cycle of the Fund received 16 applications! All applications went to a formal Awards Panel in the summer chaired by Professor Patrick McGhee where they were scored against a published set of criteria. Alongside four other Panel members, Student President Kshama Patel kindly agreed to participate on the Panel, ensuring the student perspective and voice were well represented.

In the following pages, we hear from the Award Winners about their projects, why these projects are important and what they aim to achieve. We look forward to seeing their projects progress through the academic year 2022-2023!

Exploring gender in trade, innovation and the use of technology

By **Bhairavi Tarkas**,
School of Business and
Enterprise Lecturer



This project intends to investigate trade and gender issues related to innovation, the use of technology, and recovery from the Covid-19 pandemic. It also provides an opportunity to deepen understanding of how women's empowerment in technology and innovation can help countries overcome future crises, whether environmental, financial or food security-related, and how trade can contribute to this. The project will invite practitioners and students to participate and to reflect on the

extent to which trade and innovation can accelerate recovery and help rebuild a gender-responsive economic environment after crises such as Covid-19.

There are many barriers to women's economic empowerment and participation in trade and innovation as learners, entrepreneurs, workers and professionals. Trade can enhance women's roles in the economy while information systems and big data can act as a powerful tool for innovation and the progression of women in trade. Indeed, learning information systems and new technologies can help women to maximise the benefits of trade. Furthermore, access to skills and education can contribute to a decrease in gender inequality. These include removing trade barriers that impede women's access to international markets and improving women's access to education, financial services, and digital technologies.

This practitioner-led project intends to recruit MSc students and will collect data using observations, interviews and practical samples of software, hardware and other innovations. The project connects directly to the academic curriculum at level seven and will bring in other practitioners' views, feedback and work examples in trade and innovation as well.

The project will utilise regression analysis of statistical data related to gender, innovation, and trade. It will also include a time series with forecasting or predictive analysis, and a probability occurrence calculator to measure likelihood of trade occurring in the event of gender and innovation. Finally, not only will this project feed back into the teaching and learning of trade and innovation, but the results from the project will also be submitted to the [WTO Gender Research Hub](#).



The journey so far was troubling: Narrative analysis of students' learning journeys and co-creation of sociodrama

By Dr David Clemson,
School of Business and
Enterprise Lecturer



In his pioneering work on Transformative Learning, Jack Mezirow worked with a group of disadvantaged learners in the Eastern USA, many of whom were women, single parents and from ethnic minorities, and frequently in situations of poverty. They had returned to college or university education as adult learners having 'fallen out of the system', and many had had

profoundly damaging experiences with the education systems.

There are significant parallels between this group and students resuming study - as adult learners - at Regent College London. This project will use purposive sampling to recruit 10-12 students as participants and will collect **rhizomic narratives** from participants, exploring how they got where they are now, overcoming educational (and emotional) barriers, mental wellbeing and study incidents which lead to transformative learning.

A key to this is the first stage of Mezirow's Transformative Learning Theory - a disorienting dilemma (see, for example, **Kitchenham**). These narratives will be analysed, themes identified and then

discussed with the participants as a whole. The outcomes will be 'framed' into a number of plays based around particular themes and participants will be the main actors, but there will also be opportunities for others to participate in these **sociodramas**. This will allow others to interact with members of the cast who have a particular personal experience, which can contribute to forming a type of therapeutic relationship. This could additionally be expanded to include the student wellbeing staff and establish self-help groups.

Research participants will gain valuable experience by being involved in narrative analysis as research assistants, and will gain experience in event production, writing, narration and stage management.



Developing a model for global poverty intervention

By Dr Ebikinei Stanley Egoruza, School of Business and Enterprise Lecturer



This project will explore and seek to validate my model for global poverty intervention. Poverty is an existential threat to humanity, which impacts the most vulnerable populations in society such as children, young people, women, minorities, people with disabilities and the elderly. Negative impacts of poverty include the perpetuation

of inequality, social exclusion, deprivation and social disadvantages arising from structural imbalances in society. Despite quality research which has resulted in some meaningful outcomes in this area, extreme poverty persists.

My model for global poverty intervention aims to support the eradication of poverty across the world and provide a link to connect with organisations working toward this common goal. Given the current global economic crisis, there is no better time to seek to link with the United Nations Development Programme (UNDP), one of world's largest organisations concerned with tackling poverty.

The objective of this project is to fill a

gap that exists in the fight against global poverty. Initial research reveals that there is a limitation related to validation of a common model, or methodology, and demonstrates that validation of a more universal model is needed for global use. Research has also indicated that validation could be best achieved using an independently collected dataset, overseen by a high level institution, which is suitably experienced and qualified in poverty eradication or social policy formulation such as the UNDP.

There is much to be done in this area and this project is keen to progress the validation of a model for global poverty intervention to support the fight against poverty.



Teaching with technology: Effectiveness of ICT in enhancing learning in further and higher education

By Dr Emmanuel Oghosanine,
School of Business and
Enterprise Lecturer



Research on learning technologies describes the significance of using technology in teaching and learning in higher education. Recent studies on learning technologies point to technology as the tool for modern day learning and a means of eliminating the learning gaps amongst different ages, backgrounds and people. However, there is concern about being able to engage students well when using technological tools and platforms.

The recent Covid-19 pandemic emphasised the need for educational institutions to leverage teaching and learning technologies while many institutions were already beginning to rethink the role of

teaching technologies as the traditional pedagogy. However, a challenge lay in understanding how students engage when they learn through technology beyond the physical classroom. Some research understands the concept of student engagement to be multidimensional and relative, while understanding of what constitutes engagement may be different from one teacher to another.

Still, other studies consider a lack of behavioural engagement around attendance and extracurricular activities. The position of these scholars suggests there may be a lack of emotional engagement, including enthusiasm, interest, and active participation such as responding to questions. The lack of scholarly consensus on what constitutes engagement is problematic when we try to make sense of how students can engage in learning when technology is used beyond the physical classroom environment.

Phenomenological research allows for the capture of specific situations or life events of an individual with a bid to understand

underlying meaning. Phenomenology understands that there is potential to produce detailed data when carrying out in-depth inquiry with people. This approach allows for the experiences of individuals to be captured through the exploration of imagination, memories, thoughts, desire, emotions, embodied actions and social activities.

My project will utilise a phenomenological approach to understand the perception and behaviour of students when using technology to study beyond the physical classroom environment. It will provide the opportunity to explore the lived experiences of students who are engaging with learning through technology. This approach will also support the exploration of the experiences of relevant actors such as tutors around how they use technology. Finally, the approach will identify what is effective in engaging students and what could be done to improve students' engagement when using technology for learning beyond the physical classroom.



Investigating augmented and virtual reality lessons and exhibits

By John A. Raineri,
School of Engineering
and Computing Lecturer



Recent developments in the field of Augmented Reality and Virtual Reality (AR/VR) have led to a renewed interest in it for learning and teaching. AR/VR and the Metaverse are alternative communications media. This study builds on previous [research](#) to investigate the practical impact of using AR/VR exhibits and lessons for education resources and activities.

Adapting to new ways of creating course content occurred to earlier generations of classroom educators and students, and they began using word processors in the 1980s, and then teaching and learning began to move online in the 1990s. Today, digital cameras, videos, and smartphones are embedded in nearly all work and life environments. However, AR/VR have not typically been used in academia, and [studies](#) suggest that few have personal experience with the toolkits for coursework preparation for the Metaverse.

This project will explore creating AR/VR content. It will investigate the requirements or steps to delivering content using virtual reality or augmented reality as compared with traditional classroom exhibits. A holistic approach will be utilised, integrating

content, software, and budgeting factors. This will build on previous [research](#) to provide an overview of the academic and administrative requirements needed to produce simple AR/VR lessons or exhibits for teaching staff and students.

The availability of technology is often a common justification for implementing new methods of working. This study will look at the precise changes to the nature of the lesson or exhibition creation process. For example, is it practical for academic staff to manage the process or are technical specialists needed? Can students participate in the creation process? And finally, what sort of content is suitable for adaptation in the AR/VR and Metaverse worlds?



Asynchronous learning: How can we integrate group work, hands-on activities and discussion in the classroom?

By Kusumlata Sheoran,
School of Engineering
and Computing Lecturer



Asynchronous learning is a self-paced type of learning that can have a great impact on a student's learning journey. However, when working in groups, or with hands-on activities and discussion, it can also relate to

challenges such as a lack of engagement, attendance and performance. Such issues have been linked to the fast-paced transition from traditional in-person learning to online learning, particularly as occurred during the recent Covid-19 pandemic. Additionally, the limited online tools which are fully functional is a hindrance to student satisfaction, retention and higher assessment grades.

This project aims to explore the optimum learning environment wherein the teacher can ensure that all learners participate, prompting with questions and drawing quieter learners into the discussion. The

focus of the study is to explore tools and techniques in the transition from synchronous to asynchronous, which can be improved by using an online classrooms environment appropriate for student engagement and the complete lifecycle of the learning process.

The project will review relevant literature, assess responses from a group of students and staff to a questionnaire we will design, and use graphical presentation methods to convey results. This project will provide insightful evidence on the effectiveness of the tools and techniques currently used to support asynchronous learning.



Using D.R.E.D. to improve student grades and retention

By Dr Rula Alousi, School of Business and Enterprise Programme Leader



My project is looking at D.R.E.D., an acronym designed to increase students' knowledge, understanding, and research skills development to improve pass grades and retention at RCL across different schools and levels. D.R.E.D. stands for Define, Reference, Example and Discuss.

Success recognises that students benefit from higher education (HE) studies in a wide range of ways, including personal development and progression into work and career or further learning. The idea behind this research project arose from the need

to increase student retention at RCL. There were two main reasons for the project, the first being the high numbers of academic misconduct amongst students at the end of each semester's module moderation. According to data provided by Retention, Engagement, Submission, Marking and Achievement (RESMA), some students were re-submitting assessments after a second fail. This made a third attempt for submission a possible option for passing the module.

Another reason for this project was the visible, yet intangible evidence of a lack of comprehension or understanding of various modules across Regent College's schools post module completion. This, of course, defeats the object of learning. Further information from RESMA indicated a low average grade awarded to students and occasionally an exceptionally high grade awarded to students. This was based on holistic marking rather than analysis of the content to ensure learning outcomes

were achieved and equally that learning, knowledge and understanding of the content had been reached.

Evidence suggests that understanding of lecture content is one of the most important factors in passing an assessment. This project will seek to identify the benefits of using a new acronym 'D.R.E.D.' which aims to increase students' knowledge and retention throughout the academic year. A key aspect of D.R.E.D. will be for students to understand the importance of each of the different components within the acronym in order to achieve a better pass grade as well as ensure an enhanced learning experience.

In addition to details of classes and modules involved in this project, and the academics participating with their classes, this project will generate a statistical report in order to visualise previous data and establish a benchmark against which to measure the outcome.



Spillover effects of foreign direct investments

By Dr Lalajike Vishwanath
Sadanand, School of Business
and Enterprise Lecturer



This project intends to investigate the regional benefits of Foreign Direct Investment inflow and highlight less developed regions and sectors. The outcomes of this research will support learning and teaching in the areas of business and finance, and also provide recommendations for policy makers.

The International Monetary Fund (IMF) defines **Foreign Direct Investment** (FDI) as an 'investment that is made to acquire a lasting interest in an enterprise operating in an economy other than that of an investor, the investor's purpose being to have an

effective choice in the management of the enterprises.' Foreign investment can be either public or private, with the latter comprising both portfolio and direct investment.

FDI is considered a key element in the industrial development of a nation. FDI brings capital inflow and contributes to the development of technology, managerial skills and the competitiveness of domestic firms. FDIs can boost economic growth through the transfer and diffusion of technology. It also aids the dissemination of productivity gains, managerial skills, and technical know-how to the recipient economies.

Multinational corporations may possess superior knowledge, patents, trademarks, and exclusive technology which 'spillover' to the host economy and benefit domestic firms. 'Spillovers' are positive externalities from FDIs that lead to productivity and efficiency benefits of firms in the host

countries. The significant increase in FDI in almost all sectors of the economy in Emerging Markets such as India makes it compelling to study the benefits of spillovers across the regions and thereby focus on the most dominant sectors and regions which have benefited from FDI.

Through analysis of secondary data, this research will investigate the Equity Inflow of FDIs and spillovers as related to geographical proximity to emerging markets. Findings from this project will contribute to existing literature on the regional factors which affect the equity inflow of FDI such as market size, industrial linkages, and a conducive policy environment. Findings will also support learning and teaching in key areas such as business and finance and international marketing management. The outputs from the project may include a conference paper or journal article and will provide key recommendations for relevant policy makers.





Regent academics attend international conference at University of Oxford

In August, Regent College London (RCL) was pleased to sponsor and participate in the 11th International Conference on the Restructuring of the Global Economy (ROGE) 2022. The conference was held at the Said Business School at the University of Oxford and hosted by the Centre for Business and Economic Research (CBER) and Future University in Egypt.

Academics from Regent's School of Business and Enterprise presented papers on a range of topics around learning and teaching and business:

- Rishiram Aryal – The impact of corporate governance on controlling discretionary accrual: A study of impacts on earnings management based on FTSE350
- Selva Pankaj – The end result of education is character: The role of 'Thinking into Character' in the holistic development of students at Regent College London (keynote address)
- Nahrain Aoudishow – The

impact of motivational speech and life coaching on student motivation and performance

- Rula Alousi – Educide: The genocide of education. A case study on the impact of invasion and conflict on education
- Ebikinei Stanley Egoruze – Methodology model for poverty intervention: seeking validation and evaluating efficacy using social marketing techniques
- David Clemson – The impact of Covid-19 pandemic on sustainable consumption of luxury brands
- Muhammad Kamran – Employment challenges among adult male ex-offenders after incarceration: A conceptual analysis of social discrimination
- Lalajike Vishwanath Sadanand – Region-wise spillover effects from Foreign Direct Investment (FDI) in Emerging Markets: Evidenced from India

We are also proud to share that several academics won awards

at the conference. Dr Rula Alousi won Best Paper Presentation in the session on teaching and learning for lifelong learning. Dr Rishiram Aryal was awarded for one of the Best Written Papers at the conference, and Muhammad Kamran won Best Track Presenter.

One Regent academic at the conference summed up the experience: 'It was a fantastic opportunity for the staff to attend as well as present their work... More involvement and investment in such events... is an excellent way to establish a research culture across schools which will impact not only the quality of teaching and delivery but also the students knowing that they have the best expertise delivering the classes. Looking forward to more similar events and thank you all for your support.'

You can access abstracts for each of the above papers [here](#).

Shaping Futures: Learning and Teaching Conference 2022

We are delighted to announce our upcoming, inaugural Learning and Teaching Conference 2022: Shaping Futures!

The in-person conference will focus on the following themes:

- Rising to the challenges of a changing HE sector
- Using technology to enhance learning
- Optimising student engagement in hybrid classrooms
- Meeting the needs of diverse learners

It will take place on 20 December at Regent's central London GTS campus, and will feature a keynote address from Professor Nick Petford, who sits on Regent College's Advisory Board, and presentations from CAO Dr Selva Pankaj, Deputy Provost David Donnarumma and Student President Kshama Patel.

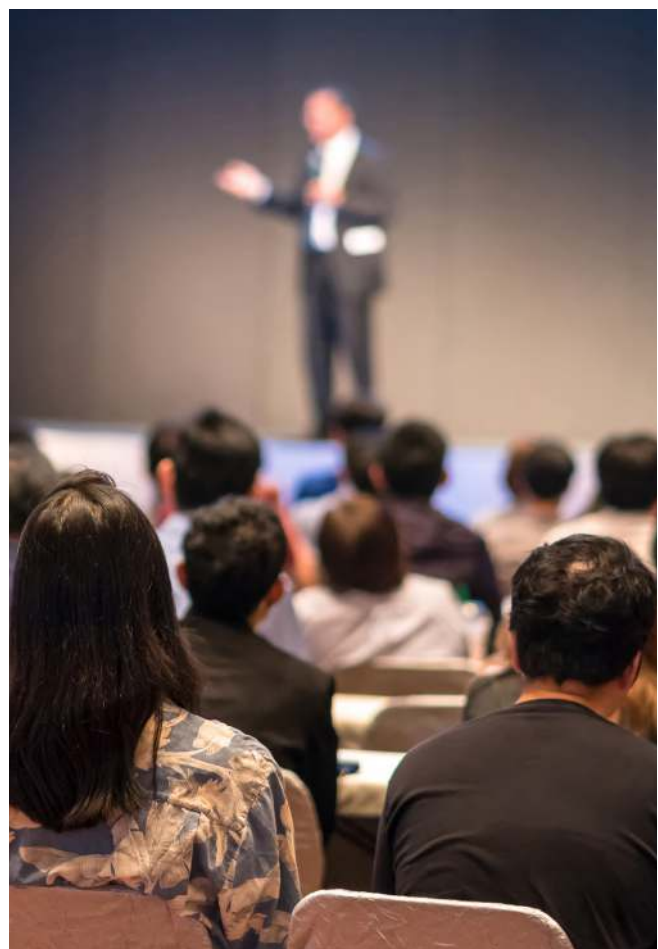
The conference will also include workshops from Advance HE, Tanya Tanna and Ida Kabamba, and Professor Patrick McGhee, who is also on Regent's Advisory Board. Tanya and Ida will discuss supporting students with different needs while Professor McGhee considers technology and the student experience.

Sixteen of Regent's own academics will present on topics exploring mental health and

learning disabilities, engaging in-person and remote learners simultaneously, effectively sharing feedback, and improving student employability through lifelong learning, amongst others.

We look forward to reporting fully on this exciting event in the next issue of the Quarterly.

Spaces are limited, but if you wish to attend and haven't registered, contact Dr Saini Manninen at saini.manninen@rcl.ac.uk.



Understanding Religious Shunning: An Introduction

By Dr Windy Grendele, School of Health and Sports Science Lecturer



Religious shunning is a severe disciplinary measure used to promote compliance. It involves the complete exclusion of an individual from the community's social life as a consequence of falling short of the community's moral and behavioural expectations. Research reveals that this form of discipline is adopted in gated religious communities, cultic groups, and across other authoritarian religious denominations. For example, religious shunning remains in force today as an official practice adopted by the Jehovah's Witnesses, Exclusive Brethren and Amish, among others.

Although religious shunning is a facet of social exclusion and rejection, it presents unique characteristics compared to other researched instances of shunning and ostracism; characteristics that my

research sought to identify. Considering the exploratory purpose of my study, the Jehovah's Witness community was used as an example to understand the experience of being shunned from a religious community, with particular reference to the impact on well-being, and the coping strategies the shunned individual adopts to make sense of their new circumstances.

Social Identity Theory and Identity Process Theory, integrated with the constructs of power and the Social Dominance Theory, provide the theoretical framework which underpins my research. The narratives of two groups of participants, those of members who were shunned (Group A) as well as of PIMO (physically in but mentally out) and former Elders (the spiritual shepherds of the Jehovah's Witness community) (Group B), formed the research data. The data were analysed using Reflexive Thematic Analysis.

The study generated three main findings. First, the participant's journey is a complex experience, where intrinsic and extrinsic forces combine in influencing the individual's behaviour and decisions. Second, although shunning may produce constructive outcomes, by-and-large

shunning is an experience of loss which has serious impacts on the individual's physical and emotional well-being. Third, the individual after being shunned embarks on a journey towards personal emancipation which culminates with a cognitive revolution. However, the process towards regaining ownership and autonomy is not defined by fixed stages of coping. Rather, it appears to be a continuum with the individual advancing from personal stagnation to personal progression over time.

Being an under-researched topic, and considering the harmful impact of religious shunning on the individual's physical, psychological and spiritual well-being, there is a need to raise awareness, especially among health professionals. This is in order to provide tailored support for clients shunned from gated religious communities such as the Jehovah's Witnesses. For this purpose, I am cooperating with several therapists in developing a tool which will provide practical guidance to health practitioners on how to effectively support people who have experienced religious shunning.



Academic Staff Development Sessions

We are pleased to share with you the success of the autumn 2022 pilot series of Academic Staff Development (ASD) sessions! The sessions have provided developmental support to academics across the schools, ranging from practical technological support to keeping staff up to date on regulations to continuing conversations around improving learning and teaching practices. The sessions have been well attended and well received, and initiated many informative and encouraging discussions. Thank you to all the presenters who have led us in these conversations!

The following ASD sessions have run this past autumn:

SESSION	PRESENTER
The New OfS B Conditions and Learning and Teaching	Sasha Carter and Will Naylor
Enhancing your digital skills: Using MS Teams Whiteboard	Amit Obhrai
Improving students' technical proficiency in written English	Vanessa Lima
Maximising Student Engagement in the Blended Classroom	Dr Rula Alousi and Dr Anna Wharton
Blended Learning & OfS Regulations	Dr Chris Wood
Integrating Thinking into Character into Learning and Teaching	Dr Saini Manninen
The Importance of Formative and Summative Feedback in HE	Dr Betty Changa
Addressing Student Mental Health Issues: A Reflective Pedagogy	Shaila Hussain
Aligning learning outcomes, assessment and student feedback	Paul Williams

We are in the process of planning the Academic Development Programme for the upcoming new term, and are looking forward to continuing to collaborate and work with our academics to deliver a relevant programme of developmental and scholarly support. Please get in touch with Dr Anna Wharton at anna.wharton@rcl.ac.uk if you have an idea for a topic or would like to present your own insight, good practice or research at an upcoming session.

If you weren't able to make all the sessions or would like to review them, you can find all the recordings [here on Regent Digital](#).

Research Roundup

In this section, we signpost to recent reports and articles

Blended learning and OfS regulations

From Office for Students, 2022

[Click here to read](#)

Blended learning review: Report of the OfS-appointed Blended Learning Review Panel

From Office for Students, 2022

[Click here to read](#)

Approaches to curriculum and learning design across UK higher education

From Jisc, 2022

[Click here to read](#)

Gravity assist: Propelling higher education towards a brighter future – Digital teaching and learning review

From Office for Students, 2021

[Click here to read](#)

Publications

Dr Benneth Nwafor and **Dr Ebikinei Eguruze** have recently published a paper in *Business Ethics and Leadership* entitled 'Entrepreneurial Intention Without a Supportive and Enabling Leadership Environment Exacerbates Global Poverty: A Perspective from Young People and Community Organisations.' You can [click here](#) to access the paper.

Dr Rishiram Aryal and co-authors have published a paper on 'The impact of corporate governance on controlling discretionary accrual: A study of impacts on earnings management based on FTSE350, UK'. You can access the paper [here](#).

Call for contributions

We maintain an ongoing call for contributions for brief research articles for the Quarterly. We welcome ideas and research from both academic and professional staff at Regent, and are happy to support you to develop an idea into an article.

We also invite members of staff to support future newsletters as part of the editorial team and to recommend student contributions to the newsletter that are well done, original, or innovative.

If you would like to contribute to or support future issues of this newsletter, please contact Dr Anna Wharton, Scholarship Lead | Senior Lecturer.