



RESEARCH AND SCHOLARSHIP QUARTERLY

ISSUE 7 - APRIL 2023

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

In this issue, we hear from Deputy Provost Paul Williams on adaptable graduates and the value of considering the 'skills articulation gap' rather than the so-called 'skills gap'.

We are also pleased to share updates from three of our Regent Research Fund 2022 Award Winners – Dr Emmanuel Oghosanine, Kusumlata Sheoran and John Raineri. Their projects look at the effectiveness of technology in teaching; improving integration of group work, hands-on activities and discussion in the online classroom; and augmented and virtual reality for enhancing learning.

Then, Vanessa Lima, English and Academic Skills Programme Leader, talks about embedding academic skills into the curriculum and moving toward a model of effective collaboration between lecturers and the academic skills team. Dr Fatemeh Azizi, Lecturer in School of Health and Sports Science, shares an introduction to her own research on the settlement process of women migrants in the UK.

Next, Dr Shobha Harebasur, Lecturer in School of Business and Enterprise, provides insight into the digital mindset and ongoing digital transformation occurring within the higher education sector. Dr Palto Datta, Lecturer in School of Business and Enterprise, also discusses the Inside-Out Education

Model and its benefits for students as it supports their development toward independent thought, creative problem-solving and teamwork.

In this issue, we recap the winter series of the Academic Staff Development programme, sharing all the topics covered and thanking all the presenters who contributed to the success of the series. There is also a link to the archive of sessions on Regent Digital.

Finally, in Research Roundup, we signpost you to recent reports related to education, learning and teaching, and in Publications and Presentations, we celebrate articles published by our own Lecturers Shaila Hussain and Dr Adrian Cazan and the workshop presented by Dr Palto Datta.

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



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

Guest Think Piece

Adaptable Graduates and the 'Skills articulation gap'

By Paul Williams,
Deputy Provost



Rarely a day has passed over the past few months when I've not been engaged in conversations with colleagues within Regent College about education gains and graduate outcomes. There is growing interest in measuring how much students in higher education learn, and the contribution that the College's programmes and particular educational activities make to that learning. Such measures can be seen as important to the debates about the quality and impact of higher education, how we evidence the value of investment in it, and how we evidence students' skills acquisition for employers.

The 2023 Teaching Excellence Framework (TEF) includes an assessment of excellence that focuses on 'education gains' delivered for students. In the absence of a sector-wide definition or framework for measuring education gain, the Office for Students (OfS) invited institutions, through their submissions, to 'demonstrate a clear articulation of their ambitions for educational gain, credible approaches for delivering this, and where possible evidence that it is delivered in practice'.

As Regent College's TEF submission set out, the educational gain aspect maps

to one of the College's key strategic aims, which is to: Maximise students' opportunities to become economically active through the provision of outstanding teaching, learning and assessment, personal development support and careers guidance.

Providing an outstanding, personalised education to our students to achieve the results they want, in their studies, their careers and their personal lives, regardless of their background or experience at a time and a place convenient to them, is one way in which the College can articulate the 'distance travelled', or the difference between the skills, competencies, content knowledge and personal development demonstrated by students throughout their time with us.

Crucially, with the World Economic Forum claiming that universities and colleges need to educate students for jobs that haven't yet been invented, Regent's Thinking into Character programme, which can be summarised as a growth mindset and enhanced personal resilience and confidence programme, is one way in which we are helping to create 'adaptable graduates'. As automation, AI and rapid digitisation change the knowledge and skills needed to perform many jobs and fundamentally reshape others, adaptable graduates are increasingly sought after by employers.

The OfS conditions of registration are also increasingly focused on ensuring that students gain the skills they need to succeed in future employment or further study. Condition B3 of the OfS regulatory framework requires that higher education institutions deliver for all students successful graduate outcomes which are recognised and

valued by employers and/or enable higher study.

As well as being required to meet published threshold indicators for student continuation and completion, and degree outcomes for students with different characteristics, there is much greater focus on graduate outcomes linked to employment and, in particular, progression to professional jobs and postgraduate study.

Because skilled employment outcomes are important to how we understand some of the value of higher education, the Graduate Outcomes survey also asks graduated students to reflect on how their education has contributed to where they are today and whether they are using the skills they acquired and developed during their studies.

When discussing employment and graduate outcomes, there has also been a focus on trying to address the 'skills gap' which has been a priority for the business world for many years. More recently, however, particularly given the emphasis on embedding skills development into degree programmes, there is a growing belief that, instead of a skills gap, we should be highlighting a 'skills articulation gap' which recognises that students possess an array of skills but struggle to convey or prove them.

With adaptable graduates facing a rapidly changing work landscape, it's pivotal that at Regent College, co-designing curricula teams, skills development and support, and external learning resources work more closely together to join-up how students could better develop employability skills, establish pathways to professional jobs, and importantly, have opportunities to better articulate their skills.

Regent Research Fund 2022 Updates



In the spring of 2022, the first cycle of the inaugural Regent Research Fund went live, inviting applications from Regent's academic staff which focused on enhancing learning, teaching and assessment, and widening access and participation. Applications were assessed by an Awards Panel which was chaired by Professor Patrick McGhee and included Student President Kshama Patel as a Panel member to ensure student perspective was provided throughout the process. Projects awarded funding began in autumn 2022.

In the **previous issue** of the Research and Scholarship Quarterly, we introduced you to our Regent Research Fund 2022 Award Winners and their projects. In the following three pages, we're pleased to be back with updates from a few of our Award Winners – Dr Emmanuel Oghosanine, Kusumlata Sheoran and John Raineri – on how their projects have been going.

We look forward to catching up with these and other Award Winners in summer 2023 as their projects draw to a close!

Teaching with Technology: Effectiveness of ICT in Enhancing Learning in Further and Higher Education

By Dr Emmanuel Oghosanine,
Lecturer in School of Business
and Enterprise



In 2022, I applied to the Regent Research Fund in order to investigate how information technology is used to engage students outside of the physical classroom environment. The study has since conducted interviews and a review of the literature to provide an understanding of teaching with technology outside the physical classroom.

The study reviewed relevant literature establishing the concepts of teaching and learning through technology in higher education. One key area that the study

considered is the difference between using technology to teach in a physical classroom and using technology to teach in a virtual environment.

There is significant consensus in the literature about the role and benefits of technology in teaching and learning in higher education. However, there is debate about what constitutes student engagement in the digital classroom; this may vary from one tutor to another. This project considers what kind of behaviour a student should demonstrate when studying through an online classroom environment and looks at the different forms of engagement which suggest learning is taking place.

In its literature review, this study identifies what engagement means in learning through tutors' and learners' perspectives in line with established theoretical positions. The study proposes that engagement is a behaviour an individual must demonstrate when learning. The tutor understands this

behaviour through several actions, and expected behaviours suggest whether learning is happening or has happened. Simply put, the tutor may ask a question about a topic and would expect responses from students. If students fail to respond, it could indicate that students are not engaged.

This project also interviewed and conducted focus groups with relevant participant tutors and students who have participated in virtual classrooms where teaching takes place. The study is now in the writing-up stage, where it must make meaning of participant data about what it means to engage in learning through technology in a virtual classroom. This study is making good progress, having conducted fieldwork to gather data and delivered critical areas of the paper, which include the literature review and methodology. Thus, the study is on track to finish within the proposed timeline and progress to exploring options for publication.



Asynchronous Learning: How can we Integrate Group Work, Hands-on Activities and Discussion in the Classroom?

By Kusumlata Sheoran,
Lecturer in School of
Engineering and Computing



Since being awarded funding from the Regent Research Fund, this project has delved into its literature review and the online software Mentimeter as the primary tool through which to explore the integration of group work, hands-on activities and discussion in the online classroom.

Asynchronous learning (AL) in higher education (HE) faces challenges establishing a sense of community and connectedness amongst learners (group work), which contributes to the overall educational experience and gains. As a result of the recent Covid-19 pandemic,

the HE sector has adapted its modes of delivery and we are now undergoing a digital transformation in this post-pandemic era.

Sustainable education today means taking advantage of tools and technologies, such as Mentimeter, for online engagement. **Research** shows that in an asynchronous learning environment, stakeholders do not need to communicate on time-sensitive platforms. Indeed, Moodle and Blackboard are examples of well-established distance learning platforms that facilitate stakeholder interactions based on a 'request-response' framework.

Studies demonstrate a range of uses of easily accessible online tools such as Mentimeter. Pedagogical benefits are achieved through the use of features such as open-ended questions, select answer, image or word clouds. Facilitators can also break up their presentation with instant student polls, which can result in improved student engagement and lead to a more collaborative learning environment and the co-construction of knowledge.

Leaderboard boosts the motivation of the group and brings the whole group together resulting in interactivity and engagement.

Additionally, in multicultural settings such as Regent College, there can be challenges in group working as students and lecturers learn about each other and strive to establish a sense of community. One way to support a sense of community, especially in an online classroom, is to move away from a lecture-only approach toward a more interactive, collaborative environment, which can be gained through the use of tools such as Mentimeter. Indeed, these are just a couple of the challenges to asynchronous learning, which can be improved through the effective use of technological tools and platforms.

This project has familiarised itself with Mentimeter through regular classroom use in order to now effectively gather feedback and data from students and other staff for the purpose of evaluating the software and its efficiency in enhancing student interaction and engagement.



Exploring the Tools and Processes involved in Creating Augmented and Virtual Reality Lessons

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



Augmented Reality (AR) and Virtual Reality (VR) technologies have made significant advancements in recent years, garnering attention for their potential applications in academic lessons and museum exhibitions. As the Metaverse emerges as an alternative communication medium, there is a growing need to understand the practical implications of utilising AR/VR in educational settings. This study has explored the development of AR/VR lessons as educational resources.

Research suggests that AR/VR remains a relatively unfamiliar territory for many academics, so there is a need to understand the specific challenges and requirements

involved in the adoption of AR/VR for educational purposes. Key questions in the literature include the feasibility of academic staff managing the adoption process without technical specialists, the extent to which students should be involved in content creation, and the types of content suitable for adaptation into AR/VR environments.

Popular AR/VR software tools and companies such as Google Expeditions, Nearpod and ClassVR, amongst others, facilitate the creation of engaging and immersive educational content with user-friendly interfaces and features tailored for various educational settings. Indeed, creating virtual tours and 360-degree photos for educational and location-based experiences can be done using Google Street View, Google Earth, and Google Tour Creator. There are also numerous open-source tools and libraries available as cost-effective options for implementing AR/VR lessons.

Since being awarded funding from the

Regent Research Fund, this project has investigated the creation of AR/VR content in comparison to traditional 2D content, focusing on the steps required to deliver subjects and lessons using these immersive technologies. This has involved exploring the software environment and production methods and cataloguing the technological availability of various software which enable creation of virtual tours, immersive experiences, and also software that support comprehensive educational platforms.

This project has also developed an interactive storyboard for an AR/VR experience lesson, which will be used to create relevant virtual reality content, and there is an additional storyboard in progress. These will demonstrate the experience and process of adapting traditional 2D content into more interactive and engaging AR/VR content. Indeed, a key outcome of this project is the production of these storyboards and VR content, from which the project intends to produce an AR/VR exhibit for summer 2023.



Embedding Academic Skills into the Curriculum: Towards a Model of Effective Collaboration between Lecturers and the Academic Skills Team

By Vanessa Lima, English and Academic Skills Programme Leader



The Academic Skills team at Regent, ASK@Regent, utilises multiple approaches to support students' academic skills development. As discussed in previous newsletters ([here](#) and [here](#)), one way students can access academic skills support is through one-to-one tutorials, which **promote** a clear and measurable positive impact on students' academic performances. Here, we discuss another type of support: embedded academic skills guest lectures.

At Regent, a subject lecturer (SL) may invite an academic skills tutor (AST) to offer embedded guest lectures to their groups about specific academic skills topics. In this scenario, the SL identifies a topic their students need to improve (e.g. referencing, academic writing, library search skills, etc.), **books** a session with an AST, explains the needs of the group, and then on the day and time booked, the AST joins the SL and students to deliver a session.

Research shows that all students are likely to benefit from such an approach to embedding academic literacy skills within a discipline-specific course, particularly at foundation level. Indeed,

feedback from Regent students after guest lectures shows a 97% overall satisfaction rating. As one student noted, 'I have found this workshop very useful and informative. I feel more confident now and the material provided within this session will make a huge difference.'

Students are not the only ones who benefit from embedding academic skills within courses. It has been shown that while such interventions can improve students' performances and retention (crucial in terms of continuation, completion and progression, as part of the **OfS B3 conditions**), they also support the professional development of both SL and AST. This can also be observed at Regent.

When asked about the benefits of the embedded sessions for SLs, one of our SLs at Regent states: 'All the lessons... have not been only benefitting the students but assist the lecturers as well. All these lessons refresh our knowledge. These assist in our continuous professional development. Though we ensure that our students demonstrate good research skills, it is sometimes observed that we also need this extra support from academic skills team.' It is extremely gratifying to hear such words from a fellow academic.

However, we still face challenges to improving the provision of academic skills. Not only at Regent, but in higher education in general, SLs may remain unaware of the nature of an AST's work, of the opportunities available

for collaboration, and even of the SL's own role when inviting an AST for an embedded guest lecture. However, to combat these barriers, the literature proposes a variety of models for embedding academic skills, including a focus on the collaboration between SL and AST before and especially during the embedded session.

In practice, the embedded session should be team-taught: the AST typically leads the session with the support of the SL, who in turn should offer commentary, input and feedback related to their discipline and assignment. This is the model we encourage here at Regent. As our Regent SL has explained about their role during these sessions, 'We, as subject specialists, are actively involved while these support sessions are being delivered. We know how to contextualise these skills in the core subject.'

To sum up, offering embedded academic skills in the courses can benefit both students and teaching staff alike, if collaboration between SL and AST is present throughout all the stages of the process. As suggested by **researchers**, having SL and AST work 'seamlessly together both in and out the classroom demonstrates best practice for developing academic language and literacy.' ASTs may be specialists in academic literacy skills, but SLs have the expertise of their subject area and need to contribute to ensure that embedded sessions remain relevant and useful for their students.

The Settlement Process of Women Migrants in the UK

By Dr Fatemeh Azizi, Lecturer in School of Health and Sports Science



According to the [Migration Observatory](#), around 2.2 million Afghans have sought asylum in Pakistan and Iran, and a report by the [British Refugee Council](#) states that the UK has been a destination for more than 4,000 Afghan migrants up to the end of March 2022. Research by the [United Nations](#) has evidenced that female migrants face a number of gender-based hazards in the process of their migration, and reaching the destination country may not be the end of a migrant woman's vulnerability.

The initial aim of conducting this exploratory research was to examine the settlement experiences of Afghan women following their migration into the UK. The research was designed within an interpretivist paradigm of inquiry and qualitative semi-structured interviews were conducted in the Dari and English languages with fifteen Afghan women who were service users of a specific migration support centre in London. The project took place as a part of a PhD thesis from September 2017 to April 2021.

[Academic literature](#) and [justice organisations](#) indicate that patriarchal power in Afghanistan operates both at the state level (especially under the Taliban rule) and in the family setting. However, the findings from my research illustrate the pervasiveness of the patriarchy and the persistent violence imposed on women following their arrival into the UK, which appears to contribute to the continued marginalisation and subordination of some Afghan women in the UK. One of the unique insights of my study is that the women's experiences of domestic and state violence were not homogenous, as tribal and ethnic identities may influence the women's experiences in both Afghanistan and the UK.

Moreover, the findings from my study reveal that not all the Afghan women migrants were able to show adaptive coping strategies in situations of displacement where traditional patriarchal values were enforced within the home by their spouses and in-laws. My study provides new insights around how many of the women continued to face oppression and violence within the family upon resettlement in the UK. The abuse the women experienced was found to be perpetrated by not only the women's spouses, but also other women inside and outside of the family. In this way, some women took on the role of the oppressor as well as oppressed.

My study highlights areas of systematic failure in UK migration governance, linked to a lack of knowledge around recognising the signs of partner violence among women migrants. It highlights that although many women come into contact with public support services in the UK (such as the police and health services), their abuse is not usually recognised and so it continues. These missed opportunities by social care and support services to adequately support and meet the needs of these women are of particular note and concern.

All agencies (e.g. refugee organisations, educational services, health and social care services) must work with Afghan women and men to enhance their understanding of women's rights in the UK. This change should start from the family, which has a root in normalising the subjugation and dominance of females from childhood, and such change can be achieved by providing guidance and education at school and college levels about the rights of women in the UK.

Recommendations from my study suggest training so that all educational and health care services can recognise the earliest signs of traditional patriarchal values and abusive relationships in some migrant families and provide a safe and supportive environment for women.

The Panoramic view on Digital Transformation & Digital Mindset in Higher Education Institutions

By Dr Shobha Harebasur,
Lecturer in School of Business
and Enterprise



My research aims to provide a panoramic view of Digital Transformation (DT) in higher education institutions (HEIs) by exploring the gaps in the digital mindset of HEI stakeholders. It asks the research questions 'What is digital transformation in HEI?' and 'What are the critical challenges of HEI stakeholders in developing the digital mindset?' My work seeks to validate current research and to identify the critical challenges and barriers to developing the digital mindset of HEI stakeholders such as business management educators and learners themselves. It also aspires to understand the role of educators

in preparing learners for the future technological landscape of the business world.

Indeed, in recent years, technology has rapidly disrupted traditional educational practices, pushing HEIs to innovate and create. The Covid-19 pandemic, in particular, highlighted the need to be agile and adaptable towards growing technological developments, and revealed opportunities in all fields and sectors, including academia.

From an academic point of view, it is essential that we integrate our existing understandings with newer technology information to prepare students to navigate today's world of work with efficiency. Digital technology has come to every industry, and HEIs are in a race to embrace that technology in the pursuit to fundamentally transform current service practices for their customers. This, in part, leads us to consider whether DT is about transforming the processes and practices, or about evolving our digital mindsets to

embrace innovative outcomes.

Existing **research** identifies gaps in knowledge and dissemination of knowledge around the improvement of technological literacy amongst both academics and students. Currently, business management education focuses on a conceptual understanding of business functions, processes, ethical facts, and efficient outcomes through various business modules, but there is a **gap** between current business landscapes' adaption and implementation, and newer technological innovations.

Indeed, academia is a key place for knowledge creation and dissemination and we must focus on expanding students' awareness of the 'what' and 'how' of new technologies. These technologies are and will continue to change the face of business going forward, and it is paramount that this knowledge and adaptive capabilities be developed if the HEI ecosystem is to thrive.



Quality Learning Requires an Inside-Out Education Model

By Dr Palto Datta, Lecturer
in School of Business and
Enterprise



The **Inside-Out Education Model** is a strategy for facilitating student growth and development. This model emphasises the significance of creating an atmosphere where students can learn from inside and from their peers rather than relying primarily on traditional techniques like lectures and textbooks. Instructors are guides in this framework, helping students learn about themselves while fostering their capacity for independent thought, creative problem-solving, and teamwork.

The primary goal of the Inside-Out Education Model is to shift the focus of classes back to the students. Students are not spoon-fed facts to memorise and regurgitate on tests, but rather are encouraged to think critically and creatively about the material on their own. Through it all, teachers steer students in the right direction, challenging them to go deeper. As a result, students are more invested in their work because they are no longer passively receiving information from a teacher or text.

This model emphasises teacher-student collaboration. Establishing solid connections helps both sides to grasp each other's perspectives, improving

educational setting communication. This creates a secure atmosphere for open discourse so everyone can share views without judgement or criticism. Such cooperation can inspire unique solutions rather than stifling them due to social pressure or customary expectations.

Technology is another critical component of the Inside-Out Education Model, allowing students to access pertinent material during class discussions and projects efficiently. Online resources help students to widen their horizons by exploring similar topics outside of textbooks, allowing them to obtain a deeper understanding of numerous subjects while developing independent study abilities that will serve them well later in life.

Inside-out education puts students first. Students can customise their learning in this setting. The inside-out education concept is necessary for optimal learning for several reasons. First, interested students remember and comprehend more. Second, when students feel they are part of the learning process, they are more likely to own their education and be motivated to succeed. Lastly, when students apply what they learn in real-world settings, they understand better how it can apply to their future jobs.

A concern for instructors adopting an inside-out methodology is making sure that content is current and applicable to each learner's specific situation. Given that students' motivations for enrolling in a particular course or

programme will influence the resources they choose to use, teachers must exercise caution when selecting content. In addition, having students work on projects that relate to current events to reinforce classroom concepts can prove advantageous because it allows them to apply what they have learned while studying independently outside of class.

One difficulty of inside-out education is fostering community among students who may not have many face-to-face interactions. Solving this issue may require the development of online communities where students can discuss topics of mutual interest. Having regular video conferencing amongst smaller groups is another way to facilitate communication and community building amongst remote participants.

A successful educational experience requires focusing on the learner from the inside out. As a result, the student can grasp all of the concepts presented in the course and take an active role in their education. In addition, it allows the student to apply the concepts they have studied. Overall, the Inside-Out Education Model has revolutionised modern teaching by moving away from rote memorisation towards active exploration for more practical knowledge retention over time, fostering greater engagement amongst learners throughout their academic journey, and developing vital 21st-century skills needed for success later in life.

Academic Staff Development Sessions

We've had another successful term full of Academic Staff Development (ASD) sessions! The sessions have provided developmental support to academics across the schools, ranging from exploring innovative technological tools to learning about colleagues' research to building relationships with students, amongst other learning and teaching practices. The sessions have been well received and generated practical and informative discussions. Thank you to all the presenters who have led us in these conversations!

The following ASD programme sessions have run this past winter:

DATE	SESSION TITLE	PRESENTER
11 January	Using Mentimeter and Padlet to engage students	Nahrain Aoudishow , Head of Foundations Programme, SoBE
18 January	An explorative journey into the lived experiences of religious shunning	Windy Grendele , Lecturer, SoHSS
25 January	Embedding Transferrable Skills: Preparing Learners for the Labour Market	Oluwadamilola Okuwobi , Associate Lecturer, SoHSS
31 January	Advance HE Workshop	Paul Williams/ Anna Wharton , Deputy Provost/ Scholarship Lead
8 February	Supporting students to avoid academic misconduct	Betty Changa , Programme Leader, SoHSS
15 February	Using OneNote to enhance student engagement	Nthabiseng Claudine Letsae , Lecturer, SoHSS
16 February	TiC Sharing Good Practice session	TiC Champions
21 February	Evaluating the Adoption of Project Management Tools and Techniques in Private Construction Companies in Nigeria	Edidiong Sidney , Lecturer, SoBE
8 March	Stimulating higher order thinking – How do we apply this in our practice?	Muhammad Tabassum , Head of HND, SoBE
17 March	Supporting and engaging students with different learning abilities	Ida Kabamba , Inclusion Coordinator
22 March	Using technology outside of the physical classroom: Evidence of student engagement in teaching and learning	Emmanuel Oghosanine , Associate Lecturer, SoBE
29 March	Building a sustainable relationship with learners	Joydeep Dutta , Academic Support Officer, SoHSS
4 April	How to facilitate effective student discussions: In-person and online	Chris Wood , Director of Education Services

We are pleased to share that we've had an average attendance of 25 colleagues at each session who have reported an average overall satisfaction rating of 4.6/5!

We look forward to seeing you at the next session! These lunchtime sessions provide a valuable space to engage with colleagues about good practice, to discover new ideas for your own classroom, and to continue your professional development. So, please do come along and feel free to bring your teas and coffees!

We would also love to hear from colleagues who'd like to present as part of the Academic Staff Development Programme's new term! Please get in touch with your ideas around enhancing learning and teaching, improving student experience or engaging with technology for education. You can contact Dr Anna Wharton at anna.wharton@rcl.ac.uk.

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

Breaking free from Higher Ed's Iron Triangle

From Inside Higher Ed Blog, 2023

[Click here to read](#)

Five strategies for supporting students with special educational needs online

From Times Higher Education, 2023

[Click here to read](#)

Drawing links between insight, practice, and student success

From Wonkhe, 2022

[Click here to read](#)

Report on provider engagement with the Office for Students

From Office for Students, 2023

[Click here to read](#)

ChatGPT or no ChatGPT, exams must be scrapped

From Times Higher Education Opinion, 2023

[Click here to read](#)

The four foundations of belonging at university

From Wonkhe, 2022

[Click here to read](#)

Applying student development theories: Enhancing international student academic success and integration

From the Journal of Comparative & International Higher Education, 2019

[Click here to read](#)

Towards a framework for designing and evaluating online assessments in business education

From Assessment & Evaluation in Higher Education, 2023

[Click here to read](#)

Promoting potential through purposeful inclusive assessment for distance learners

From Distance Education, 2022

[Click here to read](#)

Teaching and learning methods compared: A pedagogical evaluation of problem-based learning (PBL) and lecture methods in developing learners' cognitive abilities

From Cogent Education, 2023

[Click here to read](#)



Publications and Presentations

Shaila Hussain, Lecturer in the School of Health and Sports Science, recently co-published an article in *Mental Health Practice* entitled 'What is relevance of trauma-informed care for the rough sleepers?'. The article considers the 'symptoms of post-traumatic disorder in rough sleepers and how nurse practitioners can adopt a trauma-informed approach to their care'. [Click here to access the article.](#)

Dr Adrian Cazan, Lecturer in the School of Engineering and Computing, published an article in *Proceedings on Engineering Sciences* entitled 'Novel solution to Reynolds Equation for externally pressurised gas bearings as a combination of the solutions of two initial value problems'. [Click here to read the article.](#)

In December 2022, **Dr Palto Datta** in the School of Business and Enterprise conducted a 5-day special workshop on the QS University Ranking roadmap at [Bangabandhu Sheikh Mujibur Rahman Maritime University \(BSMRMU\)](#) in Dhaka, Bangladesh. The brief programme provided an essential means of appreciating the current institutional dynamic in order to help chart the future course of action and ensure a broad understanding of what is required to reach a given point or standard. The initiative assists BSMRMU academics in preparing and publishing world-class research papers in prestigious journals, as well as to assist the institution in raising its profile and increasing its chances of inclusion in the QS University Ranking system. Participants in the programme included senior officers, heads of faculty and departments, senior and junior faculty and several research students.

Call for Contributions

We maintain an ongoing call for contributions for brief 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 and Research Lead | Senior Lecturer.